

Application 1



[REDACTED]

Project Abstract

How do you teach immigrant and refugee youth who do not speak English and have never been to school to be successful in a 21st Century classroom and in the community? [REDACTED] School System ([REDACTED]) has an established, successful partnership with [REDACTED] and [REDACTED] ([REDACTED]) to offer [REDACTED] an out-of-school tutorial program designed to help refugee/immigrant youth in [REDACTED] adjust socially and academically to the American school environment. A highly qualified staff of certified [REDACTED] teachers, cultural specialists from [REDACTED] service members from the currently funded AmeriCorps program, volunteers including senior citizens, and several community partners will work together to implement this program in three new sites: the highest-need middle schools in [REDACTED] County (and, in fact, the state) based on the significant number of refugee and immigrant youth enrolled, low academic performance and high poverty rates. [REDACTED] [REDACTED] will serve 150 high-need students and their families, 50 per site, helping to bridge the wide gap in education and achievement by providing intensive academic support after school for a minimum of 12 hours Monday through Friday during the school year and up to four weeks in the summer. Family literacy activities will be offered for at least six hours per month ongoing, spread between weekdays and weekends based on the availability of parents.

Intended global program outcomes include:

1. Students will demonstrate improved grades in reading, language arts, math and science.
2. Adult family members will participate in family literacy and education activities that promote improved adult literacy skills and involvement in their children's education.
3. [REDACTED] staff will provide out-of-school programs grounded in scientifically based best practices that will increase program quality and build long-term capacity.

[REDACTED]

Needs Assessment

[REDACTED] has the highest refugee resettlement population of any county in the state – more than 3,000 refugees each year – and is, in fact, one of the largest refugee resettlement locations in the country¹. These families have come to the United States escaping war and persecution in their countries and in refugee camps. Upon arrival in the U.S., international families impacted by war, economic and political strife, health issues and famine must adjust quickly to American culture, language and schools at the same time that they struggle to achieve economic self-sufficiency.

Child victims of war often have a difficult time adapting to their new environment. They must learn a new language, adapt to a new culture and catch up academically in school. Many of these youth have never attended school before or have had gaps in their education due to war and flight. The schools they are attending are in economically disadvantaged, high-crime areas and face a host of challenges including gang violence, drugs, teen pregnancy, low test scores and high dropout rates. These schools have limited resources available to provide refugee youth with the services they need to succeed.

A. The Process

[REDACTED] like virtually all of the other 50 largest school systems in the country, faces a daunting array of challenges in educating increasing numbers of poverty level and refugee/immigrant students within the guidelines of No Child Left Behind (NCLB). Similarly, [REDACTED], one of the largest refugee resettlement agencies in metro Atlanta, copes daily with unpredictable numbers of arrivals from dozens of war-torn countries traumatized by violence, family separations and deaths, and exhausting years in primitive and cruel refugee camps. These two organizations have formed a strong partnership to help these disadvantaged populations succeed.

[REDACTED]

For over five years, [REDACTED] and [REDACTED] have collaborated to build and refine successful out-of-school and summer learning programs to help meet the academic and socialization needs of refugee/immigrant students in [REDACTED]. With 21st Century Community Learning Centers funding (21 CCLC), this collaboration has served (and continues to serve) high-need students and families enrolled in three schools in refugee-rich, high poverty urban neighborhoods in [REDACTED]

Current [REDACTED] Program Director [REDACTED] and [REDACTED] Program Director [REDACTED] share the responsibility for facilitating ongoing program assessment and improvement. They have met with key stakeholders – including [REDACTED] Director of English Language Learners (ELL) Studies Program [REDACTED] principals and teachers from participating [REDACTED] schools, program partners, AmeriCorps service members, site coordinators and potential program evaluators – to discuss current and future program needs and concerns, program operations and sustainability. The needs assessment has essentially been an ongoing process, which has substantially contributed to current program success and sustainability.

To plan for the next funding phase of programming, [REDACTED] and [REDACTED] 21 CCLC program directors met beginning in September 2010 with [REDACTED] representatives: Director of ELL Studies Program, Associate Superintendent for Support Services, Director of After School and Out-of-School Programs, Georgia's National After School Ambassador, and the Executive Director of Management Information Systems. They focused on identifying sites with the highest concentration of refugee/immigrant students and greatest academic need in an effort to ensure that [REDACTED] followed the refugee population. They evaluated data such as:

- The top 20 schools impacted by students on refugee and immigrant status

- [REDACTED]
- Poverty rates in the communities to be served, as defined by the percentage of students eligible for Free/Reduced Lunch and Title I
 - Schools identified for improvement or corrective action
 - Concentration of families served by [REDACTED] and partner resettlement agencies
 - Enrollment and housing patterns (e.g. to determine areas of less transient student populations), drop-out rates and attendance data
 - Academic achievement
 - Parent involvement

To assess needs, identify available services and determine gaps in services for [REDACTED] communities, [REDACTED] and [REDACTED] have met with social service providers, school educators, health professionals, businesses and government agencies. [REDACTED]'s program director also met with partner resettlement agencies to discuss gaps in service for refugees in the community in order to leverage and collaborate resources rather than duplicate them. [REDACTED] and [REDACTED] continually conduct school and community needs assessments through interviews, community meetings, student and parent questionnaires (translated into at least seven languages based on evolving need) and teacher focus groups. Risk factors for students directly related to academic failure include lack of previous education, lifelong exposure to violence, limited English skills, no access to out-of-school programs, limited technology skills and limited understanding of American culture. The [REDACTED] collaboration studied out-of-school best practices designed to increase student achievement and parent literacy skills. [REDACTED] addresses the needs of students and families by addressing gaps in service and providing comprehensive out-of-school programs focused on student success.

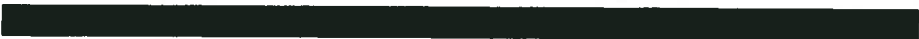


TABLE 1: SUMMARY OF IDENTIFIED NEEDS	
Student-related Needs:	
S-1	Support to improve skills in reading/language arts, mathematics, science, homework completion and class participation
S-2	Support to improve technology literacy skills
S-3	Support to improve behavior
S-4	A structured environment where students feel comfortable/safe during critical after school/summer hours
S-5	Support to acquire skills and awareness to be safe in their communities
S-6	Exposure to cultural/enrichment activities
Refugee/Immigrant and Low-income Family-related Needs:	
F-1	Local community-based programs to learn to speak English
F-2	Support and effective opportunities to become involved in their children's educations
F-3	Access to information on community services/support, including health care, employment and counseling
F-4	Access to affordable out-of-school programs and family activities
F-5	Training on safety at home and in the community

B. Specific Needs

Based on the significant number of refugee and immigrant youth enrolled, low academic performance and high poverty rates, the three new out-of-school sites selected for the [redacted] program are [redacted] and [redacted] which serve 6th to 8th grade students, and the [redacted] which serves high-school age children who have had fewer than seven years of formal schooling in their native country. These three schools are the top middle schools in the district with more refugee/immigrant students than any other middle schools in the state. Current enrollment data includes students from over 40 countries, with Bhutan, Burma, Congo, Iraq, Nepal and Thailand being amongst the highest numbers.

TABLE 2: REFUGEE/IMMIGRANT STUDENTS AT NEW SCHOOL SITES				
School Site	Student Level Served	Total Refugee/Immigrant Students	% Based on Enrollment	Free/Red. Lunch %
[redacted]	6 th – 8 th grade	256	26% (990 total enrolled)	92.47%
[redacted]	6 th – 8 th grade	99	9% (1077 total enrolled)	60.15%
[redacted]	High school age: accelerated learning through 7 th -8 th grades	241	100%	99.07%

[redacted] is already working with many families from these three sites through [redacted] core service programs: resettlement, employment, immigration and education programming.

[REDACTED]

[REDACTED] a Title I school, is not meeting Adequate Yearly Progress (AYP) and is in Needs Improvement status. It is the top traditional school in [REDACTED] based on the enrollment numbers of refugee and immigrant students. This school serves the highest concentration of refugees in [REDACTED] and is the feeder school for [REDACTED] which has the highest number of refugees of any high school in the county and state.

[REDACTED]: Refugees and immigrants often begin their children's education at [REDACTED] but, after initial resettlement, many families move into the [REDACTED] district. [REDACTED] will follow this migration to [REDACTED] where the Free/Reduced Lunch rate is 60.15% and no free out-of-school services are offered. The [REDACTED] program will be critical to supporting the refugee/immigrant population at this school.

[REDACTED] a Title I school, is not meeting AYP and is in Needs Improvement status. The [REDACTED] provides a unique program, offering accelerated learning for high-school age students unable to enter the American school system at the high school level. Following a literacy test at the [REDACTED], students are placed in the appropriate classes of study in the Lab. In this two-year program, students concentrate on listening, speaking, reading and writing English. Other content area courses include math, science, social studies, language arts, health, physical education and computer literacy/research.

Language and literacy skills assessments allow these high-school-age students to be taught as 7th and 8th graders. As skills improve, students may advance classes during the school year within the Lab. A norm-referenced test is administered to help determine their readiness to be mainstreamed into regular high school 9th grade classes.

Typically, formal schooling for the international students is interrupted by events that impede learning. Such events may include war, economic strife, political strife, health issues and famine.

[REDACTED]

Many students come from the rural areas of developing countries. The interruptions in schooling result in difficulty with reading in the native language itself. Math computation and problem-solving skills are also minimal. Student profiles reveal a low attention span, poor handwriting, letter reversals, seemingly poor memory, weak study skills and very limited social skills.

Without concerted instructional efforts in the [REDACTED] Lab, the intervention of social agencies, and assistance from community volunteers, the students are at risk of dropping out of school.

C. Program Focus

[REDACTED] was developed to address the six student and five family challenges identified by the needs assessment. Seeking to better understand the needs of foreign-born students and families, the Planning Council researched culturally competent out-of-school best practices before implementation of the program in 2006. The Council reviewed best practices and studied experts Halpern (2004), Kane (2004), Afterschool Alliance (2005), SEDL Afterschool Toolkit (2006), and resources from the Mott Foundation and Partnership for Afterschool Education.

While many out-of-school programs focus on elementary schools, middle school is an even more critical age for refugee/immigrant students. They have a huge gap in knowledge – even more so than in elementary school. They often feel that they do not fit in with the students learning at their basic level yet they cannot perform at the level of their peers. Due to all the factors working against their academic and social success, by the time they reach high school, a majority of these students drop out and focus on finding employment. **Middle school is the last – and often the first – opportunity for intervention.**

The specific goals, objectives, activities and timeframes designed to meet these substantial identified needs of this target population are outlined in Table 4 of the next section.

II. Program Plan and Implementation

[REDACTED]

A. Program Plan

[REDACTED] have successfully implemented [REDACTED] Elementary, [REDACTED] and [REDACTED] Schools over the past five years. All Title I schools, these three sites have substantial refugee, immigrant and native-born, low-income populations. Refugee students in the [REDACTED] program have typically performed better academically than traditional students. During the 2009-2010 school year, 72% of [REDACTED] students met or exceeded the state requirements on the CRCT test and showed significant improvement in math grades. Additionally, 95% of the students displayed improvement in their work ethic and attitude towards school after participating in the program.

Of the three schools and content areas used to determine AYP, there are nine opportunities to increase the percentage of students meeting the standard. The program met this goal on seven of these opportunities. Table 3 outlines the percentage of students who met or exceeded standards for the CRCT in the 2008-2009 school year compared to the 2009-2010 school year.

TABLE 3 – PERCENTAGE OF STUDENTS MEETING/EXCEEDING THE CRCT STANDARD		
Subject	2008-2009	2009-2010
[REDACTED] Elementary School (K-5)		
Reading	84% (21 out of 25)	70% (16 out of 23)
English/Language Arts	72% (19 out of 25)	65% (19 out of 29)
Math	50% (15 out of 30)	74% (17 out of 23)
[REDACTED] Middle School (6-8)		
Reading	73% (11 out of 15)	75% (15 out of 20)
English/Language Arts	73% (11 out of 15)	87% (20 out of 23)
Math	65% (13 out of 20)	80% (16 out of 20)
[REDACTED] Middle School (6-8)		
Reading	69% (31 out of 45)	85% (40 out of 47)
English/Language Arts	76% (34 out of 45)	85% (40 out of 47)
Math	78% (36 out of 46)	83% (39 out of 47)

Note: Scores are reported for all available grade levels.

In addition, 47% of students for whom the program supplied grades data for the 2008-2009 and 2009-2010 school years improved by one letter grade in at least one core subject. Of the students participating in the program at [REDACTED] Elementary, 18 were named to the Principal's List, the

[REDACTED]

Honor Roll and other academic awards. Further, 20 of the [REDACTED] students passed the English Proficiency Test, which includes listening, Speaking, Reading and Writing.

At [REDACTED] School, the students excelled beyond the expectation of average students. All of the 8th grade students passed the CRCT. These achievements are especially significant as 50% of these students are [REDACTED]. This achievement is impressive when comparing it to district data from 2009, which shows that 36%, 42%, 81% and 76% of limited English proficient students did not pass the Reading, English/Language Arts, Math, Social Studies and Sciences portions of the 8th grade CRCT, respectively.

Of the parents surveyed, 100% reported that the program has been beneficial to their family. In many cultures served by this program, parent involvement is a challenge as being involved in a child's education is considered to be inappropriate and disrespectful to school leaders. [REDACTED] with a ethnically and culturally diverse staff that collectively represents 15 countries of origin and speaks 25 languages, is uniquely qualified to work with international families and educate them on the importance of involvement in their children's school. Another lesson learned from parent assessments is that family literacy classes must be flexible and offered on-site at [REDACTED] and within apartment complexes where families live in order to promote participation. Often, families do not own vehicles and getting to school sites that may not be easily accessible by public transportation is a significant factor in class participation.

Goals, Measurable Objectives, Activities and Timeframe

Table 4 outlines program goals and objectives and how they will be met. This model builds on lessons learned from previous successful years. Academic activities correlate to Georgia Performance Standards (GPS) and, when appropriate, the Common Core Georgia Performance Standards. Sample schedules with specific GPS correlations are provided in Appendix B.

TABLE 4: GOALS, MEASURABLE OBJECTIVES, MEASUREMENT TOOLS, ACTIVITIES AND TIMEFRAME

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Students will demonstrate improved grades in reading, language arts, math and science.	1.1) 60% of regularly participating students (attending the program 30 days or more) will meet or exceed the state and local standards in reading/language arts. 1.2) 60% of regularly participating students will meet or exceed the state and local standards in math.	CRCT scores, pre- and post-assessments, report card grades. CRCT scores, pre- and post-assessments, report card grades	a) Academic activities that reflect GPS (instruction, homework assistance, enrichment and/or remediation) b) Coordinated communication between regular school teachers and out-of-school teachers c) Provide access to educational technology a) Academic activities that reflect GPS (instruction, homework assistance, enrichment and/or remediation) b) Coordinated communication between regular school teachers and out-of-school teachers c) Provide access to educational technology	a) Daily throughout the school year b) Weekly throughout the project year c) Weekly throughout the school year a) Daily throughout the school year b) Weekly throughout the project year c) Weekly throughout the school year
	1.3) 50% of regularly participating students will meet or exceed the state and local standards in science.	CRCT scores, pre- and post-assessments, report card grades	a) Academic activities that reflect GPS (instruction, homework assistance, enrichment and/or remediation) b) Coordinated communication between regular school teachers and out-of-school teachers c) Provide access to educational technology	a) Daily throughout the school year b) Weekly throughout the project year c) Weekly throughout the school year
	1.4) 60% of regularly participating students in need of improvement will exhibit an annual academic improvement of one letter grade or more in reading/language arts, math or science.	Report card grades, annual comparison of students end-of-year letter grades in core subjects	a) Homework Assistance b) Study groups using CRCT study guides for quizzes, tests and final exams c) Individual tutoring with student mentors and volunteers d) Access to books on tape, personal student planners or podcasts for chapter reviews as needed	a) Daily throughout the school year b) Weekly throughout the school year c) Daily throughout the project year d) Daily throughout the project year
	1.5) 60% of regularly participating students will be promoted on time each year.	District records re: student promotions	a) Implement Safe Places strategies b) Coordinate out-of-school activities with regular school teachers, counselors and staff to ensure comprehensive services to students	a) Ongoing b) When the student enrolls in Safe Places
	1.6) 60% of regularly participating students will self-report increased enjoyment and motivation for school.	End of the year student surveys	a) Include students on program Advisory Council b) Solicit student input	a) At onset of program at three new sites and ongoing b) Ongoing

TABLE 4: GOALS, MEASURABLE OBJECTIVES, MEASUREMENT TOOLS, ACTIVITIES AND TIMEFRAME

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
	1.7) 60% of regularly participating students will demonstrate an increased knowledge of enrichment activities, such as technology, environmental science, health and cultural arts	End of the year student surveys	<ul style="list-style-type: none"> a) Enrichment activities with community partners and regular school teachers b) Project-based instruction aligned with GPS in partner academics 	<ul style="list-style-type: none"> a) Weekly b) Weekly
2) Adult family members will participate in family literacy and education activities that promote improved adult literacy skills and involvement in their children's education.	<ul style="list-style-type: none"> 2.1) 60% of adult family members of regularly participating students will participate in at least three literacy, educational or family involvement activities during the school year. 2.2) 80% of adult family members who participate in literacy, educational or family involvement activities will report an increase in motivation and skills. 	<ul style="list-style-type: none"> Sign-in sheets or attendance logs Parent surveys 	<p>This programming allows [redacted] to serve clients in much more comprehensive way as they are likely already part of resettlement and focused on employment and home management.</p> <ul style="list-style-type: none"> a) Engage parents in motivation survey. Collect parent feedback based on activity session "How do you feel about parent's participation in school?" 	<ul style="list-style-type: none"> a) Ongoing as events occur
3) [redacted] staff will provide out-of-school programs grounded in scientifically based best practices that will increase program quality and build long-term capacity.	<ul style="list-style-type: none"> 3.1) 90% of staff will participate in a minimum of 16 hours of professional development each program year. 3.2) 80% of staff will identify one new skill or idea they learned during their professional development and describe how they will implement this skill or idea within the out-of-school program. 	<ul style="list-style-type: none"> Sign-in sheets or attendance logs (including Illuminate sessions) Teacher surveys 	<ul style="list-style-type: none"> a) Offer the following professional development opportunities to teachers: orientation to out-of-school program, coaching, team building and topics specific to middle school student learners. b) Offer the following professional development opportunities to all program staff: Academics, ELL, safety, specific refugee issues and cultural competency training. a) Administer professional development questionnaires to teachers completing 16 hours of professional development 	<ul style="list-style-type: none"> a) Initially in July and August; then quarterly throughout the year b) At least every other month prior to program onset; then as needed based on identified needs or concerns <p>Ongoing throughout project year as teachers complete their hours</p>

[REDACTED]

[REDACTED] is a research-based and proven effective model. Effective out-of-school programs embrace the fact that instruction needs to be different from the strategies used during the regular school day. Simply stated, the program should not just offer three more hours of school. Smaller class sizes, use of volunteers, mixed grades levels and flexible schedules allow out-of-school staff to implement innovative research-based activities designed to facilitate improved student achievement. [REDACTED] was designed using best practices that include project-based learning delivered through the four academies to provide rigorous and relevant instruction in core subjects. Incorporated in the academies are homework assistance, [REDACTED], technology and communications, health and wellness, cultural arts, test preparation and community service. Studies have shown out-of-school programs increase student achievement, safety, attendance and language acquisition (Afterschool Alliance, 2005).

[REDACTED] incorporates research-based best practices, such as Springboard, a groundbreaking instructional program designed by The College Board and implemented through [REDACTED] in 2006 as part of [REDACTED] Improvement Plans, [REDACTED] Resource Center [REDACTED] (permanent exhibit at the Smithsonian Museum of American History) and [REDACTED] (project-based science program aligned with GPS that was selected by the U.S. Department of Education as the top science afterschool program in the nation and featured by PBS). The [REDACTED] program has also used:

- *Arts in History*: a hands-on arts curriculum aligned with GPS that allows students to explore history through art;
- *Reading A to Z*: an online resource that allows teachers to download level appropriate, high-interest reading materials that students can take home;
- *Ladders for Success*: a comprehensive CRCT test preparation curriculum; and the

- [REDACTED]
- *Science Explorer*: a hands-on science experiment curriculum developed by the Exploratorium to blend academic content with curiosity-building activities.

Using this approach, [REDACTED] students have shown impressive results. In the 2009-2010 school year, at least 70% of students met or exceeded CRCT standards in reading and math.

B. Quality Contact Time

[REDACTED] will serve 150 students and their families, helping to bridge the gap in education by providing intensive academic support after school for more than 12 hours Monday through Friday during the school year and up to four weeks in the summer.

The program will provide [REDACTED] and comprehensive academic tutoring to reinforce skills aligned with GPS, build confidence and develop leadership skills. Program components will include at least one hour of homework help and basic skills tutoring daily; at least one hour/week enrichment in reading/language arts, math and science; weekly participation in at least one of four project-based, inquiry-driven Enrichment Academies (Cultural Arts, Health and Wellness, Communication and Information Technology, and Environmental Science: all include team building, cultural diversity and acceptance, safety and health), service learning, field trips and transportation. Academic activities will be delivered as engaging, student-centered and fun while employing real-life experiences. Wireless technology will provide access to student-centered educational websites for research and homework and to improve technology literacy skills.

Family literacy activities will be offered for at least six hours per month, spread between weekdays and weekends based on the availability of parents. Programs and activities will be provided multiple ways, including skills-based [REDACTED] training, employing various parent involvement strategies, holding family events that celebrate diverse cultures, and involving parents and family members in educational and enrichment activities.

The weekly hours of structured quality contact time foster the maximum positive impact on students' development and learning. This time is offered to the entire targeted student population each day and does not include travel time. Refer to Appendix B for a sample weekly schedule of activities for after school and summer programs, by site.

TABLE 5: ANNUAL STUDENT ACADEMIC & ENRICHMENT & FAMILY LITERACY ACTIVITIES			
Student Activities	Hours	Days/Wk	Weeks/Year
<input checked="" type="checkbox"/> After School	2 hrs. 25 min./day	5	30 weeks
<input checked="" type="checkbox"/> Summer	7/day	5	Up to four weeks
Family Literacy Activities			
<input checked="" type="checkbox"/> Day/Evening/Weekend	Min. 6 hrs./month	Varies	Ongoing; integrated with [redacted] core services

TABLE 6: DAILY STUDENT ACADEMIC, ENRICHMENT AND FAMILY LITERACY ACTIVITIES				
	Time	Hrs/Day	Days/Wk	Activity/Event/Program Description
Student	3:50-4:05	15 min.	M-F	Cultural diversity and acceptance interaction; snack provided through Title I
	4:05-5:05	1 hour	M-F	Homework assistance, tutorials, enrichment with full access to library media center, technology labs, wireless technology and other school resources.
	5:05-6:05	1 hour	M-F	Participation in academic enrichment or project-based Academies
	6:05-6:15	10 min.	TBD	Mentoring scheduled based on individual student needs
	6:15-7:00	45 min.	M-F	[redacted] Transportation home
Family	Based on parent availability	Min. 6 hrs./month	Varies	Parent literacy classes, cultural events, school-based programs and events, community events

C. Recruitment and Retention

[redacted] and [redacted] share the responsibility for student recruitment and retention. [redacted] is a successful, established program in the community and there is often a waiting list for participation. Together, [redacted] identify resettled refugees, immigrants and native-born youth who have low achievement, high truancy, etc. Having resettled refugees for over 30 years, [redacted] is in constant contact with high-need refugee and immigrant communities throughout metro Atlanta. [redacted] considers all newly arriving refugee families for the [redacted] program. [redacted] case managers ensure families are aware of the program and help them

[REDACTED]

apply. Partner resettlement agencies also refer their clients to [REDACTED] when a family is zoned for the district or assigned for a home school that is a [REDACTED] site. School administrators, counselors, teachers and parents will identify students who will benefit from [REDACTED]. [REDACTED] and [REDACTED] promote [REDACTED] on their websites for further outreach (see Attachments).

To sustain successful student enrollment, school administration and [REDACTED] staff work with parents on a case-by-case basis if attendance issues become a problem. If issues are not resolved, a student may be removed from the program to allow the next person on the waiting list to enroll.

D. Staffing and Professional Development

Staffing [REDACTED] is one of the most critical components that contributes to the success of the program. Because all staff members meet the public on a continuous and concentrated basis, they should be carefully selected, trained and supported. The [REDACTED] staff includes program directors, a project manager, site coordinators, teachers, coaches, translators, counselors, technology specialists, bus drivers, local school administrators and district-level school administrators. Staffing each program involves a careful coordination of unique student needs and [REDACTED] staff expertise. In addition, each [REDACTED] school will participate in the [REDACTED] Advisory Council.

Selecting program staff is an ongoing process. Regardless of position or role in the program, there are 10 key components to consider in staff selection. All staff members must: (1) understand education as it relates to refugee children and families; (2) understand the philosophy of out-of-school programs; (3) maintain a positive, nurturing attitude and behavior toward all learners; (4) have a community service and or an education background; (5) complete [REDACTED] [REDACTED] professional learning including GBI-certified four hours of Cybersafety; (6) be cleared through federal criminal background checks - see Attachments for details on the background

check process; (7) maintain confidential participant, employee and program information; and (8) participate in employee and program assessment annually. Select staff members must have: (1) management skills and (2) program budget and finance skills.

To continue to maintain a high quality program, program staff needs to successfully complete program-specific training each year. All employees are required to successfully complete:

- [REDACTED] program and leadership workshop
- [REDACTED] cultural awareness, diversity, program development and service delivery
- Acceptable use policies, professional standards and sexual harassment

Finally, in order for program staff to implement a high-quality program, they need to be supported in day-to-day business operations. Support includes, but is not limited to, making sure that the facility is physically ready each day, equipment is in working order, supplies and materials are readily available, snacks are prepared and available, all positions are appropriately staffed to meet local, state and federal guidelines, and facilities are safe and secure.

Key staff [REDACTED] program directors, [REDACTED] project manager, site coordinators at each school and school principals) will provide program oversight and support by providing: ongoing professional learning; resource acquisition; transportation coordination; staff professional certification assurance; up-to-date background checks; payroll reports; scheduling; and thorough evaluation. Teachers will provide high-quality academic and enrichment instruction and support for students and families, coordinate individual student needs, communicate with other [REDACTED] [REDACTED] staff and regular school teachers to ensure program consistency, relevance and alignment with GPS. The program will operate in [REDACTED] schools under the direction of a school principal and a site coordinator. The program maintains a 10:1 student-to-staff ratio during academic

[REDACTED]

activities and a 15:1 ratio during all other activities. Job descriptions and required position qualifications listed in the budget are included in Appendix B.

The [REDACTED] management plan includes program timelines, implementation schedules, daily schedules, evaluation schedules and organizational staffing charts to ensure that the program is implemented appropriately. The collaboration between [REDACTED] and [REDACTED] staff as well as programming is key to program success. See the attached organizational chart.

Program staff and volunteers will include certified classroom teachers, [REDACTED] instructors, counselors and volunteers who have all completed federal background checks prior to program employment. Program directors from the joint applicants and the [REDACTED] project manager will work regularly with each school to provide support and ensure quality program implementation including daily data collection and reporting via GaDOE-required database. All [REDACTED] employees and volunteers will complete a minimum of 16 hours per year of professional learning focused on components of high-quality out-of-school programs including instructional strategies, curriculum, parent involvement and technology.

In order to access the skills and abilities of retired seniors in the community, [REDACTED] will actively recruit retired teachers and other professionals to serve as volunteer tutors, mentors, field trip and event chaperones, and translators/interpreters for students and their families. Seniors will work in conjunction and cooperation with certified staff in academic and enrichment activities. In compliance with [REDACTED] policy, all volunteers complete a background check before they are permitted to work with students and families.

E. Advisory Council and Operating Partnerships

Through thorough analysis of data from the comprehensive student, family and community needs assessment, the Community Planning Council (formed through shared goals for improved

[REDACTED]

academic achievement for refugee students) designed [REDACTED]. Some members of the Planning Council now serve on the [REDACTED] Advisory Council. The Advisory Council serves as an oversight committee meeting quarterly to focus on current and future program needs or concerns, program operations and sustainability. They will ensure that program goals and objectives are met, review program data and provide other support as needed. One principal from the previous funding cycle will serve on the council temporarily to ensure that learning is shared and that new best practices are integrated seamlessly for the new sites.

The Planning Council set measurable goals and objectives and designed the program related to the needs assessment that the Advisory Council now oversees. Program performance standards are aimed at ensuring the availability of high quality academic enrichment opportunities. Strategies and performance measures have been established to address these needs through scientifically based research activities that will help students meet State and local academic achievement standards, increase attendance and prevent or reduce violence and disruptive behavior.

[REDACTED] enlisted the support and expertise of community members to create a comprehensive and complementary collaboration of stakeholders. The collaboration includes partners who share a common goal and, through strategic leveraging of each stakeholder's resources and expertise, the ability to achieve program goals. [REDACTED] partners represent pre-K-12 education, higher education, business, government, service and faith-based organizations, parents and students.

[REDACTED] will provide program space, ensure that educational activities are aligned with GPS and school improvement plans (SIPs), coordinate snacks and transportation, and be the fiscal agent. Joint applicant, [REDACTED] brings extensive experience with foreign-born students and families, established relationships with social service organizations and success in designing culturally

[REDACTED]

competent programs for youth and adults. Active collaboration will be assured by staffing [REDACTED] through both partners. Out-of-school staff at each site will include certified teachers from the school and highly qualified cultural experts and other staff members hired by [REDACTED]. This collaboration maximizes [REDACTED] expertise and network of resources to these [REDACTED] schools. Program partners goals and responsibilities are detailed in Appendix C with MOAs attached.

The [REDACTED] collaborative will include nonprofit, for profit and community organizations partners and draw on state/federal programs to maximize and leverage resources promoting youth development (detailed in Appendix C). Coordination with [REDACTED]

[REDACTED]

Scholars, will provide access to valuable resources. Through [REDACTED]s currently funded [REDACTED]s program, two full-time [REDACTED]s members will be assigned to each school. In the mornings these service members will provide adult literacy to parents and families participating in 21 CLCC program. During after-school hours, service members will provide tutorial services and homework help to 21 CCLC participants and help instructors implement enrichment academy activities. Other support from higher education [REDACTED] will be part of [REDACTED]. Along with the [REDACTED] project manager, the [REDACTED] program directors will ensure coordination of services and leveraging of available resources to guarantee the most effective and efficient use of public and private funds.

F. Communication

Program information regarding schedules, program activities and events, meetings, program successes and accomplishments, and other program information will be disseminated in at least seven languages to a variety of audiences monthly in multiple ways beginning within 30 days of

award. Each school's site coordinator and principal will work with the [redacted] project manager and [redacted] program directors to provide information to the communities monthly.

TABLE 7: PROGRAM INFORMATION DISSEMINATION TO MULTIPLE AUDIENCES – 7+ LANGUAGES	
Audience	Methods of and Sources for Information Dissemination
Students	School newsletter, morning announcements, weekly agendas, program bulletin board
Parents	School newsletter, program brochure, (translated into Spanish, Arabic, French, Karen, Kirundi, Burmese, Chin, Kunama – languages may change based on needs of incoming refugee arrivals), [redacted] website, apartment newsletters, apartment community room bulletin boards, social workers, social service agencies, faith-based organizations, school counselors, partner networks, parent teacher conferences
School Personnel	School newsletter, morning announcements, weekly agendas, program website & bulletin board, podcasts, faculty meetings, grade level and department meetings, professional learning
Community Partners and Members	School newsletter, program brochure/website, (translated into Spanish, Arabic, French, Karen, Kirundi, Burmese, Chin, Kunama – languages may change based on needs of incoming refugee arrivals) apartment newsletters & community room bulletin boards, newspapers, social workers, counselors
Education Communities	Professional conferences/meetings, videoconferencing, podcasts, [redacted] newsletters, program website, program brochures, posters, summary reports, publications submitted to the Afterschool Alliance, Southwest Educational Development Lab, National Institute for Out-of-School Time, National Association for the Education of Young Children, Georgia's Youth Investment Council

In order to gain access to necessary school-generated student data, including directory and confidential information such as student test results, surveys, IEPs, etc., [redacted] staff members must be approved by the site principal and the executive director of Management of Information Services, and receive training.

G. Student Safety and Transportation

During the school year, students will remain at school for out-of-school programming and then transportation via traditional school buses will be provided to take them home at the end of the program day. In the summer, transportation will be provided to and from the program sites each day. Students will be checked in by trained, certified members of [redacted] staff. [redacted] will follow [redacted] checkout procedures, which require documentation of approved people for each student's pick up as well as photo identification.

All three school facilities are in complete compliance with the Americans with Disabilities Act and meet safety requirements for the maximum number of students allowed. All sites are

[REDACTED]

insured and have been inspected by the State to meet all regulatory requirements. [REDACTED] has access to the cafeteria, gymnasium, classrooms, library media center, athletic fields, bathrooms, Parent Centers and technology centers. Program staff and participants will have access to restrooms and telephones.

Since lack of transportation is the second largest barrier to student participation, [REDACTED] will use a portion of grant funds to safely transport students home at the end of each day. [REDACTED] buses will also transport students to evening, community service, summer activities and on field trips. Transportation is often available for families participating in family literacy programs.

Additionally, [REDACTED] adult Learning Center is easily accessible through public transportation.

[REDACTED] busses meet state and local insurance requirements for transporting students to and from school, on approved field trips and to approved locations for educational courses and events.

[REDACTED] bus drivers are required to complete a minimum of 27 hours of safety, student discipline, emergency procedures and driver training per year. Parents are required to complete student transportation approval forms. Copies of these forms, translated in at least seven languages, are kept at each school, the district office and at [REDACTED]. The forms are updated monthly.

Transportation home each day is proposed not to exceed 45 minutes.

H. Sustainability Plan

Once an organization starts focusing sustainability on more than just funding, they begin to not only become more sustainable, but to simultaneously create more impact in their communities

(Family Connection and Head start, 2006). Beginning with the design of [REDACTED] in 2006,

[REDACTED], district administrators, school principals and program partners made planning for sustainability a top priority by looking at the program plan in terms of (1) available resources, (2) continued student, family and community needs, (3) community demographics and (4)

[REDACTED]

community partnership base. The need for a viable sustainability plan became clear. The [REDACTED] Planning Committee followed The Finance Project (2006) plan and met with community, state and national stakeholders who shared a common vision to study evaluation data that support positive program results for improved student achievement and family literacy from [REDACTED]; 12 years of previously sustained 21 CCLC programs.

The council identified eight potential funding sources and strategies that will be used to continue program operation after State funds are no longer available — local, state, federal and private funding, student tuition (sliding scales, sibling formulas and scholarships), in-kind contributions, revenue sharing and coordination of diversified funding/resource sources. The commitment from partners is contained in each MOA.

A cost analysis cost of [REDACTED] is a reasonable \$1,818 per student during the school year and \$770 per student in the summer program, averaging just \$9.30 per day! This includes programming costs for all students and their families, transportation, focused professional learning for 30 staff members and basic program learning for regular day staff at the three schools. Through existing partnerships and ongoing collaboration, [REDACTED] is able to operate a fiscally responsible program. Discontinuing the program would have a negative impact on refugee and immigrant students and families served and surrounding communities.

III. EVALUATION

A. Evaluation Plan

Behind every good program lies a good theory. A well-articulated program provides a disciplined way to state and test assumptions about how program activities are expected to lead to program outcomes. [REDACTED] will work with an external evaluator to fulfill this crucial program role. The project directors have discussed the evaluator position with established

[REDACTED]

21 CCLC evaluators, including [REDACTED], and will complete the procurement process to fill this position pending award. [REDACTED] has served as evaluator for 20 Georgia 21 CCLC projects involving 53 after school/summer sites as well as over 83 after school/summer programs supported by a variety of funding sources. This team of experienced evaluation professionals is led by President and Senior Consultant [REDACTED]. The group has over 20 years of progressive experience working with education, health and social service organizations, including local and state-level demonstration projects. They have extensive experience designing comprehensive strategic plans and ongoing evaluation processes for individual organizations, such as school systems, as well as over 70 grassroots community collaboratives.

The evaluator will establish professional, multi-year relationships with [REDACTED] partners, working with stakeholders – students, families, teachers, school administrators and partners – during evaluation development for input and throughout the evaluation process implementation for feedback. The evaluator will coordinate all evaluation meetings; design evaluation instruments; coordinate data collection efforts, including the administration of all instruments and the extraction of data from secondary sources; analyze the data and report findings via snapshots, written reports and in-person briefings, with added focus to comparing project processes and outcomes against any existing baseline data or previous year's data.

Our external evaluator will use sound research-based strategies to ensure that the evaluation is firmly grounded in our program's theory of change. Revisited throughout the life cycle of our program, [REDACTED] strategies will guide our learning, reflection and program adjustments. The program goals and objectives outlined in this application are aligned with all goals and objectives

[REDACTED]

of Georgia's 21st Century Afterschool Program and the School Improvement Plans (SIPs) for our three school sites.

We have embedded all of Georgia's 21 CCLC goals, process objectives and outcome objectives within our evaluation plan and added objectives that create logical links between our program components and the short, medium and long-term outcomes we hope to achieve. Because research has shown that most programs fail to reach their desired outcomes due to poor implementation rather than poor theory, we added additional process objectives to help monitor implementation. The evaluation plan clearly defines our overarching program goals, aligned needs, measurable objectives and benchmarks.

Although our SIPs reflect the needs of each specific school, commonalities focus on increasing academic achievement in reading, math, language arts and science, as well as preparing teachers to use scientifically based methodologies and strategies in the classroom. Our evaluation plan is designed to monitor progress toward meeting the 21 CCLC program goals and objectives and our local SIPs. Current school SIPs focus on increasing student achievement and parent involvement. Excerpts from current school SIPs follow:

- [REDACTED] SIP calls for: an increase from 85% to 89% of students meeting/exceeding the Reading/LA portion of the CRCT; an increase from 65.1% to 80% of students meeting/exceeding the Math portion of the CRCT; and a decrease in number of students absent 15+ days from school to 7.3% (no subgroup higher than 11.1%).
- [REDACTED] SIP calls for: an increase in scores from 90.7% to 92% in grades 6, 7 and 8 on the Reading/LA portion of the CRCT; an increase in scores from 78.8% to 81% in grades 6, 7 and 8 on the Math portion of the CRCT; and a decrease in number of students absent 15+ days from school from 11.1% to 9%.

- [REDACTED] calls for: an increase from 2.7% to 80% of students in all subgroups performing at Level II and III on the English/LA portion of the CRCT; an increase from 15.4% to 75% of students in all subgroups performing at Level II and III on the Math portion of the CRCT; and a decrease in number of students absent 15+ days from school from to 1%.

The objectives and performance indicators detailed in the program narrative (Table 4) allow us to make data-driven program modifications based on whether we have met, not met, or are progressing toward meeting said objectives. We will evaluate our performance against our objectives, which specify annual benchmarks to indicate the extent to which we are "on track" to meet our goals. Semi-annual progress reviews will allow us to compare our progress in achieving our objectives, assess our impact on student learning and make decisions based on quality data.

Complete Evaluation Plan

The evaluation plan for [REDACTED] employs both process and outcome evaluations: (1) Formative (process) evaluation provides ongoing insight on the quality and the extent of program implementation, allowing for mid-course corrections as necessary; and (2) Summative (outcome) evaluation provides regular, annual analysis and reporting of progress toward student outcomes as defined by the grant objectives denoted in Table 4 of the program narrative. The evaluator will apply a mixed-methods approach to collect both quantitative and qualitative data to assess program implementation and effectiveness (Stufflebeam, 2001). The key to the appropriate use of a mixed-methods design is to choose methods because they effectively address the study's questions, not because they are either quantitative or qualitative in nature. Last, by using multiple methods with multiple data sources when possible, the external evaluator will triangulate the data to enhance the credibility and validity of the results.


[REDACTED]

Instruments, Design and Methods. Our evaluation will utilize surveys, questionnaires, administrative records (attendance forms, sign-in sheets, meeting minutes), structured site-visit observations, secondary source data (database, test scores, grades), and key informant interviews (tools not already in place will be developed within the first four weeks after grant award). In addition, the evaluator will use two tools, an Implementation Matrix and a Program Quality Self-Assessment Tool, to evaluate the extent of implementation and the quality of implementation, respectively, at each site. The Implementation Matrix quantifies the extent of program implementation at any single point in time and captures the variation that is expected to occur between sites. The Program Quality Self Assessment Tool (NY Afterschool Network, 2005) helps staff to self-assess their program to ensure it aligns with the factors known to contribute to a quality out-of-school program: (1) environment/climate; (2) administration/organization; (3) relationship; (4) staffing/professional development; (5) programming/activities; (6) linkages between day and after school; (7) youth participation/engagement; (8) parent/family/community partnerships; (9) sustainability; and (10) measurement of outcomes and evaluation.

Data Analysis. Information from qualitative data (open-ended survey responses; interviews) will be categorized into pre-determined and emergent themes and analyzed to assess valence, type and degree of consensus between respondents. Data from quantitative sources will be analyzed using simple, descriptive statistics including means, standard deviations and frequencies.

Parametric and non-parametric inferential statistics (chi square, t-tests, ANOVAs) will be used when appropriate. Data will be presented in a format that is understandable and useable for program staff and stakeholders. Graphs, tables and charts will be used extensively in reporting.

Data Collection. Data will be collected throughout each academic year and summer of the grant. The sequencing of the data collection will be:

- 
- **Teacher Professional Development Questionnaire: Before program begins**
 - **Site coordinator interviews, Program Quality Self-Assessment Tool and Implementation Matrix: Twice during the school year**
 - **Parent and family members' skills and motivation survey: ongoing as events occur**
 - **Student satisfaction surveys: Ongoing throughout program**

Data from secondary sources will be collected throughout the year as they become available.

Reporting. In June 2012, we will convene a meeting and revisit the program goals and objectives to ensure fidelity to the program theory and avoid "program drift"; reinforce staff's understanding of the evaluation purpose and methods; and discuss the data collection schedule for the coming year. Formal reporting to the project director, site coordinators and district-level administrators will occur at semi-annual district-wide meetings held in November (interim) and again in May end-of-year). These meetings will focus on evaluation findings (both process and outcomes), Annual Performance Report data and evaluator recommendations for improvement and refinement of the program to ensure success with meeting grant goals and objectives. Evaluators will provide key stakeholders, including the project manager and directors, site coordinators, community partners, program participants and district staff with written reports of evaluation findings semi-annually that will include mid-year and annual evaluation reports. Programs that have this feedback and use it to engage in self-reflection are more likely to achieve desired outcomes (Mabry, 2006). Upon request, findings will also be made available to the public.

Use of Information. The evaluator will be committed to the utilization-focused approach (Patton, 1997) to ensure that we collect, analyze and report information in brief, user-friendly, data-driven format for program stakeholders designed to encourage any necessary site-level modifications to support and improve the program.

[REDACTED]

Project Implementation (Year 1)

Summer 2011: As soon as the grant award is announced, the Advisory Council will convene to announce the grant award to staff, students, parents and stakeholders and post positions. Upon award, the Advisory Council will select their data management specialist. Together with the [REDACTED] project manager, the program directors will create a schedule of program activities and professional development for the school year and work with members of the Advisory Council to complete the hiring procedures. Staff handbooks will be distributed, the orientation will be scheduled and the directors and data specialist will attend the GaDOE grant orientation. In August/September, program staff will attend their orientation and begin to develop marketing materials. Guidance staff will prepare a list of students in each school who meet the criteria for program participation.

Fall 2011: Staff will design and disseminate culturally competent recruitment materials to targeted students and announce the new program through standard parent communication channels. [REDACTED] staff will follow up with families of identified students. Enrollment activities will take place, with parents committing to ensuring that their children and they will be actively involved in the program. The program will start within 30 days of award and required training. The site staff meetings and site coordinator meetings with the project manager and directors will be monthly during the school year and the Advisory Council will meet quarterly during the school year.

Winter 2011-2012: Program activities, data reporting and evaluation activities will continue year-round, along with professional development and various meetings of staff, committees and managers (as above). Staff will identify emerging student and parent leaders for inclusion in the Advisory Council and begin planning for the summer session.

[REDACTED]

Spring 2012: Evaluation, data reporting, ongoing meetings, professional development and student/family activities will continue. The Guidance department will recommend students to be recruited for Fall 2012. The summer schedule of activities, field trips and events will be completed and the summer program will be implemented. Advisory Council and staff will review first-year evaluation findings and plan corrections and improvements for the second year of the program.

Evaluation Design

Although designed to be comprehensive, this plan will minimize intrusion on program operations and resources. The schedule contains enough structure to allow evaluators to collect data in a timely fashion, but also has built-in flexibility to allow working around busy staff schedules.

Dissemination of Evaluation Reports

The evaluator will provide key stakeholders (project manager and directors, site coordinators, community partners, program participants and district staff) with written and oral reports of evaluation findings, including mid-year (interim) and end-of-year (annual) evaluation reports. One-page evaluation briefs will be provided each semester. In addition, [REDACTED] has the capacity and willingness to provide all requested evaluation data to GaDOE and the United States DOE.

GaDOE's Expected Reporting Outcomes

Formative Evaluations in written reports will be submitted to GaDOE by February 1 each year. The report will contain required information on student attendance, program operation at each site, objective assessment of progress toward achieving each objective and recommendations for programmatic refinement as necessary. The evaluation will be based on the three factors included in the Principles of Effectiveness.

A Summative Evaluation in Microsoft Word format will be submitted to GaDOE by June

[REDACTED]

30, 2012, providing a detailed program summary, including progress towards meeting each stated objective and data collected during the 2011-2012 academic year. The report will include required information for the following major sections: (1) Overview and History; (2) Student Attendance and Enrollment; (3) Program Operation for each site; (4) Quality of Staffing for each site; (5) Objective Assessment of progress towards achieving each program objective; (6) Other Observations, if appropriate; (7) Progress Towards Sustainability through program partnerships; and (8) Overall Recommendations, including and overall program assessment and any program-wide recommendations to enhance program quality.

IV. BUDGET

A. Reserve Operating Capital: See the Working Capital Analysis Worksheet in Appendix A with supporting financial documents.

B. Budget Summary: The proposed budget focuses on the critical allowable expenses required to offer a quality program that supports program goals. The total costs detailed are reasonable and necessary in relation to the 150 students and families proposed to be served year-round, helping bridge the gap in education and achievement these high-school and middle-school-age students are combating. Without intervention to support them in achieving academic success, many of these students will drop out of school. Requested funds have been allocated to ensure quality, culturally competent programming. Priority funding goes to [REDACTED] for critical staffing/service needs, a project manager, Georgia Tech for summer programming, certified [REDACTED] teachers for instruction, and transportation for students. 21 CCLC funds will supplement, not supplant, other funds or existing programs. No less than 65% annually is spent on instructional costs; no more than 10% on administrative costs and no more than 3% on the external evaluator. All proposed costs are allowable under Federal and state guidelines.