

Application 4

██████████ High School (██████████) is located in ██████████, Georgia within the ██████████ County Public School System (██████████). The school was built in the city center in 1957. Many descendants of the founders of ██████████ attended ██████████ High School. This truth has contributed to the vested interest in which stakeholders have in ██████████ as a historical staple in the community.

██████████ student population has shifted over the past five years. The population has shifted from an enrollment of 45.5% white students and 42.7% black students in 2005-2006 to an enrollment of 57.3% black students and 19% white students in the 2009-2010 school year. The school has also enrolled more economically disadvantaged students over the past five years.

██████████ High School has qualified to receive Title I funds for the 2011-2012 school year. Data calculates that 60% of the student population receives free or reduced lunch.

The ██████████ community has continued to be supportive of ██████████ through transitions over the years. ██████████ High School did not meet AYP for the first time since the inception of “No Child Left Behind”, for the 2009-2010 school year. Stakeholders have expressed concern about what they may do to help our students. The entities named as co-applicants have come forth as stakeholders in the quest to increase academic achievement at ██████████ High School. The following material will share information gathered as a team in preparation to apply for the 21st CCLC grant.

I. Needs Assessment

A. The Process

The data provided by the Georgia Department of Education and ██████████ County Public Schools Results Based Evaluation System depicts the changes in academic achievement at ██████████ over

time. The Principal of ██████████ High School welcomed the community to disaggregate the data and assist the school with ways to increase academic achievement. This process began in September 2010. The committee consisted of school administrators, teachers, parents, students, ██████████ alumni, community business owners, and members from three surrounding churches (co-applicants). The committee disaggregated test scores, retention rates, attendance, discipline referrals, and the graduation rate.

The committee recognized various trends reflected within the data. The committee made the correlation between poverty and the students' test scores, attendance, and promotion criteria not met over the past five years. They also linked the before mentioned correlations to the graduation rate which was 80.9% for the 2009-2010 school year. The idea of an after-school program became the consensus amongst the stakeholders. They agreed upon the idea of building the program around the students who were not promoted to the next grade. The reasoning encompassed the need to assist the students to stay on track to graduate within their four year course of study. Data exhibited fluctuations and increases in the number of students retained since the 2007-2008 school year.

	9 th Repeaters	9 th Plus Repeaters	10 th Repeaters	11 th Repeaters
2007-2008	227	38	178	37
2008-2009	251	48	140	65
2009-2010	244	63	232	130

B. Specific Needs

A promotion criterion for high school students within ██████████ County Public Schools, consists of students earning a specified amount of credits for promotion to the next grade level. Students

must have five credits for promotion to the tenth grade, eleven credits for promotion to the eleventh grade, and seventeen credits for promotion to the twelfth grade. The students, whom lack credit for promotion, generally fail their language arts, mathematics, social studies, or science courses. This information can be linked to the passing/failure rate on the Georgia High School Graduation Test and the [REDACTED] Assessment (specific to [REDACTED] 10th graders). The [REDACTED] Assessment assesses the students' writing skills along with their knowledge of social studies and science content. The following tables depict the number of students retained due to insufficient credits in various courses, [REDACTED] High School's [REDACTED] results, and the [REDACTED] Assessment results compared to [REDACTED] passing rates.

2009-2010 Courses Failed	9 th Repeaters (# of students)	10 th Repeaters (# of students)	11 th Repeaters (# of students)
Language Arts	71	57	34
Mathematics	153	141	59
Science	87	92	69
Social Studies	93	98	47

[REDACTED] Results	2005-2006 Percentage Passed	2006-2007 Percentage Passed	2007-2008 Percentage Passed	2008-2009 Percentage Passed	2009-2010 Percentage Passed
Language Arts	99	99	88	92	90
Mathematics	97	96	92	93	89
Science	79	84	85	88	87
Social Studies	90	94	85	90	75

Gateway Assessment (10 th graders)	2005-2006 Percentage Passed	2006-2007 Percentage Passed	2007-2008 Percentage Passed	2008-2009 Percentage Passed	2009-2010 Percentage Passed
Language Arts-Science	80	82	81	80	82
[REDACTED] LA-Science	82	83	83	82	86

Science Content	65	67	63	59	67
Science Content	66	68	66	62	72
Language Arts-Social Studies	80	83	84	81	84
Language Arts-Social Studies	83	85	86	85	87
Social Studies Content	69	72	74	69	72
Social Studies Content	72	74	75	74	75

High School has undergone many changes over the past five years. South students receiving free and reduced lunch has increased from 24% to 60%. The retention rate has also risen over time. The stakeholders acknowledged correlations between the poverty rate and the increased number of students failing to meet the promotion criteria.

C. Program Focus

The program will focus on empowering retained students to pass the courses within their daily schedules, show proficiency on the state & county mandated assessments, and also to graduate within four years of entering the ninth grade. High School's stakeholders believe extending the school day will benefit this population of students. Stakeholders believe affording the students the opportunity to engage in tutoring, remediation, and credit recovery will build the knowledge base needed to master content matter, pass mandated assessments, and to graduate on time. They understand the need to add various enrichment programs to keep the

students interested in attending the program, which they also believe will improve the students' engagement in school.

II. Program Plan and Implementation

A. Program Plan

██████████ High School stakeholders take pride in the school and the community. These individuals desire to see the students achieve to their full potential. Many community members have exhibited their concerns by becoming more involved with the students of ██████████ High School. Stakeholders came together during the 2009-2010 school year to address how they may better serve our students. Their pursuit to serving the students led to two initiatives. The school's first after-school program and intramural program was initiated during the Spring semester of 2010.

Three churches neighboring ██████████ dedicated resources, time, and volunteers to start the two programs. The programs began with the initial thought of having a safe place for the students to participate in activities at the end of the regular school day. All students were welcomed to attend. Students were able to attend the after-school program, sponsored by ██████████ United Methodist Church and ██████████ Presbyterian Church, two days a week for a total of six hours. Snacks were provided at the expense of the churches. Peer tutors and one retired teacher were available to students at no cost. Guest speakers were secured to speak about their careers and the choices they made to get to their present state in life. Students were allowed to socialize and play games with their peers.

An incentive program was also offered to the students. The students with the best attendance and most improved grades, since attending the program, received a cash award donated by a

community member. The students with the best attendance were also permitted to participate in an end of year celebration. The program served approximately 300 students over the course of eighteen weeks.

██████████ after-school program is overseen by an Assistant Principal and a Program Director. All other individuals are volunteers from the neighboring churches and the community. The Program Director pulled attendance data (derived from sign-in sheets) and grades (accessible through SASI) periodically throughout the semester. This information was geared toward the selection of the winners for the incentive awards.

First Baptist Church of ██████████ offered the Intramural program to ██████████ students once a week. Students walked next door to the program once a week to engage in the sport of basketball. The volunteers provided the students with leadership lessons/opportunities, character education, and snacks. These volunteers would also visit the school during lunch and volunteer at the school's athletic events. Students were able to build positive relationships with those community members whom were visible quite often.

The programs are presently offered to the students at ██████████ High School. ██████████ current programs address academic achievement; however, students are not mandated to utilize tutors. Stakeholders met in September 2010 to revise the programs for the 2011-2012 school year. They are confident with expanding the program and the focus because of previous success. The program will focus primarily on students who have failed to earn the required credits for promotion to the next grade level.

Goal 1: Students participating in the [REDACTED] program will increase the average number of credits earned each semester, thereby earning promotion to the next grade and graduating on time.

Research conducted in the [REDACTED] Public Schools¹ shows a substantial relationship between students' success in 9th grade courses and their eventual high school graduation rates. The

[REDACTED] research "combines two indicators-the number of credits earned and the number of semester F's in core subjects. Each of these on its own is highly predictive of graduation." [REDACTED]

[REDACTED] High School intends to use similar "on-track" indicators to measure the success of [REDACTED] students.

Goal 2: Students participating in the [REDACTED] program will pass the [REDACTED] and Gateway at a higher percentage than repeater students not engaged in the program.

Goal 3: Students participating in the afterschool program will engage in activities that promote success at [REDACTED] more positively than other identified retained students.

Results from the 2009 High School Survey of Student Engagement (HSSSE)² argue that "student engagement has promise as a driving force in creating high-achieving schools in which students persist through graduation... In fact, schools that focus on student engagement are seeing both great possibility and real success." [REDACTED] County Public Schools has used the Student

Engagement Instrument (SEI)³, to measure student engagement in secondary schools. Research on this instrument has argued that "being able to measure important psychological and cognitive factors that have a relationship to educational outcomes is vital. This ability to identify the area of concern and hone in on the malleable aspect of student behavior is key to making meaningful changes in students' lives."⁴ This instrument has been described as useful in working with

diagnosing and monitoring issues at the student level, identifying the need for interventions, and dropout prevention.⁵ The [REDACTED] program is based on the idea that engagement with the school and a supportive culture will improve educational outcomes for students.

Goal 4: Parents will develop knowledge and/or demonstrate skills and behaviors that support their students' success at [REDACTED] High School.

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Improve academic achievement	<p>1.1) The number of program students who are identified as failing one or more courses in the 9-11th grade will decrease the number of failing courses by 10% per year</p> <p>1.2) The Grade Point Average of participating students will increase in core content courses. (LA, MA, SC, SS)</p> <p>1.3) Program participants will graduate within four years and one summer of entering ninth grade the first time</p>	Course grades, GPA, on-time graduation	<p>a) Student tutoring</p> <p>b) Credit Recovery</p> <p>c) Supervised study hall</p> <p>d) Goal setting</p>	<p>a) year 1-3</p> <p>b) year 1-3</p> <p>c) year 1-3</p> <p>d) weekly from year 1</p>

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
2) Improve academic achievement	2.1) The percentage of students who have been enrolled in the after school program for more than one year will pass the [redacted] at a rate of 3% higher the first time they take the assessments compared to other first time test takers who have failed one or more courses at	[redacted] scores, Gateway scores	<p>a) Student tutoring</p> <p>b) Credit Recovery</p> <p>c) Goal-setting</p> <p>d) Motivational classes</p>	<p>a) year 1-3</p> <p>b) year 1-3</p> <p>c) year 1-3</p> <p>d) year 1-3</p>

	<p>South [redacted]</p> <p>2.2) The percentage of students who have been enrolled in the after school program for more than one year will pass all four tests of the Gateway Assessment at a rate of 3% higher the first time they take the assessments compared to other first time test takers who have failed one or more LA, SC or SS courses at South [redacted]</p>			
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Goals	Measurable Objectives	Measurement Tool	Activities	Timeline
<p>3) Improve student engagement</p>	<p>3.1) Student engagement as measured by the Student Engagement Instrument will increase at a higher positive rate compared to changes in the general population of students</p> <p>3.2) The average number of discipline referrals for students in the program will decrease compared to unsuccessful students not in the program.</p>	<p>SEI results, discipline data, program attendance data</p>	<p>a) Goal setting</p> <p>b) Connections</p> <p>c) Career college time</p> <p>d) Counseling sessions</p> <p>e) Recreational activities</p>	<p>a) once weekly, year 1-3</p> <p>b) once weekly, year 1-3</p> <p>c) once weekly, year 1-3</p> <p>d) once weekly, year 1-3</p> <p>e) once weekly, year 1-3</p>

3.3) The average school attendance of students in the program will improve by a decrease in 5% absences per year			f) twice weekly year 1-3
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Goal	Measurable Objectives	Measurement Tools	Activities	Timeframe
4) Improve parent engagement	4.1) Average parent attendance at parent workshops will increase over the life of the project 4.2) Parents will respond to an electronic survey that the skills they learned through grant activities improved their ability to help their students be successful	Parent attendance, Parent engagement data	a) Parent workshops b) Parent counseling session as requested c) Parent portal usage	a) Once a quarter b) begin second semester, year 1 c) year 1 -3 beginning first semester

1 Allenworth, J. & Easton, J. (2005). *The on-track indicator as a predictor of high school graduation*. Chicago, IL: Consortium Chicago School Research, University of Chicago.

2 Yazzie-Mintz, E. (2010). *Charting the path from engagement to achievement: A report on the 2009 High School Survey of Student Engagement*. Bloomington, IN: Center for Evaluation & Education Policy.

- 3 Appleton, et al. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology* 4, 427-445.
- 4 Betts, et al. (2010). *A study of the factorial invariance of the Student Engagement Instrument (SEI): Results from middle and high school students. School Psychology Quarterly* 25, 84-93.
- 5 Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., and Mooney, K. (2011). *Measuring student engagement in upper elementary through high school: a description of 21 instruments.* (Issues & Answers Report, REL 2011–No. 098). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

B. Quality Contact Time

██████████ High School's proposed program is named the ██████████ Program. This program will meet four days a week for thirty-three weeks. Contact hours will consist of twelve hours per week. Students will report to the program immediately after the dismissal bell rings at 2:10 pm. Participants will receive a healthy snack prior to taking part in the academic enrichment activities.

The ██████████ Program will offer the targeted population the opportunity to participate in various academic enrichment activities. The activities will include tutoring, credit recovery, dance, music, culinary arts, graphic design, career days, and small group counseling. Students will have access to a tutor for twelve hours each week (2:30 pm - 5:30 pm). Credit Recovery will be offered to program participants three times a year. This initiative will enable students to retake courses in which they failed with a percentage of 60% to 69%. ██████████ students will also choose from activities such as dance, music production, culinary arts, and graphic design two days a week. These activities will alternate on a monthly basis.

██████████ ██████████ Program will also offer career activities, visits from colleges, and small group counseling. Staff members will secure guest speakers from various vocational backgrounds, to speak with the students biweekly. Students will take part in additional career related activities, such as Career Cruising, during the weeks in which they will not hear a guest speaker. ██████████ Counseling & ██████████ Resource Center will hold small group counseling sessions for the students once a week. The students will choose the topics of the week.

██████████ Counseling will also hold workshops for parents four times a year.

C. Recruitment and Retention

The [REDACTED] Program will target 9th, 10th, and 11th grade students who have not met the promotion criteria to move on to the next grade level. [REDACTED] High School had 654 students to not meet promotion criteria by June 2010 out of a total student population of 2,554 students. The program will target 150 of those students. Personnel will run queries through the student information management database to obtain the names of students who meet the criteria for the program.

Specific measures will take place due to the capacity of the program. Letters will be sent home to 200 students. The first 150 students to respond will be enrolled into the [REDACTED] Program. The letters will describe the reasons in which the students were chosen to participate, the purpose of the program, the program expectations, parental involvement requirements, and an attendance contract. [REDACTED] Program personnel will hold an informational meeting for parents and students who respond to the letter. Any students beyond the 150 confirmed participants will be placed on a waiting list. Staff members will contact students on the waiting list upon students' withdrawal from the school.

Attendance is an important factor that will contribute to the success of the [REDACTED] Program. The enrichment activities will cultivate student interest and in turn encourage frequent attendance. Interest surveys have revealed greater attendance in the programs in which students deem interesting. Participants will participate in these programs on a weekly basis in addition to receiving the tutoring/remediation necessary to assist them with their core academic classes. An incentive program will exist for the [REDACTED] students. Incentives sponsored by our partners, will correlate with attendance, test scores, grades, and best efforts. The co-applicants involved in this process, believe that interesting enrichment activities and incentives will keep the students engaged for the duration of the school year.

D. Staffing and Professional Development

Organizational Managerial and Staffing Structure

The [REDACTED] program staff will include a Program Director, two Site Coordinators, one Administrative Assistant, fifteen certified teachers (e.g., tutors, Credit Recovery) two paraprofessionals, and twenty-five to thirty volunteers. The Program Director will be the direct supervisor of the Site Coordinators and the Administrative Assistant. The [REDACTED] Director will also engage in securing and managing contracted professionals for recreational activities. Site Coordinators will serve as supervision for teachers, paraprofessionals, and volunteers. The coordinators will also manage the daily operation of the program.

[REDACTED] staff will work jointly and beneficially in the major decisions that affect the after-school program. In this effort, the Program Director will have the autonomy to delegate responsibilities to staff members to assist with reaching program goals and objectives. The director will also provide ongoing status reports to the Principal, staff, parents, and all other stakeholders.

Hiring Process

The [REDACTED] Program will use the following procedures for hiring new staff. Minimum qualifications for each position are based on job analysis/job descriptions.

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- Determine the needs of the organization and students.
 - Place job posting on [REDACTED] Employment database, advertise with workforce development agencies and institutes of higher learning, stating days, hours, and location of positions available.

- Notify school wide staff via school e-mail, postings in the staff mail room, and weekly communication with the school's administrative team.
- Accept telephone calls, solicit resumes, and arrange interviews.
- Interview committee, comprised of advisory board members, will review resumes, check references and interview candidates.
- Select the most qualified individual(s) and set up a one-to-two week training period.
- Candidates will be required to complete all necessary paperwork; including a national criminal background check (must not include felony activity or endangerment to children).
- Outstanding performance on the job, well above the standard expectations and requirements, will be recognized.

Professional Learning Opportunities Development and Implementation

- Make reference/resource material available to new employees while creating their lesson plans.
- Continue to hold staff meetings and inform employees of any available courses and/or workshops to further enhance their experience.
- Perform regular staff evaluations, provide feedback, and encouragement.

Job Descriptions and Qualifications

Refer to Appendix A

Student to Staff Ratios

██████████ will have a Student-Teacher ratio of 10:1 and the Enrichment activities will have a Student-Instructor ratio of 15:1. Paraprofessionals and volunteers will be available to assist teachers during tutoring sessions, in activity centers, and during transition times.

Recruiting Volunteers

The Program Director will spearhead volunteer recruitment initiatives. This individual will attend community events in an effort to build and maintain positive relationships in the community in hopes of recruiting qualified staff members and volunteers. The Site Coordinators will assist the Program Director to solicit volunteers from ██████████ United Methodist Church, First Baptist ██████████, and ██████████ Presbyterian Church. Recruitment Information will be communicated to the three churches via email, flyers, telephone, and in person. A recruitment survey will be posted on ██████████ High School's website, as well as on each of the Church's websites respectively. The web survey will be used to identify qualified volunteers, especially senior citizens, by surveying their education background and skills. The program welcomes retired educators, principals, and other retirees interested in making a difference in the lives of the students. A minimum of five volunteers are needed to assist teachers and paraprofessionals on a daily basis. One volunteer will be scheduled to assist with clerical duties, including data entry and/or manipulating key data with the use of technology. The site coordinators will be responsible for creating and maintaining a list of volunteers as well as a weekly work schedule for all volunteers.

E. Advisory Council and Operating Partnerships

The Advisory Council will consist of four ██████████ faculty members, two students, three parents, and three representatives from community agencies. The Program Director and designated

Administrators will make contact with prospective members to confirm their participation on the council. Once confirmed, the council will meet prior to the start of the program. The advisory council will meet quarterly thereafter.

Members will review pertinent information related to the after-school program. They will review data collections related to the program to steer progress toward the stated goals and objectives. Council members will communicate with the community and solicit partnerships. Advisory Council members will strive to address any concerns set forth by staff, students, parents, and community members. Most importantly, the program will rely on the advisory council to steer the program in a positive direction.

F. Communication

Prospective students and parents will receive a letter expressing the school's interest in their participation in the Program. The letter will include the criteria in which the student met for participation in the program. A packet will accompany the letter, which will include the program's expectations, parental involvement expectations, attendance contract, and a registration form. Staff will mail the packets on August 15, 2011. A calling post will call the homes of the selected students as a reminder to return the registration packets by August 26, 2011.

The Program Director and Site Coordinators will disseminate the schedule and upcoming events after the registration deadline. Students, parents, community partners, staff members, volunteers, and advisory council members will be the recipients of this information. The communication will include translated text for our limited English proficient students and parents. The program

will rely on resources from [REDACTED] Public Schools to ensure the accurate translations of various languages.

A summary of the students' progress will be sent home every five weeks via mail. This summary will follow the school generated progress reports which are generated every 4.5 weeks. Parents will be able to schedule conferences with the Program Director and Site Coordinators after scheduled program hours. Program staff will also scheduled times for questions and concerns from all stakeholders.

The Program Director and Site Coordinators will retrieve student data (e.g., grades, attendance, and discipline reports) from the student information management database and the Parent Portal. They will provide this information to tutors, Credit Recovery teachers, parents, and evaluators. Additionally, they will attend IEP meetings and provide student accommodations to tutors and Credit Recovery teachers. The student data will enable staff members to better serve the students and measure students' progress with the [REDACTED] Program's objectives.

G. Student Safety and Transportation

Student safety is a priority for the [REDACTED] After-School program participants. Accordingly, they will be supervised in primary locations by two site coordinators. Participants will sign in when they enter the location of the program and secure their name badge, and will sign out when exiting the location. Also, there will be paid security staff (not paid by 21st CCLC funds) in various locations of the school. Transportation will be provided by the [REDACTED] After-School Transportation Operations, which meets the school bus or multifunction standards. [REDACTED] County Public Schools after school bus drivers adhere to the following philosophy cited by [REDACTED] Department of Transportation.

The school bus is an important part of your student's day, and the bus manager/driver is a vital link between home and school. [REDACTED] bus managers are required to have a Commercial Driver's License and undergo a comprehensive training program of driving skills, student management, classroom schooling, CPR and First Aid. All bus managers are required to participate in monthly in-service meetings, attend a safety workshop each year, and pass our Annual Driver Proficiency Test (ADPT). Our bus managers are well-trained and dedicated professionals whose primary responsibility is to transport students.

[REDACTED] High School meets all applicable safety and accessibility standards, including the Americans with Disability Act. [REDACTED] will have four to five classrooms two computer labs, and the Media Center set aside for the [REDACTED] Program. Each classroom can accommodate up to 35 students.

H. Sustainability Plan

The sustainability plan to extend the activities and meet ongoing goals and objectives of the [REDACTED] program will be facilitated by the advisory board in collaboration with the program director. Specifically, the advisory board will serve as community spokespersons to highlight progress toward goals to members of the partner organizations, as well as community groups. A standard brand and message will be developed by the advisory board so the community can have accurate and consistent information about the program and the positive progress of students in their community. When the message is shared with other churches and community organizations (e.g., Kiwanis, Chamber of Commerce, Sororities, Fraternities), one part of the message will be how each organization can help through financial and human resource support.

It will be the responsibility of the chairperson for the advisory group to coordinate and review grant opportunities and the writing of grants by persons not paid by the 21st CCLC grant.

Several community based grants are available for application from organization collaboration such as this partnership. As results begin to accumulate, the ability to solicit funds for a proven project will be enhanced. As stated in the Memorandum of Agreement, the current partners have pledged to continue their support based on their current commitments or modify it based on program results and feedback.

The timeline and target securing additional monies is projected to be 25% of the original grant funds by the end of the first fiscal year and each subsequent year of the grant. Based on the success of the first year, the timeline and goal may need to be accelerated.

III. Evaluation Plan

External Evaluator Qualifications

██████████ is an Assistant Professor in the School of Education at ██████████ ██████████ College in ██████████, Georgia, where he teaches assessment and adaptation methods courses. Prior to his work at Georgia ██████████ ██████████ was the ██████████ at the Governor's Office of Student Achievement in Atlanta, Georgia. In this role, ██████████ was responsible for the creation and publication of the annual official state Report Card, which includes the compilation of assessment, demographic, financial, and other data, from state, federal and other sources. The Report Card includes such information for every preschool center, public school, public technical college, and public university in the state of Georgia. In addition, ██████████ played a major role in developing and writing Georgia's successful Race to the Top application from the U.S. Department of Education, and led one of the four working groups involved in that effort. Finally, ██████████ helped lead multiple intensive academic

audits of state testing results. These audits included data analyses of test scores results, qualitative work, including interviews of multiple subjects at multiple schools, reporting of the results to the Governor and to the State Board of Education, and working with local school systems to address any issues the audit identified. ██████████ holds a PhD in Educational Studies from Emory University, an MA in English Education from the University of Georgia, and a BA in English from Florida State University.

Evaluation Plan

Evaluation of the program will be ongoing, with data analyses at the end of each semester. Formal reporting at the end of the school year will include comparisons of students enrolled and participating in the program with those eligible for, but not participating in the program, and also with program students' baseline data from the beginning of the school year. Evaluation methods will include quantitative analyses of state and local assessment, grading and attendance data, analyses of multiple surveys, and qualitative interviews with program participants, as described below.

General Elements

The ██████████ program will be subjected to a rigorous, ongoing evaluation and improvement process, which will include the following general elements:

Objectives

1.1) The number of program students who are identified as failing one or more courses in the 9-11th grade, will decrease the number of failing courses by 10% per year.

The Formative Evaluation will discuss the course grade status of program students regarding the fall semester. The Summative Evaluation will address program students' final course grade

outcomes, credits recovered, etc., and will compare these results to similar non-program students' results.

1.2) The Grade Point Average of participating students will increase in core content courses. (LA, MA, SC, SS).

GPA increases or decreases will be addressed in the Summative Evaluation, which will compare these results to similar non-program students' results.

1.3) Program participants will graduate within four years and one summer of entering ninth grade the first time.

Graduation status for program students will be addressed in the Summative Evaluation, and will compare these results to similar non-program students' results.

2.1) The percentage of students who have been enrolled in the after school program for more than one year will pass the [REDACTED] at a rate of 3% higher the first time they take the assessments compared to other first time test takers who have failed one or more courses at [REDACTED]

Results on the [REDACTED] for program students will be addressed in the Summative Evaluation, which will compare these results to similar non-program students' results.

2.2) The percentage of students who have been enrolled in the after school program for more than one year will pass all four tests of the Gateway Assessment at a rate of 3% higher the first time they take the assessments compared to other first time test takers who have failed one or more LA, SC or SS courses at [REDACTED].

Results on the Gateway assessment for program students will be addressed in the Summative Evaluation, which will compare these results to similar non-program students' results.

3.1) Student engagement as measured by the Student Engagement Instrument will increase at a higher positive rate compared to changes in the general population of students.

Baseline data on the SEI will be collected in September. The SEI will be administered again in the spring, and these results will be compared to the baseline data in the Summative Evaluation.

3.2) The average number of discipline referrals for students in the program will decrease compared to unsuccessful students not in the program.

The Formative Evaluation will discuss discipline issues of program students as a group regarding the fall semester, including the number and type of infractions. The Summative Evaluation will address program students' discipline issues as a group for the entire school year, and will compare these results to similar non-program students' results.

3.3) The average school attendance of students in the program will improve by a decrease in 5% absences per year.

The Formative Evaluation will discuss the school and program attendance status of program students regarding the fall semester. The Summative Evaluation will address program students' final school and program attendance and will compare these results to similar non-program students' results.

4.1) Average parent attendance at parent workshops will increase over the life of the project.

The Formative Evaluation will discuss the school and program attendance status of program parents regarding the fall semester. The Summative Evaluation will address program parents' final school and program attendance and will compare these results to similar non-program students' results.

4.2) Parents will respond to an electronic survey that the skills they learned through grant activities improved their ability to help their students be successful.

The survey will be administered in the spring, and these results will be included in the Summative Evaluation.

Methods for Data Collection

Data for the Summative Evaluation, including graduation results, [redacted] scores, Gateway scores, and school attendance will be collected from [redacted], as reported to the state, if applicable.

Data for the SEI parent engagement survey, attendance data, student program enrollment, and program attendance data, will be collected by [redacted] staff, and provided to the evaluator by [redacted] staff. Interview data will be collected by the external evaluator.

Specific Measures and Data Sources

Measure	Data Source
Graduation results	GADOE/Student Record
[redacted] scores	GADOE/Student Record
Gateway scores	[redacted] data
School attendance	[redacted]/[redacted] data
SEI	[redacted] data
Parent engagement survey	[redacted] data
Parent program attendance	[redacted] data
Student program enrollment	[redacted] data
Student program attendance	[redacted] data
Interview data	External evaluator interviews

Proposed Timeline

August 2011	██████ students identified for potential enrollment in the program
September 2011	██████ students enrolled in the program. Background academic (testing and school enrollment) data compiled on students enrolled in the program, and eligible students not enrolled in the program and provided to external evaluator. Baseline data on student and parent engagement collected and provided to external evaluator.
December 2011	Data collected on credits, grades, and school and program attendance for the fall semester and provided to external evaluator.
February 2012	Formative Evaluation provided by external evaluator based on fall semester data.
March-April 2012	External evaluator to conduct interviews with program enrollees, program leavers, ██████ staff, and ██████ parents to discuss aspects of the program.
May-June 2012	Data collected on credits, grades, school and program attendance and parent and student engagement for the 2011-12 school year provided to external evaluator. Summative Evaluation completed by external evaluator.

July 2012 [REDACTED] plans for adjustments needed to the program based on the June report and implements changes for the 2012-13 school year.

Identification of Benchmarks

Benchmarks will include student progress with tutoring, Credit Recovery, course grades, and school and program attendance. This information will be reported in the Formative Evaluation, as listed in the timeline above.

Methods for Continuous and Overall Data Analysis

Analyses will be conducted at the end of each semester, as that is when most of the outcome data will become available to the school and the external evaluator. The formative reports will discuss students' trends during the course of the year. The Summative Evaluation will address students' progress on all of the outcome measures at the end of the school year, and compare end-of-year data with the baseline data for the program students compiled in September as well as with results for non-program students. Results from the analyses will be used to guide changes to the program during the school year and in preparation for upcoming school years.

Availability of Outcomes

Formative reports, with results, will be provided no later than February 1, and will follow the prescribed format. A Summative Evaluation will be provided no later than June 30.

Utilization and Dissemination of Information

The Advisory Council and the Program Director will utilize the information to monitor the progress of the [REDACTED] program. Staff members will be informed about the outcomes, and if needed, the modifications which should take place. Parents and stakeholders will be invited to

attend a meeting at which the results will be shared and inquiries may be addressed. Copies of [REDACTED] report will be readily available upon request.

Formative Evaluation

The Formative Evaluation will adhere to GADOE's expected reporting outcomes, and will include sections on each of the following aspects of the program during the school year:

Program Operation

The report will provide a synopsis of the current status of the program and a description of its operation to date. This will include a qualitative description of the structure of the program, as well as a report on the quantitative baseline data collected at the beginning of the school year.

Student Attendance

The report will describe both school and program attendance for the fall semester, and provide historical background data on these measures, as applicable, for program students.

Objective Assessment

The current status of each objective will be described, with as much data as is available at the time of the report. Students' current status will be compared to their own baseline data, as well as to non-program students' data as much as is possible.

Recommendations

The Formative Evaluation will provide recommendations for program changes where progress is not being achieved, or is not likely to be achieved by the end of the school year.

Summative Evaluation

The Summative Evaluation will adhere to GADOE's expected reporting outcomes, and will include sections on each of the following aspects of the program at the end of the school year, as described in the RFA:

1. Overview and History
2. Student Attendance and Enrollment
3. Program Operation
4. Quality of Staffing
5. Objective Assessment
6. Other Observations
7. Progress towards Sustainability
8. Overall Recommendations

IV. Budget

A. Reserve Operating Capital

Refer to Appendix A “Working Capital Analysis”.

B. Budget Summary

The [REDACTED] Budget was developed based on the funds needed to provide the activities defined by the planning committee to support the goals of the after school program. The decision was made to focus the grant funds on the activities at [REDACTED] rather than in the partner activities as a commitment to the focus on academic achievement. The budgeted funds are not supplanting any sources that are currently designated for these activities since they only exist in a reduced format as volunteer or community supported activities. Each requested budget line is not currently in existence. For example, the Credit Recovery classes at [REDACTED] do not have many participants, even though the need is great, because the students cannot afford the prorated cost to pay the instructor.

Most of the funds requested in the budget include teachers, paraprofessionals, materials or transportation needed to provide the academic improvement targeted in the grant goals and activities. The largest budget amount requested is related to the teachers serving as the after school tutors or activity leaders. The number of teachers as tutors is based on a reasonable ratio that assumes that students will need support in the core four areas with an additional math teacher (based on the data indicating about 40% higher failures in math). Quality instruction for students for four days a week for 33 weeks will cost approximately \$1800 per student in instructional costs. Successful student achievement on the performance measures will demonstrate cost effectiveness. Each line in the budget request is focused on supporting direct tutoring, enrichment activities, parent support, and other academic improvement activities as outlined in the program description.

In order to increase the probability that the students who most need the after school program can attend, buses must be provided. The cost of transportation is an estimated cost based on other activity bus data from similar programs, but it consumes a large percentage of the requested budget.

Administrative costs are limited to the cost of a Program Director and benefits, data clerks and benefits with one time cost for office furniture. Limited travel and registration is also requested. Background checks and audits will be provided by the district or partners and the fiscal agent will not require indirect costs. The evaluator's cost is less than 3% of the overall costs.