U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

HIGH QUALITY SUPPLEMENTAL EDUCATIONAL SERVICES AND AFTER-SCHOOL PARTNERSHIPS DEMONSTRATION
CFDA # 84.287N
PR/Award # U287N080034
Grants.gov Tracking#: GRANT10065237

Closing Date: AUG 12, 2008

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OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 08/12/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Albuquerque Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN): 85-6000101

* c. Organizational DUNS: 073413544

d. Address:

* Street1: 6400 Uptown Blvd. NE
Street2:
* City: Albuquerque
County:
* State: NM: New Mexico
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 87110

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms.
* First Name: Delores
Middle Name:
* Last Name: Stroud
Suffix: Ph.D

Title: Director of APS School and Community Partners

Organizational Affiliation:

* Telephone Number: 505-855-5264
Fax Number:

* Email: stroud@aps.edu

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OMB Number: 4040-0004
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Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.287

CFDA Title:

Twenty-First Century Community Learning Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-070708-003

* Title:

High-Quality Supplemental Educational Services and After-School Partnerships Demonstration Program
CFDA 84.287N

13. Competition Identification Number:

84-287N2008-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Partnership for Improving Collaboration for Academic After-School (PICAASO)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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Application for Federal Assistance SF-424 — Version 02

16. Congressional Districts Of:

* a. Applicant: 1 — * b. Program/Project: 1

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 01/01/2009 — * b. End Date: 12/31/2012

18. Estimated Funding ($):

* a. Federal	433,179.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	433,179.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No Explanation

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	
* First Name:	Winston
Middle Name:	
* Last Name:	Brooks
Suffix:	
* Title:	Superintendent
* Telephone Number:	505-880-3700
Fax Number:	
* Email:	brooks_w@aps.edu
* Signature of Authorized Representative:	Sonja Martens
* Date Signed:	08/12/2008

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Albuquerque Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 147,000	$ 147,000	$ 147,000	$ 0	$ 0	$ 441,000
2. Fringe Benefits	$ 44,100	$ 44,100	$ 44,100	$ 0	$ 0	$ 132,300
3. Travel	$ 19,200	$ 19,200	$ 19,200	$ 0	$ 0	$ 57,600
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 20,000	$ 20,000	$ 20,000	$ 0	$ 0	$ 60,000
6. Contractual	$ 187,250	$ 187,250	$ 187,250	$ 0	$ 0	$ 561,750
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 433	$ 433	$ 433	$ 0	$ 0	$ 1,299
9. Total Direct Costs (lines 1-8)	$ 417,983	$ 417,983	$ 417,983	$ 0	$ 0	$ 1,253,949
10. Indirect Costs*	$ 9,196	$ 9,196	$ 9,196	$ 0	$ 0	$ 27,588
11. Training Stipends	$ 6,000	$ 6,000	$ 6,000	$ 0	$ 0	$ 18,000
12. Total Costs (lines 9-11)	$ 433,179	$ 433,179	$ 433,179	$ 0	$ 0	$ 1,299,537

***Indirect Cost Information** ***(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Albuquerque Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 04/30/2008

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Sonja Martens	Superintendent
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Albuquerque Public Schools	08/12/2008

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name:* Delores Stroud

** Street 1:* 6400 Uptown Blvd. NE *Street 2:*

** City:* Albuquerque *State:* NM: New Mexico *Zip:* 87110

Congressional District, if known: 1

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

NA

7. * Federal Program Name/Description:

Twenty-First Century Community Learning Centers

CFDA Number, *if applicable:* 84.287

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: ** First Name:* NA *Middle Name:*

** Last Name:* NA *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

b. Individual Performing Services (including address if different from No. 10a)

Prefix: ** First Name:* NA *Middle Name:*

** Last Name:* NA *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Sonja Martens

***Name:** *Prefix:* ** First Name:* Winston *Middle Name:*

** Last Name:* Brooks *Suffix:*

Title: Superintendent **Telephone No.:** 505-880-3700 **Date:** 08/12/2008

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Close Form

OMB Control No. 1890-0007 (Exp. 06/30/2009)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Optional - You may attach 1 file to this page.

APS_21CCLC-SES_GEPA.pdf | Add Attachment | Delete Attachment | View Attachment

Albuquerque Public Schools
High-Quality Supplemental Educational Services
and After-School Partnerships Demonstration
Partnership to Improve Collaboration for Academic After-School Outcomes (PICAASO)

General Education Provisions Act (GEPA) Section 427

In accordance with GEPA Section 427, PICAASO has identified potential barriers to equitable access and participation based on the six areas highlighted in the statute: gender, race, national origin, color disability, or age.

First, from a staffing perspective, APS and its partners comply with non-discriminatory hiring practices and encourage diversity in selecting staff. This is a practical matter that addresses participation of students and their families. For example, both 21st CCLC and SES providers must employ bilingual staff (English and Spanish) as necessary to work with student and interface with parents who are Spanish-speaking. This addresses the potential for language to be a barrier for participation. Language is, in fact, the biggest threat to participation. All PICAASO outreach and case management will be conducted in English and Spanish including written materials as appropriate.

One of the primary purposes of PICAASO is to increase participation in programs and ensure that programs are reaching their intended audience. So even though schools selected are predominately minority with a very high percentage of students in poverty, participation data will be monitored closely to determine if there are patterns that do not reflect the target population whether it be gender, ethnicity, academic at-risk status. If necessary, adjustments will be made in outreach and case management activities to remedy the inequity. Finally, PICAASO will work with existing Student Assistance Teams to ensure that students with disabilities have equitable access to program services.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	Albuquerque Public Schools
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	
* First Name:	Winston
Middle Name:	
* Last Name:	Brooks
Suffix:	
* Title:	Superintendent
* SIGNATURE:	Sonja Martens
* DATE:	08/12/2008

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Delores		Stroud	PhD

Address:

* Street1: 6400 Uptown Blvd. NE
Street2:
* City: Albuquerque
County:
* State: NM: New Mexico
* Zip Code: 87110
* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

505-855-5264

Email Address:

stroud@aps.edu

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment | Delete Attachment | View Attachment

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-APS_21CCLC-SES_abstract.pdf**

Abstract

Project Title:	Partnership for Improving Collaboration for Academic After-School Outcomes
Applicant:	Albuquerque Public Schools | 6400 Uptown Blvd. Albuquerque, NM 87110
Contact:	Delores D. Stroud, Ph.D. | 505-855-5264 | stroud@aps.edu

Albuquerque Public Schools (APS), in partnership with Advantage Tutoring, Rio Grande Educational Collaborative, and Youth Development Incorporated, proposes a demonstration grant to develop High Quality Supplemental Educational Services (SES) and After-School Partnerships, through 21st Century Community Learning Centers (21stCCLC). The project is a *Partnership for Improving Collaboration for Academic After-School Outcomes* (PICAASO). PICAASO will focus on ten APS schools that have both 21st CCLC and SES programs. PICAASO includes the **programs and stakeholders** that represent all the possible configurations (21stCCLCs that are operated by the district, 21stCCLC run by community-based organizations, 21stCCLC providers that are also SES providers, and for-profit SES providers); and **schools and students** that reflect the diversity of the nation based on the socioeconomic and ethnic factors that place students at risk of academic failure.

The goal of PICAASO is to build a model for collaboration around academic after-school that will foster communication and coordination between schools, 21stCCLCs, and SES providers to create a seamless set of after-school services that maximizes participation and leads to improved academic outcomes for students. Three student-centered objectives have been established to correspond directly with U.S. Department of Education Performance Measures: (1) Increase the number of eligible students who enroll in 21stCCLC and SES; (2) Increase the percentage of enrolled students who complete full programs of services; and (3) Increase the percentage of enrolled students who improve academic performance in reading and mathematics based on the New Mexico Standards-Based Assessment as well as Assess2Know, the district's short-cycle assessment. PICAASO aims to serve 20% of the total student population of approximately 8,000 students in these schools, or about 1,600 students.

PICAASO will feature the following: (a) representative Advisory Group for planning, policy development, coordination, and administration; (b) Instructional Manager to promote coordinated and research-based practices including consolidated and coordinated professional development to SES and 21stCCLC providers and a clearer connection to the school day; (c) Training and Technical assistance to site coordinators to facilitate coordinated case management for after-school enrollment and placement; (d) Collection of Data for program evaluation activities for SES and 21stCCLC; and (e) Continuous Improvement through ongoing information sharing among partners. These activities will result in the following outputs that will lead to attainment of program objectives including: (1) **Policies and Procedures** for enrollment/placement, safety/scheduling/logistics, data collection, aligned curricula, professional development; (2) coordinated **Professional Development** for SES and 21st CCLC providers that is tailored to creatively support school day curricula while supporting the differing educational opportunities provided by these programs; (3) **Case Management** and outreach services to parents and students based on a seamless continuum of after-school services; and (4) **Evaluation** of program participation and results disseminated to all stakeholders for continuous improvement.

Project Narrative

Project Narrative

Attachment 1:
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Contents

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(1) Quality of the Project Design (up to 35 points)

(i) The demonstrated need to be met, including the academic and after-school needs of the students, schools, and LEAs to be served;

Albuquerque Public Schools (APS) proposes a demonstration grant to develop High Quality Supplemental Educational Services (SES) and After-School Partnerships, through 21st Century Community Learning Centers (21stCCLC). The project will be a *Partnership for Improving Collaboration for Academic After-School Outcomes* (PICAASO). The title is intended to convey the *art* that is the basis for the federal SES and 21stCCLC initiatives which are designed to foster innovative approaches for improving student outcomes that are not constrained by the parameters of the regular school day; and the *creativity* that will be required to develop a model of collaboration that respects the interests of all stakeholders, protects their respective innovations, creates mutually beneficial value-added features and ultimately meets the needs of students and their families.

Collectively, we have considerable experience in working with SES and 21stCCLC and are familiar with the challenges inherent in the relationships between schools, 21stCCLC programs and SES providers. Chief among the challenges is the notion that SES and 21stCCLC should employ different approaches from the regular school day, yet be aligned to school curricula using evidence-based practices for improving student outcomes that are, in the end, based on regular school day performance. We are well-positioned to develop a national model of collaboration not because we already have all the answers but because we have all the right ingredients:

- **Programs** that represent all the possible configurations: 21stCCLCs that are operated by the district, 21stCCLC run by community-based organizations, 21stCCLC providers that are also SES providers, and for-profit SES providers;
- **Stakeholders** that represent all program types and have committed to partner together;
- **Schools and Students** that reflect the diversity of the nation based on economic, ethnic and academic variables; and
- **Ideas** for addressing the range of logistical and substantive areas for collaboration.

Demographics

APS serves over 87,000 students in the state's largest metropolitan area which has a population of over half a million people. The district is among the largest in the nation and reflects the growing diversity of the country with the following ethnic breakdown for students: 33% Anglo, 55% Hispanic, 5% Native American, 4% Black and 2% Asian. According to the latest U.S. Census, over 17% of children in Bernalillo County are living in poverty. This average, while slightly higher than the national rate of 16%, masks more extreme poverty that exists within the district. Consider that 40% of all students in the district qualify for Free and Reduced Priced Lunch (FRPL), a common indicator of poverty. In 35 of 84 elementary schools (42%) the FRPL rate is over 70%; in 16 schools (19%) the rate is over 90%. These pockets of poverty contribute to New Mexico's ranking as the state with the third highest poverty rate in the country. In many ways, APS is a microcosm of the at-risk population of the nation at large – the population that programs like 21stCCLC and SES are intended to reach.

After-School Needs

In 2007-2008 approximately 1,800 students in 24 APS schools participated in 21st Century Community Learning Centers (21stCCLC). During that time 3,393 students in 48 schools receive Supplemental Education Services (SES). Over 27,000 students were eligible for SES with waiting lists exceeding 400 students. Ten schools that have both 21stCCLC and SES will participate in PICAASO. A profile of participation in those schools is provided below.

Exhibit 1. After-School Profile of Participating Schools

School	Students	FRPL %	21CCLC		SES		SES complete
			serve	wait	serve	wait	
Atrisco ES	361	89.43	80	Y	107	1	67
Carlos Rey ES	994	83.44	199	N	292	26	70
E. Gonzales ES	1,251	79.32	87	N	265	42	76
E. Pyle MS	636	87.13	100	Y	154	11	61

School	Students	FRPL %	21CCLC		SES		SES complete
			serve	wait	serve	wait	
J. Carter MS	1,184	74.25	77	N	88	26	50
K., Carson ES	730	92.17	125	Y	144	12	81
La Luz ES	333	78.27	45	N	89	3	76
Lavaland ES	681	90.00	77	N	137	9	79
Truman MS	1,086	89.10	50	N	48	24	59
Valle Vista ES	552	91.23	125	Y	166	17	63
Totals	7,808	77.67	965	N	1,490	171	68.27

The data in the table above demonstrate the need for coordinated after school services in a number of ways. Firstly, SES programs are serving more students and are more likely to have wait lists. Yet 21st CCLCs typically have more capacity and the ability to increase capacity more easily than SES because they do not rely on a per-pupil funding mechanism. Secondly, it is striking that of the 7,808 students eligible for SES, only 20% even attempted to receive the extra help and 21st CCLCs program are only serving about 12% of their student body. These data point to the need for a coordinated system of case management for recruitment, enrollment and placement to ensure that more students and families who could benefit from after-school services receive them. Lastly completion rates, which average less than 70% for SES, point to the need for focused and effective retention – even if that means placing students with another provider.

The absence of data is also telling. We do not have detailed, accurate and/or and consistent information on which students are in both 21st CCLC and SES, pointing to the need for coordinated data collection. Nor do we know if the highest need students are the ones being recruited and receiving priority for SES services. This further substantiates the need for coordinated recruiting, enrollment, and placement. Finally, information on whether or not SES students are meeting their individualized learning goals is sketchy due to lack of uniformity on

how that is determined, lack of coordination in data collection, and lack of communication between the district and providers.

The data can be explained, in part, by qualitative information including:

- fragmentation among programs at schools that results from the competition for students and staff between 21st CCLC and SES;
- tensions that often exists between schools and SES providers from logistical issues like sharing space and providing snacks to substantive issues like sharing student data and materials for curricular extensions;
- limited involvement of school administration in after-school;
- barriers to consistent, sustained professional development for 21st CCLC and SES staff;
- a general lack of consistency and accountability for program quality.

Academic Needs

By definition, participating schools serve students that are in high need in that they are all Title I schools that have not met Adequate Yearly Progress (AYP) requirements for at least two years. The table below summarizes academic performance for participating schools based on 2007-2008 New Mexico Standards-Based Assessment Results. Results vary but the gap between school performance and Annual Measureable Objective (AMO) targets is often large.

Exhibit 2. School Performance Summary

School	Met AYP 2008-2009	Math		Reading	
		% Proficient	AMO	% Proficient	AMO
Atrisco ES	Not Met	29.3	44	45.9	59
Carlos Rey ES	Not Met	34.6	44	42.4	59
E. Gonzales ES	Not Met	31.0	44	38.0	59
E. Pyle MS	Not Met	19.8	35	33.7	53
J. Carter MS	Not Met	21.3	35	45.5	53
K, Carson ES	Not Met	19.9	38	33.5	56

School	Met AYP 2008-2009	Math		Reading	
		% Proficient	AMO	% Proficient	AMO
La Luz ES	Not Met	26.9	44	34.6	59
Lavaland ES	Not Met	22.8	44	32.2	59
Truman MS	Not Met	22.6	35	41.4	53
Valle Vista ES	Not Met	25.0	44	30.9	59

(ii) The objectives and expected outcomes designed to address the need described under paragraph (b)(i) of this selection criterion

The goal of PICAASO is to build a model for collaboration around academic after-school that will foster communication and coordination between schools, 21st CCLCs, and SES providers to create a seamless set of after-school services that maximizes participation and leads to improved academic outcomes for students. Three student-centered objectives have been established to respond to needs and correspond with USDE Performance Measures:

(1) Increase the number of eligible students who enroll in 21st CCLC and SES.

(2) Increase the percentage of enrolled students who complete full programs of services.

(3) Increase the percentage of enrolled students who improve academic performance in reading and mathematics based on the New Mexico Standards-Based Assessment as well as Assess2Know, the districts short-cycle assessment.

The logic model on the following page summarizes the current conditions, outlines key program activities and lists the anticipated outputs that will lead to attainment of the project objectives listed above and ultimately a self-sustaining model of seamless integration of targeted after-school interventions. A more detailed logic model is included in the MOU. It should be noted that PICAASO is designed to work with 21st CCLC and SES programs that are located at the school site and are staffed predominately by regular school personnel – a common approach that results in the challenges listed above.

Exhibit 3. Logic Model

Current Conditions	Inputs/Activities	→	Outputs	→	Outcomes
Areas of Need: • Program Fragmentation • Lack of consistency and accountability for program quality. • Lack of persistence in completing SES programs. • Waiting lists for SES. **Assets:** • SES, 21st CCLC, district and school partners. • District investments in infrastructure including site level case managers and centralized data management system.	• Representative Advisory Group for planning, policy and model development, coordination, and administration. • Instructional manager position to promote coordinated and research-based practices. • Assistance for case management for after-school enrollment and placement. • Data collection/analysis for SES/21stCCLC. • Cycle of continuous improvement.		• **Polices/Procedures** for: ○ Enrollment/placement. ○ Safety/scheduling/logistics. ○ Data collection. ○ Aligned Curricula. ○ Professional Development. • Coordinated, rigorous. **Professional Development** for SES and 21st CCLC providers. • Improved **Case Management** and outreach based on a seamless continuum of after-school services. • **Evaluation** results disseminated for continuous improvement.		• Increase the number of eligible students enrolled in SES and 21stCCLC programs. • Increase percentage of enrolled students who complete SES programs. • Increase the percentage of enrolled students who improve academic performance in reading and mathematics. • A model of seamless integration of after-school interventions.

(iii) The after-school academic services to be provided or coordinated by the applicant and its partner entities, and the extent to which those services will meet the requirements of the absolute priority described in this notice.

PICAASO will create context and structures for deepening partnerships among institutions with a stake in after-school services as well as the consumers of such services that allow effective collaboration and coordination. Based on research on effective after-school practices we know that programs are more likely to deliver high quality services when they effectively develop, utilize, and leverage partnerships with a range of stakeholders. This conclusion, based on a two-year study of after-school program quality, echoes previous research and evaluation on partnerships and points to promising new directions and possibilities for after-school programs to partner with each other, schools, families, and other community-based institutions.[1] Such findings show that strong partnerships are more than a component of program quality; they are becoming a nonnegotiable element for learning and growth across all the contexts in which children learn and develop. When all parties with responsibility for and interests in students unite to engage them in high-quality after-school experiences, they are more likely to succeed in promoting positive outcomes. Toward this end, PICAASO will convene an Advisory Group that will work to develop and put into effect district and school policies that ensure coordinated, effective, safe, and engaging academic after-school is available to the greatest number of students.

In addition to the bringing important stakeholders together as partners through the Advisory Group, PICAASO utilizes an Academic After-School Team at each school. The Academic After-School Team is comprised of the PICAASO site case manager; SES and 21stCCLC providers; parents representatives; and school administrators and staff. This Team is critical to the success of PICAASO because it brings the important stakeholders together in a formal way to collaborate and ensure that students and families have access to after-school services that are aligned to the school day, seamlessly coordinated, and grounded in proven practices. Emerging evidence suggests that partnerships between school and after-school are

critical to the shared goal of supporting positive learning and development.[2] For example, researchers have found that programs with stronger relationships with school teachers and principals were more successful at improving youth's homework completion, homework effort, positive behavior, and initiative.[3] School Teams may operate in concert with existing Student Assistance Teams to achieve closer integration and long-term institutionalization. That is, over time PICAASO as an initiative phases out but its core elements become inherent in the way the district, schools, and SES and 21stCCLC providers operate.

Specific to SES, it was found that program quality suffered when there were not effective partnerships between schools and SES providers. School staff was needed to help coordinate SES and identify and recruit participants; without the partnerships, SES providers were less able to align their supplementary education with in-school learning needs.[4] Such findings may be a result of positive relationships between after-school providers and schools that foster high-quality, engaging, and challenging activities and can also promote school staff engagement.

Parents are known to be important partners in quality after-school programs and they feature prominently in PICAASO. Parents are included as important partners in both the Advisory Group and the school-based Teams because they offer valuable representation as stakeholders while also offering insight into how students and families can best be served. Additionally, students themselves benefit when their parents are involved in their after-school experiences, as parent involvement in children's after-school experiences is associated with increased involvement in their child's schooling.[5]

Effective partnerships among families, schools, and after-school programs can also be critical to sustained participation among students. This desired effect of our proposed collaboration is critical as increasing and sustaining high levels of participation in high quality academic after-school programs is central to the mission of PICAASO. The large-scale evaluation of *New York's Department of Youth and Community Development* programs found

that after-school programs that work together to develop systems of supports around youth and families may be critical to promote sustained participation.[6]

The emphasis on participation through better case management stems from an ever growing body of research showing that youth experience greater gains across a wide variety of outcomes if they participate with greater frequency (more days per week) in a more sustained manner (over a number of years).[7]

With goals around increasing and sustaining participation central to PICAASO, we looked to the research to understand what after-school program variables are related to participation. Analysis of participation among 13,000 New York City youth in 176 after-school programs revealed that programs differed with regard to retention rates over 2 years, with programs having higher rates of retention showing the following characteristics: a) higher director salaries; b) more advanced education credentials and training among staff; c) parent liaisons; d) youth reported a greater sense of belonging; e) more positive interactions between youth and staff; f) higher academic self-esteem; g) strong academic focus; and h) improved academic performance through enrichment.[8] These findings featured prominently in the design of the PICAASO initiative as we sought to incorporate these characteristics to the greatest extent possible and are noted throughout this proposal.

One such feature incorporated into PICAASO is an emphasis on coordinated and consolidated professional development opportunities for academic after-school staff. We believe that a focus on professional development will increase participation and retain more students, while also achieving the academic outcomes we seek. The Instructional Manager will design the professional development such that after-school services are more aligned to the school day. Moreover, the delivery of professional development will be coordinated to take advantage of inservice and job-embedded collaboration time. Several studies reinforce the importance of tutor and after-school staff training. When tutors participated in ongoing, intensive training as part of a Dade County tutoring program, students outperformed students whose tutors did not complete

the training sessions.[9] We will seek to ensure that our after-school staff are highly trained and know how to engage and connect to students while providing high quality and effective instruction. A Professional Development Framework is based on the National Staff Development Council standards for staff development for designing, implementing, and evaluating professional development programs.

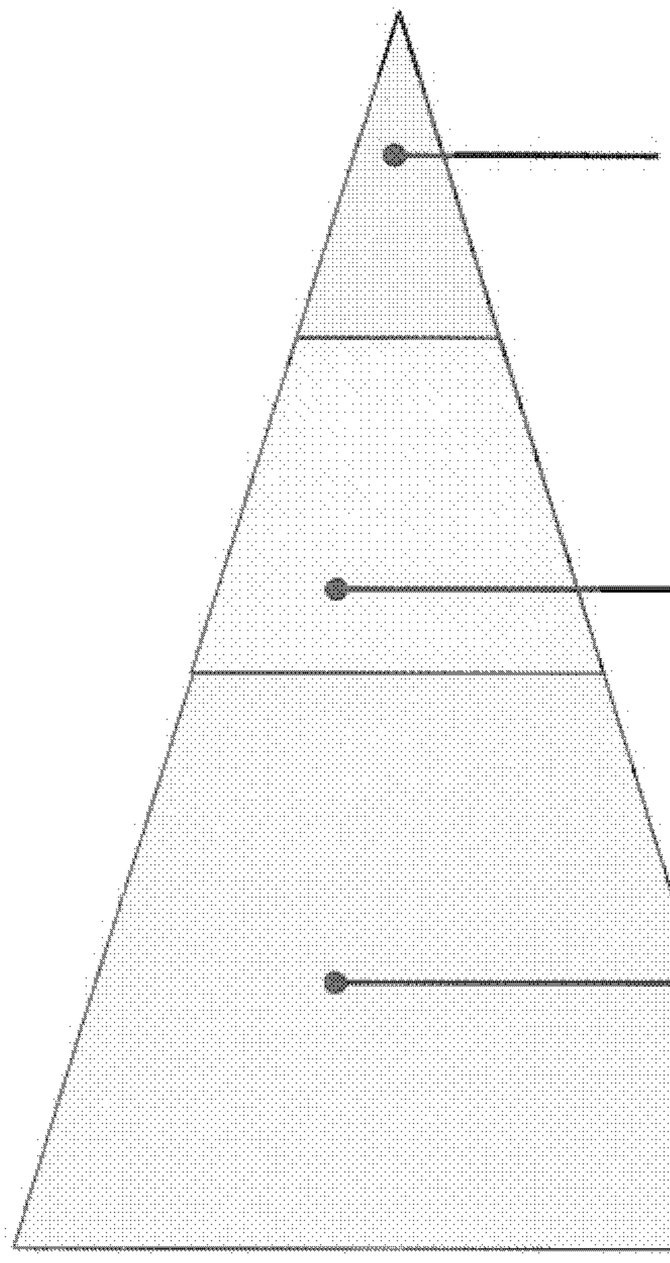
In terms of structure, professional development must be differentiated and contextualized to the needs of schools and providers – and support must be ongoing and easily accessible. PICAASO responds to that need by creating a continuum of support from statewide conferences, regional training workshops, and local coaching from the PICAASO Instructional Manager. This approach ensures that school personnel receive the benefits from regional events including the opportunity to collaborate and share practices. Online professional development will be used to overcome barriers of time and scheduling.

Another way PICAASO will keep students engaged to ensure completion of the programs is through the influence of the site-based Case Managers. Case Managers will provide counseling around after-school placement, engage in outreach with students and families, and work as a problem solver when students and/or families are experiencing challenges around their after-school experience. These Case Managers are already funded by Title I to support SES but they have not had sufficient structure nor have they been aligned to 21stCCLC. PICAASO will shift the focus from SES to a broader, seamless continuum of after-school.

An important purpose of PICAASO is to serve the greatest number of children with the most appropriate and highest quality after-school programming. PICAASO will create a placement system modeled on a Response to Intervention (RtI) framework for conceptualizing academic after-school service provided by 21stCCLC and SES in order to best meet the needs of all students. RtI is based on three components. First, it is a logical structure for targeting resources efficiently and focusing them specifically to meet the needs of all students including those with greater needs based on assessment data. Second, RtI emphasizes the use of research-

based and promising practices. Third, it is grounded on logical, continuous improvement model based on data-driven decision-making.[10] RtI is a system that involves a three-tiered approach that includes increasingly intense levels of intervention as illustrated in Exhibit 4.

Exhibit 4. RtI for After-School



Intensive Intervention

- referral to SES providers for intensive tutoring
- individual learning plan based on performance standards
- additional social, emotional, behavioral support through the 21st CCLC

Targeted Intervention

- more focused, intense academic tutoring within 21st CCLC
- individual learning plan based on performance standards

Universal Intervention/Prevention

- All students have access to 21st CCLC homework help and enrichment activities

In our after-school context, we are translating RtI into a framework that will transform the currently isolated academic after-school programs of SES and 21stCCLC, who share overlapping objectives, into a set of coherent and coordinated services. This model will take advantage of the respective strengths of each program. For example, SES allows for more intensive, small group tutoring and is most appropriate for students demonstrating higher academic needs; while 21st CCLCs are able to provide a broader menu of enrichment activities that wrap academic content in integrated, contextualized activities – a research-proven approach. Such activities appeal to different learning styles and are student-driven. 21st CCLC can also address other intensive needs based on other factors including social, emotional and behavioral.

Utilizing site-based case managers, we will determine the most appropriate level of services for a given student based on results of student assessments. Thus a student receives the most appropriate level of academic after-school services. This approach will foster cross-fertilization of effective practices between school, 21st CCLC and SES providers.

PICAASO will bring together partners who are all invested in ensuring that as many students as possible receive and benefit from the highest quality, most appropriate academic after-school services possible. Through partnerships and collaboration that include all important stakeholders, institution of district wide policies, coordinated and ongoing professional development opportunities, school-based Teams, and the utilization of an RtI placement framework, PICAASO will create a model of coordination that will dramatically raise the standards and practices for students' after-school experiences.

(2) Adequacy of Resources (up to 15 points)

(i) The adequacy of the instructional program to be provided to students, including the extent to which the program is intensive, research-based, consistent with the instructional program of the LEA served, and aligned with State academic standards.

Well-implemented after-school programs can have a positive impact on a range of academic, social, and behavioral outcomes, particularly for disadvantaged children and youth. A growing body of research has begun to provide information on the conditions necessary to deliver effective after-school services that positively impact students. That national discussion on 21stCCLC is revolving around the growing body of research on designing and implementing quality academic after-school programs for our students. While our SES and 21st CCLC partners have different strategies and utilize different educational approaches, PICAASO, through the work of the Instructional Manager, will provide increased access and collaboration around the learning and use of effective, research-based instructional approaches. With the efforts of this initiative, our after-school programs will be able to go even further toward providing academic

after-school programming of the highest quality to an increasing number of engaged students. In this section we will outline the common research-base for our 21stCCLC and SES programs.

Research and evaluation point to three primary and interrelated factors that are critical for after-school services to achieve positive youth outcomes: (a) access to and sustained participation in the program; (b) quality programming and staffing; and (c) promoting strong partnerships among the program and the other places where students are learning, such as their schools, and their families. As noted earlier, these are all central to the focus of PICAASO. When these three factors are successfully addressed, after school programs are most likely to be able to realize their goals and achieve successful outcomes for youth.

With regard to what constitutes quality after school programming, we learned and integrated from the research the following common characteristics: appropriate supervision and structure, well-prepared staff, and intentional programming with opportunities for autonomy and choice. With the addition of the PICAASO initiative we add a last crucial component—strong partnerships among the various settings in which program participants spend their day, such as schools, after school programs, and families.

The common theme of many of the after-school studies is that quality of program staff emerges one of the most critical features of successful programs. Our 21stCCLC and SES providers strive to ensure that their staff has appropriate education and experiential backgrounds, with many of the after-school staff being school day teachers. Furthermore, as stated in the previous section, PICAASO will work to further advance the professional development opportunities available to after-school staff. We know this is important because youth are more likely to realize the benefits of programs if they develop positive relationships with the program's staff, and staff can only build these relationships through positive, quality interactions

with youth. The development of these types of relationships requires staff to be properly trained in appropriate after-school strategies.

Research and evaluation efforts are beginning to identify how such relationships can be achieved. A large after-school evaluation found that specific staff practices lent themselves to the development of positive relationships between staff and youth. Looking across program sites, evaluators found that positive relationships were found in sites where staff a) modeled positive behavior, b) actively promoted student mastery of the skills or concepts presented in activities, c) listened attentively to participants, d) frequently provided individualized feedback and guidance during activities, and e) established clear expectations for mature, respectful peer interactions.[11] What is important to note here is that the skills noted above are all skills that can be influenced and learned through quality professional development, such as will be provided through this initiative.

With regard to tutoring specifically, the research tells us what constitutes effective tutoring services. Researchers have identified the following components of effective tutoring programs: 1) tutoring programs incorporate research-based elements; 2) tutoring sessions are well structured; 3) tutors receive intensive and ongoing training and feedback; 4) tutoring programs monitor and assess each student's progress regularly; and 5) tutoring is intensive and consistent.[12] The study analyzed 65 published studies that used rigorous evaluation methods to evaluate high-quality tutoring programs found positive achievement effects across all studies. Additionally, tutoring sessions that are well structured in which the content and delivery of instruction is carefully scripted demonstrated higher gains. Similar conclusions were reached by other researchers.[13] In a study involving the use of tutorial scripts in teaching mathematics,

researchers found that most successful tutors often have well-rehearsed scripts for responding to student errors. The results are general enough to apply to reading also.[14]

As with after-school programs in general, research has found that intensive and ongoing training and feedback for tutors has a positive impact on student outcomes. When tutors participated in ongoing, intensive training, their students outperformed students whose tutors did not complete the training sessions.[15] Some researchers posit that the most important factor in successful tutoring programs is tutor training.[16] Other characteristics of successful tutoring programs include regular monitoring of each student's progress; explicit demonstration of appropriate reading and writing processes, as well as a high number of reading and writing experiences in which the student moved from being fully supported to working independently; and tutoring is intensive and consistent.[17] PICAASO will continue to use this research base to inform our collaborations and professional development.

Our 21stCCLC providers also rely on an overlapping research-base of what characteristics are found in high quality academic after-school programs. Our 21stCCLC offer an after-school menu of services that revolve around a broad array of enrichment activities that wrap academic content in integrated, contextualized activities – a research-proven approach. Such activities appeal to different learning styles and are student-driven. The key feature is that the theme of the project provides a structure that helps students think about academic content in a meaningful context. This is a brain-compatible instructional model grounded in the biology of effective instructional strategies, and the development of conceptual curriculum.[18] Academic activities are linked to regular school day instruction and address academic standards, but with non-traditional approaches including integrated thematic units to provide rich context to content area instruction; multi-grade activities; and strong integration of technology, culture and arts, health and wellness, and athletics and recreation. Data is to be collected for each activity, as appropriate, to inform and improve implementation and evaluate project effectiveness. The direct academic

components of the 21stCCLC go beyond "homework help" and provide intensified, strategic tutoring that is done in close coordination with the regular school day. All participants receive individual and small group instruction and tutoring that focuses on their particular needs based on their classroom performance, short-cycle assessment, and results of standardized tests. Academic enrichment offers an array of services and includes integrated thematic units that have relevance to student's lives and their futures. The latest in brain research has shown that meaningful context greatly improves learning. These activities support the academic objectives of after-school and the regular school day and are tied to content standards, while allowing participants, teachers, project staff and partners to exercise a great deal of creativity.

Two pieces of technology will support PICAASO. First, Cayen Systems will provide centralized, web-based data management for both 21st CCLC and SES. Cayen will collect detailed information on program activities and student participation for both programs. APS has been using Cayen for SES over the past two years. New Mexico's 21st CCLC is moving all its programs to Cayen in 2008-2009. As a result, the cost of the system is already built in to each respective program. Second, PICAASO will use myStandards, another web-based application developed by the external evaluator for mapping lessons and activities to core content standards in order to (a) help regular school day teachers communicate with after-school staff about highest priority standards and benchmarks; (b) help document that after-school programming is aligned to standards; (c) help after-school staff explore standards to make better connections – including interdisciplinary approaches; and (d) foster collaboration among afterschool staff and experts in the field about effective practices. The myStandards online mapping tool will help support a more-focused, intentional approach to integrating standards-based practices in after-school programs. MyStandards can actually be used as a delivery system for professional development through the dissemination of effective strategies. MyStandards also features survey tools and professional development logs to support additional data collection needs.

(ii) The relevance and demonstrated commitment of each partner... to implementation and success...

The relevance and demonstrated commitment of each partner are delineated in the attached Memorandum of Understanding. The MOU provides a detailed description of each partner and outlines specific roles and responsibilities. The partners include state approved SES providers: Advantage Tutoring Services, Rio Grande Educational Collaborative, and Youth Development, Inc. The latter two are CBO's that also operate 21stCCLCs. These are genuine and meaningful commitments that will require compromise and true collaboration.

(iii) The extent to which costs are reasonable in relation to number of persons to be served and services...

The budget justification provides sufficient detail to substantiate the cost-effectiveness of PICAASO. The budget is primarily focused on the human resources that will be required to institute changes and does not create new infrastructure that may be difficult to sustain. As such, the focus is more on coordination of services, not expansion of services. The incremental cost per student is just over $270 per year based on 1,800 students. Beyond the personnel costs, the budget includes stipends to off-set the investment of time for 21stCCLC and SES providers to participate in planning, coordination, and continuous improvement. Incentives are also included to supplement 21stCCLCs and to create additional SES slots for high-performing providers. APS has already begun to explore ways to sustain these incentives.

(3) Quality of the Management Plan (up to 25 points)

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget...clearly defined responsibilities, timelines, milestones for accomplishing project tasks.

PICAASO is organized to achieve project goals and create coordinated academic after-school programs of excellence. The rationale for the district leading the efforts is clear. First, while 21stCCLC and SES providers are variable, the schools are constant. Second, while 21stCCLC and SES are often in competition, schools are better positioned to act objectively. The Management Plan in Exhibit 5 identifies benchmarks for each activity area, along with responsibility and timelines. The plan will grow in detail as the project progresses to provide the framework to monitor progress so that the activities are implemented on time and within budget,

with measurable progress beginning in the first year. Advisory Group meetings will be conducted monthly (more often, if necessary), to review project implementation and continuous improvement opportunities. They will be led by the PICAASO Instructional Manager and Coordinator and attended by 21stCCLC/SES providers, site case managers, school and parent representatives. In addition to the PICAASO Advisory Group meetings, each school site will hold monthly academic after-school team meetings attended by the Site Coordinator, 21stCCLC and SES representatives, parent representative, and school administration. Details on evaluation activities are included in that section.

Exhibit 5. Management Plan

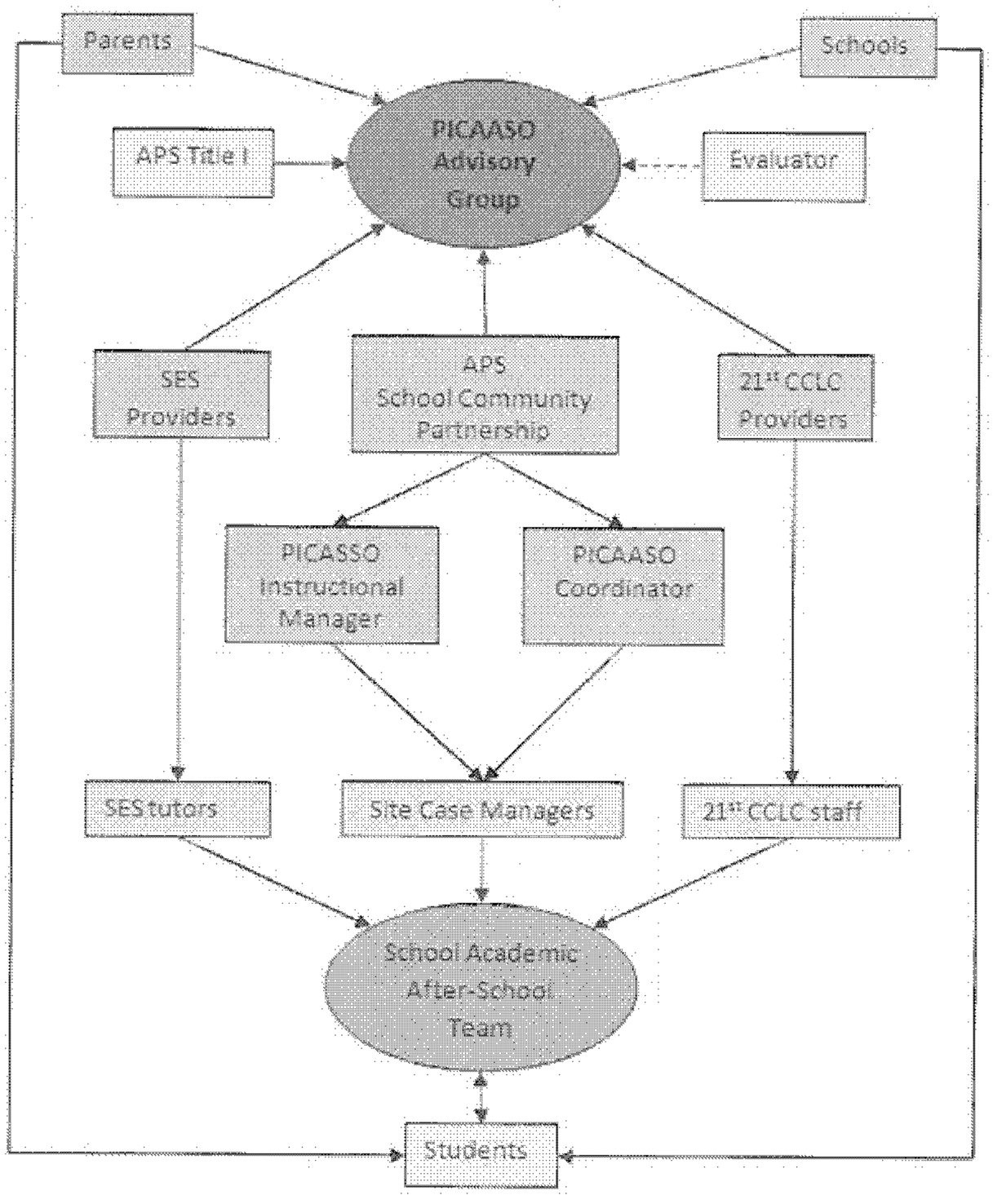
Program Area	Milestones	Timeline	Responsibility
Management	Instructional Manager & Coordinator hired	1st 30 days	D. Stroud
Advisory Group	Convened w/ stakeholder representation	1st 90 days	IM
	Regular Advisory Group Meetings	Monthly	Coordinator
	Safety/scheduling/logistics policies	By 05/09	Coordinator
Professional Development	Coordinated PD policies agreed upon	By 07/09	IM
	Aligned curricula/material sharing policy	By 08/09	IM
	Schedule of PD Activities	08/09-12/12	IM
	RtI model in place (tiered interventions)	By 12/09	IM
Case Management	RtI model in place (enrollment/placement)	By 8/09	Coordinator
	Site Case Managers trained and supported	By 08/09	Coordinator
	School Team Meetings	Monthly	Coordinator
	Incentive expansion of 21stCCLC/SES	each Fall	IM
Data Collection	Data collection and sharing policy	By 6/09	IM/Apex
	Formative evaluation briefings	Quarterly	Apex
Continuous Improvement	Qualitative and quantitative data review	Annual	IM/Apex
	USDE Reporting Requirements	Annual	Apex

(ii) The adequacy of the management plan in explaining the planning, coordination, implementation, management, and oversight service ...including an explanation of the role of the 21stCCLC grantee, LEA, SES provider(s), school principals, teachers, other partner entities, parents, and members of the community in the proposed project.

(iii) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

PICAASO will be led by the Instructional Manager (IM) who will report directly to Delores Stroud, director of the APS School and Community Partnership Department. The IM will be full-time and serve as Project Director, taking responsibility for overall management and implementation of the grant. The full-time Coordinator will be primarily responsible for supporting site-level Case Managers and After-School Teams. Together the IM and Coordinator will work to ensure that the program includes all stakeholder perspectives. The organizational chart below illustrates how the project will revolve around the Advisory Team. The attached MOU describes roles and responsibilities for all partners in detail.

Exhibit 6. PICAASO Organizational Chart



(4) Quality of the Project Evaluation (up to 25 points)

(i) Sets out methods of evaluation that include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data...

Evaluation is integral to PICAASO. It is the basis for the logic model on page 6 which links student-centered objectives (based on USDE Performance Measures) to program process outputs that will result from program activities. Performance measures are specified for each objective and linked to data sources to yield information for process and outcome evaluation purposes. The nature of PICAASO places a premium on a highly participatory and collaborative evaluation that engages all stakeholders, including the students, parents, and providers, in assessment, data-driven decision making, and continuous improvement. This ensures that what is learned through the evaluation is accurate and reflects the perspectives of diverse stakeholders. Moreover, it ensures that results are well documented, adaptable and scalable for use as a national model. Feedback of information and results will come in a variety of formal and informal formats including personal feedback, periodic briefings and reports, and presentations.

Working closely with APS and its partners, Apex Education will serve as external evaluators for the PICAASO. Apex has considerable experience in educational program evaluation, as well as the evaluation of innovative collaboration and system change efforts such as PICAASO. Apex's experience includes successfully serving as external evaluators for 21stCCLC programs in New Mexico and Texas. Over the past several years, Apex has worked closely with APS providing a range of program planning and evaluation services, including the district's 21stCCLC, Comprehensive School Reform efforts and a range of health and behavioral health programs. Apex evaluates other large-scale evaluations including the State Personnel Development Grant which employs an RtI model. Dr. Michelle Bloodworth will lead Apex's evaluation efforts. Dr. Bloodworth was previously Project Coordinator for the evaluation of the Chicago Community Schools Initiative, which included 21stCCLC and SES programs. The valuable experience of studying the development of partner collaborations, as well as student outcomes of over 100 unique community schools over a three year period, affords Dr.

Bloodworth a unique knowledge and experience base on which to draw for this evaluation. Credentials for Carlos Romero, President of Apex and Dr. Bloodworth are attached.

Apex has worked closely with key partners and district leaders to help design PICAASO its associated evaluation in parallel so that the links between the overall goal, project objectives, performance measures, process measures and data sources clearly link to one another. Elucidating these linkages helps to identify potential gaps in the logic of the initiative and its activities. Apex will provide ongoing consultation and support to the PICAASO Advisory Group. Having an external evaluation team will play a central and critical role in fostering communication among partners, facilitating objective, equitable, data-driven decisions in order to affect systemic and sustainable change.

Programs are not static and for an evaluation to be current and useful it must be an iterative process that evolves and is integrated with the initiative. The integrated nature of this evaluation plan and the general evaluation activities that will take place during phases of the initiative are shown in Exhibit 7. A mixed methods approach, utilizing quantitative and qualitative methodologies from multiple data sources will be used to answer the important questions of this initiative, guide continuous improvement of the initiative, help ensure PICAASO objectives are met and exceeded, and ensure that findings are useful for nationwide application. The evaluation is thorough and rigorous, yet reasonable and practical, featuring process and summative components.

The process evaluation seeks to gather implementation data to inform the continued development and improvement of the processes, programs, and services that make up the initiative. The outcome evaluation provides information regarding the attainment of performance measures and benchmarks, and ultimately the larger goals of the initiative. Process evaluation methods include documentation of delivery and participation for all programs, ongoing informal feedback and periodic formal feedback from all stakeholders. Implementation will be monitored to determine if activities are being completed on time and budget and to

establish thresholds for level and fidelity of implementation to determine whether or not student outcome objectives should be expected. Process evaluation will include qualitative data from Advisory Group meetings and interviews; review of district policy changes; documentation of professional development participation; and parent and provider satisfaction/feedback surveys. The process evaluation will revolve around three key questions:

(1) Are program activities and services being implemented on time and within budget?

(2) Are all stakeholders actively involved in continuous improvement, as appropriate?

(3) Does the project design continue to meet high standards based on research?

Exhibit 7: PICAASO Evaluation Activities

Phase	General PICAASO Evaluation Activities
Beginning of Year One	• Further assess needs of students, families, SES/21st CCLC providers, schools. • Engage Advisory Group members, partners, and staff in discussions of plans for implementing initiative and evaluation. • Develop/institute procedures to gather/manage data from project activities. • Develop process and timelines for presenting information to stakeholders. • Collect baseline data on key outcome and implementation areas.
Throughout Implementation	• Refine evaluation plan as needed to gather emerging information. • Assess organizational processes and environmental factors which may be inhibiting or promoting the initiative's success. • Assess possible reasons for changes from original implementation plan. • Analyze feedback from partners, staff, students, and parents about successes/failures and use this information to modify the project. • Provide information on short-term outcomes to Advisory Group and staff. • Use short-term outcome data to improve the project. • Continue to collect data on short- and long-term outcomes. • Assess assumptions of how & why initiative is working, refine logic model.

End of Year Three	• Continue to use evaluation to improve the project and to monitor outcomes. • Continue to share information with multiple stakeholders. • Collect final outcome measures. • Share outcome findings with partners, students, families, and community. • Assess long-term impact and implementation lessons. • Describe how and why program works – further refine logic model.

The outcome evaluation will use an interactive model of program outcomes analysis to understand the individual and collective impacts of PICAASO on student attendance in academic after-school programs and student academic performance in mathematics and reading. Each of the evaluation goal areas will be evaluated using a descriptive, longitudinal design with multiple data points. With full data available for both SES and 21stCCLC student attendance and student academic achievement from the New Mexico Standards Based Assessment, Apex will be able to examine the relationships between participation in academic after-school programs (SES, 21stCCLC, and combined) and growth in scale scores and proficiency levels for each student. Baselines will be established at the beginning of the project. Progress will be measured based on (a) absolute gain – extent to which participants meet expectations for growth; and (b) comparison of participants vs. non-participants – disaggregated by level of participation. Data from Assess2Know, the district's short-cycle assessment will also be analyzed. Assessment results will be analyzed with implementation data to better understand the effects of the initiatives' processes and activities on outcomes. The project design describes specific and concrete benchmarks and indicators for each goal. Data will be collected and analyzed at the project, school, and student level. The data sources and time points for the process evaluation activities are linked to initiative activities and objectives. Exhibit 8 provides a matrix that illustrates these linkages for the process, as well as the outcome evaluation.

(ii) Will provide timely and valid information on the management, implementation, and effectiveness…

The level of integration between evaluation and implementation cannot be overstated. Much of the data to be used for the evaluation is produced naturally from activities and programs; it is not tangential nor does it pose additional burden on participants or project staff. Throughout implementation, staff will have opportunities to make frequent judgments about the implementation process and the status of important outcomes. The intent of the evaluation is to provide timely information for strategic planning, measuring progress, making programmatic adjustments, and keeping the project focused on the core objectives. Apex Education is a leader in utilizing cutting edge technology to assist schools in gathering and facilitating the use of program data to support effective decision-making.

Exhibit 8. Evaluation Matrix for Process and Outcome Evaluations

	Input	Methods/Data	Timeline
PROCESS	Polices for enrollment and placement; safety, scheduling, and logistics; data collection; aligned curricula; and PD.	Advisory Group minutes, district policies.	Ongoing
		Advisory Group Member Interview/Focus Group.	End of each Project Year
	SES and 21st CCLC providers receive quality and coordinated professional development.	PD Log (myStandards System)	Ongoing
		Providers Survey (hard copy or via myStandards).	Following each PD activity
	Outreach services to parents and students.	Parents and Site Coordinators Interviews/Focus Group.	Beginning of Year 1 and end of Year 3
		Parent Survey	End of year
	Program implementation data collected, analyzed, and shared continuous improvement.	Cayen/myStandards.	Ongoing
		Advisory Group Members Interview/Focus Group.	End of each Project Year

Outcome	Increased number of eligible students enrolled in SES/21st CCLC.	Cayen Attendance Database.	Ongoing
	Increased percentage of enrolled students who complete full program.	Cayen Attendance Database.	Ongoing
	Increased percentage of students who improve in reading/math.	Assess2Know	Fall/Spring
		NM Standards Assessment	End of year

(iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings;

The evaluation will examine implementation and outcomes from the PICAASO initiative at all ten schools individually as well as collectively. The evaluators and the evaluation process will be instrumental to sharing lessons learned and best practices that emerge among the individual sites during the implementation of PICAASO. Understanding what was implemented at each site and linking this to outcomes for individual schools, will help us to understand and differentiate program and service effects. Data may assist in identifying critical elements of the project which are necessary for success. Such data will also help to highlight specific contextual factors which inhibited or facilitated the initiative's success and allow the fit of the design for other schools or communities to be assessed.

(iv) Meets the evaluation criteria specified in paragraph (5) of the absolute priority

As noted previously, through the Cayen system, full data on student eligibility, enrollment, and participation in the academic after-school services provided by the project will be collected by both SES and 21stCCLC programs and made available to the evaluators and other stakeholders throughout the project on a real-time basis. Additionally, student test data from the Assess2Know short-cycle assessments and the yearly NM Standards-Based Assessment will be available to Apex through the STARS system throughout the project.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-APS_21CCLC-SES_attach.pdf**

Other Attachments

- Memorandum of Understanding
- Letters of Support
    - Advantage Tutoring
    - Rio Grande Educational Collaborative
    - Youth Development, Inc.
- Resumes
    - Delores Stroud
    - Elizabeth Lawrence
    - Michael Silva
    - Michael Ogas
    - Carlos Romero
    - Michelle Bloodworth
- Endnote Citations

Albuquerque Public Schools
High-Quality Supplemental Educational Services
and After-School Partnerships Demonstration
Partnership to Improve Collaboration for Academic After-School Outcomes (PICAASO)

Memorandum of Understanding

Purpose of Program

The purpose of the High-Quality Supplemental Educational Services and After-School Partnerships Demonstration competition is to encourage the establishment or expansion of partnerships between supplemental educational services (SES) programs and 21st Century Community Learning Centers (21stCCLC) in order to increase the academic achievement of low-income students in Title I schools identified for improvement, corrective action, or restructuring.

The U.S. Department of Education is seeking projects that will serve as national models of how these two federally authorized after-school initiatives can be coordinated so that a greater number of students enroll in, participate in, and complete academic after-school services that improve their achievement in reading and mathematics.

Supplemental Educational Services

SES programs, authorized under section 1116(e) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (ESEA), provide free academic instruction to students from low-income families who attend a Title I school in the second year of improvement, in corrective action, or in restructuring. SES programs provide tutoring, remediation, and other research-based educational interventions that are consistent with the content and instruction used by the local educational agency (LEA) and aligned with the State's academic content standards.

21st Century Community Learning Centers

The 21stCCLC program, authorized under Title IV, Part B of the ESEA, provides opportunities for communities to establish or expand activities in community learning centers that offer academic enrichment, including tutorial services, to help students, particularly students who attend low performing schools, meet State and local academic achievement standards in core academic subjects. The program also provides a broad array of additional services and activities for students and their families that are designed to reinforce and complement the regular academic program of participating students. Centers can be located in elementary or secondary schools or other similarly accessible facilities.

Program Components

APS is proposing a Partnership to Improve Collaboration for Academic After-School Outcomes (PICAASO) to create a model of collaboration that will:

(1) Serve as a national model that provides innovative approaches to after-school services that are more directly connected to the school day by coordinating the academic services offered by SES programs with the afterschool services offered by 21stCCLC programs in a manner that is designed to result in significant gains in reading and mathematics

achievement among low-income students who are at greatest risk of not meeting challenging State academic standards;

(2) Provide or coordinate intensive academic after-school services to students who attend a Title I school in the LEA that is in its second year of improvement, in corrective action, or in restructuring, under section 1116 of the ESEA;

(3) Increase the number of students in the LEA receiving academic after-school services designed to improve their academic achievement;

(4) Provide or coordinate academic after-school services that are consistent with the instructional program of the LEA served and aligned with the academic standards of the State in which the LEA is located; and

(5) Collect data on student eligibility, enrollment, and participation in the academic after-school services provided by the project, as well as pre- and post-intervention test data to assess the effectiveness of the project on improving the academic achievement of student participants.

Logic Model, Goals and Objectives

The goal of the APS Partnership is to build a model for collaboration based on district-level policies and procedures that will foster collaboration between 21st CCLC providers and SES providers to create a seamless set of after-school services that maximizes participation and results in improved academic outcomes for students.

Three student-centered objectives have been established to correspond with U.S. Department of Education Performance Measures:

(1) Increase the number of eligible students who enroll in 21st CCLC and SES.

(2) Increase the percentage of enrolled students who complete full programs of services.

(3) Increase the percentage of enrolled students who improve academic performance in reading and mathematics based on the New Mexico Standards-Based Assessment as well as Assess2Know, the districts short-cycle assessment.

The logic model on the following page summarizes the current conditions, outlines key program activities and lists the anticipated outputs that will lead to attainment of the project objectives listed above and ultimately a self-sustaining model of seamless integration of targeted after-school interventions.

Albuquerque Public Schools
Partnership to Improve Collaboration for Academic After-School Outcomes (PICAASO)
Logic Model

Current Conditions	Inputs/Activities	→	Outputs	→	Outcomes
Areas of Need: Existing fragmentation among programs – including competition for students and staff Lack of consistency and accountability for program quality Lack of persistence in completing SES programs Waiting lists for SES **Assets:** SES, 21st CCLC, district and school partners invested in innovation and coordinated change District investments in infrastructure including site level case managers and centralized data management system.	Formation of a representative Advisory Group for planning, policy and model development, coordination, and administration Creation of instructional manager position to promote coordinated and research-based practices including consolidated and coordinated professional development to SES and 21stCCLC providers Provide training and technical assistance to site coordinators to facilitate coordinated case management for after-school enrollment and placement Collection of data for program evaluation activities for SES and 21stCCLC Continuous improvement through ongoing information sharing among partners		School-Level **Polices** Instituted: • Enrollment/placement • Safety/scheduling/logistics • Data collection • Aligned Curricula • Professional Development SES and 21st CCLC providers receive quality and coordinated **professional development** that is tailored to creatively support school day curricula and the differing educational opportunities that are provided by these programs **Case Management** and outreach services to parents and students provided based on a seamless continuum of after-school services **Evaluation** of program and participation data, disseminated to stakeholders for continuous improvement		Increase the number of eligible students enrolled in SES and 21stCCLC programs Increase the percentage of enrolled students who complete full programs of service Increase the percentage of enrolled students who improve academic performance in reading and mathematics based on the NM Standards-Based Assessment and Assess2Know. A self-sustaining model of seamless integration of targeted after-school interventions.

Partners

APS Schools and Community Partnerships Department	The vision of the Schools and Community Partnerships Department is for schools, families, businesses, and community groups to work together for all students to succeed. The mission is to facilitate collaborative relationships that engage a multitude of community resources and skills to enhance educational success for all students. This is played out in three goals: • Increase the utilization of outside resources • Increase meaningful parent/community involvement • Increase public perception of shared responsibility for student success The Department manages a 21st CCLC grant and is working to coordinate all after-school programming for the district including programs funded by the city and county.
Advantage Tutoring	Advantage Tutoring Services is offered by Ethelbah~Lawrence & Associates, LLC (EL&A), a small New Mexico for-profit company established in 1999. EL&A has provided government relations, advocacy, and professional development and consulting services to NM school districts. The member/owners are experienced public policy strategists and professional development facilitators with extensive educational backgrounds. For the last two years EL&A has chosen to focus its work on NCLB SES. Our mission is to advocate for quality educational opportunities for children and families through public policy, school reform and quality programs. We have been providing tutoring services to students in AZ, CO and NM through NCLB since 2001. We tutor approximately 800 students per year.
Rio Grande Educational Collaborative	The Rio Grande Educational Collaborative is a small non-profit organization formed in 2000. RGEC is dedicated to preparing children, family and community for life-long success by leveraging resources and opportunities to create a continuum of services to support the social and academic dreams of children, their families and their communities. RGEC employs four primary strategies: (1) Provide pathways for student success through the development, application and management of services; (2) Provide professional development services for businesses, community members and educators. (3) Identify, organize and utilize community-based, state, and national resources; (4) Provide team focused, goal oriented, united, high performance work environment within RGEC and its extended organization. RGEC provides high-quality, academic-based after school programs at a variety of locations including 21st Century Community Learning Centers at six schools in Albuquerque's South Valley: Armijo, Atrisco, Valle Vista, Kit Carson and Los Padillas elementary schools and Ernie Pyle Middle School. Tutoring is a large and very important part of our after school program. For four years in a row RGEC has been the most sought after Supplemental Educational Services vendor in New Mexico, currently providing high-quality tutoring services in nine school districts, including Albuquerque Public Schools. Approximately 800 students receive tutoring from experienced, high-quality tutors, most of whom are bilingual. RGECs tutoring program works with 85% of students showing academic improvement.

Youth Development Incorporated	YDI, founded in 1971, is a nationally recognized, 501 (c) 3, youth service organization that provides educational, developmental and humanitarian assistance to children, youth and families in central and northern New Mexico. YDI's has many established programs include statewide tutoring, 21st Century after school programs, gang intervention, dropout prevention, family counseling, emergency shelter, youth sports, internships, scholarships, parenting skills, leadership development, public housing, community corrections, GED studies, early childhood via Head Start centers, substance abuse programs, AIDS education, and now ancillary services. YDI serves more than 20,000 clients each year. YDI works extensively with local schools, law enforcement, private groups and other community agencies to: combat the high dropout rate among Hispanic and other underrepresented populations; develop and strengthen capacity within communities and advocate for the needs of vulnerable youth; and work with local, state and federal leaders in fostering systems change and new policies that address education, workforce development, and overall helping youth and their families in realizing academic achievement and social productivity. Over the past 5 years of implementing 21st CCLC programs implemented by Youth Development, Inc. has enabled each school to develop a unique learning and enrichment opportunity that has proven beneficial to the communities within each of their respective school areas. The following six APS schools include Carlos Rey Elementary, Duranes Elementary, Lavaland Elementary, Edward Gonzales Elementary, Jimmy Carter Middle, and Truman Middle has been part the past 21st CCLC grant.

Activities and Responsibilities

This Memorandum of Understanding is intended to describe the responsibilities of each partner. Activities include project planning, coordination, and administration; data collection, program evaluation, and information sharing among partners; and outreach services to parents and students. Specific responsibilities are listed below.

Partner	Roles and Responsibilities
APS (District)	• Provide technical assistance to site-level coordinators to provide case management for enrollment and placement of students • Provide instructional manager to (a) develop a Response to Intervention Framework (RtI) for afterschool and (b) create and implement a consolidated professional development plan for 21st CCLC and SES staff based on research and proven practice including alignment of after-school to the school day • Support centralized data management system • Support long-term sustainability of collaborative model • Provide incentive for high performing 21stCCLC and SES providers
APS (School)	• Create and oversee policies for enrollment/placement, safety/scheduling/logistics, data collection, aligned curricula, and professional development that will align after-school to regular school, maximize efficiency and consistency of services, and maximize participation.

Partner	Roles and Responsibilities
21st CCLC Providers	• Provide an umbrella for all school-based after-school services including support for student intake and data entry. • Coordinate scheduling to maximize 21st CCLC participation for SES students and to allow for shared staffing with SES providers • Agree/adhere to a common set of standards for after-school program quality • Share information about student participation as appropriate • Provide feedback/ input on policies/procedures from 21st CCLC perspective. • Participate in professional development activities provided by the district
SES Providers	• Coordinate scheduling to maximize 21st CCLC participation for SES students and to allow for shared staffing with 21st CCLC program • Agree/adhere to a common set of standards for after-school program quality • Share information about student participation as appropriate • Provide feedback/input on policies/procedures from 21st CCLC perspective. • Participate in professional development activities provided by the district
Apex Education	• Provide data analysis and reporting on grant goals and objectives including analyses of student participation and performance disaggregated by achievement level • Provide technical assistance around effective practices • Benchmark other 21st CCLC-SES collaboration including synthesis of information and adaptation of methods • Provide formative reports to support continuous improvement • Provide annual reports on progress including recommendations
Public Education Department	• Serve on advisory committee to ensure new policies and procedures are compliant with relevant 21st CCLC and SES regulations • Review and consider recommendations for changes in state-level policies that will foster collaboration • Review and consider recommendations for scale up of policies that will foster collaboration

The undersigned hereby agree to the responsibilities listed above to be bound by every statement and assurance made by the applicant as set forth in 34 CFR 75.128.

8-10-08

Winston Brooks, Superintendent — Date
Albuquerque Public Schools

8/11/08

Linda Sink, Chief Academic Officer — Date
Albuquerque Public Schools

Delores D. Stroud, Ph.D., Director, — Date
APS Schools and Community
Partnership Department

8/11/08

Laurie Everhart, Director — Date
APS Title I

Elizabeth Lawrence

Elizabeth Lawrence — Date
Advantage Tutoring
(SES Provider)

Michael A. Silva

Michael Silva — Date
Rio Grande Educational Collaborative
21st CCLC and SES Provider

Carlos Romero, Senior Evaluator — Date
Apex Education

8/7/08

Mike Ogas, — Date
Youth Development Incorporated
(21st CCCLC and SES Provider)

ADVANTAGE TUTORING SERVICES

*Offered by Ethelbah*Lawrence & Associates, LLC*

Toll Free: 1-866-305-3700

Elizabeth Lawrence, Ed.S.
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liz.lawrence@advtutor.com

Elizabeth Ortega-Ethelbah, M.A.
Owner/Member
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August 11, 2008

Re: Letter of Support for PICAASO, Demonstration Grant
To develop High Quality SES and After School Partnerships with 21st CCLC and APS

To whom it may concern:

This letter serves to confirm support for the partnership grant, *High Quality Supplemental Educational Services and After School Partnerships Demonstration competition,* offered by the U.S. Department of Education and due August 12, 2008.

As an SES provider in the state of New Mexico and Colorado, we have observed and been participants in both the lack of collaboration and coordination between programs and districts; and in the efficiency and improvement of student achievement when programs and districts work together for the common purpose.

Advantage Tutoring Services is excited to participate in this opportunity and want to thank the U.S. Department of Education for recognizing the issues surrounding these programs and providing a forum for their resolution.

Sincerely,

Elizabeth Lawrence

Elizabeth Lawrence
Advantage Tutoring

Rio Grande Educational Collaborative

PO Box 6344
Albuquerque, NM 87197-6344
Office: (505) 873-6035 Fax: (505) 873-0145

August 8, 2008

Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW, Rm 4W217
Washington DC 20202-5970

RE: High Quality Supplemental Educational Services and After-School Partnerships Demonstration

I would like to take this opportunity to offer our support for the Albuquerque Public School's application for the High-Quality Supplemental Services and After-School Partnership Demonstration. The Rio Grande Educational Collaborative (RGEC) has been both a 21st CCLC and SES provider for the past 5-years. We have been fortunate to be one of the most sought after SES provider in the Albuquerque Public Schools. We also provide SES tutoring services in seven school districts throughout New Mexico and have frequently served in 21st CCLC sites besides our own.

We look forward to expanding our partnership with APS on this important grant. RGEC will actively participate in steering committees, share best practices, cooperate on initiatives and provide data on our sites.

We look forward to working collaboratively with the other SES vendors and strongly support APS' grant application.

If you have any questions, or need additional information, please don't hesitate to contact me at (505) 873-6035 or by e-mail at msilva@rgec.org.

Sincerely,

Michael D. Silva
President

Office Address: 524 Montaño Road NW
Albuquerque, NM 87107

YDI

DEVELOPING LIVES

August 11, 2008

To Whom It May Concern:

Please accept this letter of support for the proposed demonstration grant to develop High Quality Supplemental Educational Services (SES) and After-School Partnerships, through 21st Century Community Learning Centers (21st CCLC). We at Youth Development, Inc (YDI) fully support the idea that collaborative efforts and partnerships, between SES providers and 21st Century Programs, must occur in order to maximize the impact of quality services delivered to students in after school environments. In this age of high stakes testing and accountability districts must look for ways to make the most of ALL services being delivered to students, including increasing the numbers of students who complete the full program of services offered through this proposal. SES and 21st Century Programs are two areas that should be able to work together to assist students toward making academic progress gains. However, in the past, it has been difficult for these two programs to coexist even though in many cases both have served the same students. This is why YDI supports the proposed Partnership for Improving Collaboration for Academic After-School Outcomes (PICAASO). The grant proposes to study, promote, and deliver collaborative after school services to a number of Title 1 eligible schools who are being served by both SES providers and 21st Century Community Learning Centers. Through the collaborative efforts of the many vendors involved (YDI included) and the Albuquerque Public Schools (APS) we will be able to provide and introduce many innovative programs that can be sustainable for many years to come. YDI, through its many programs is looking forward to working collaboratively with the other companies providing similar services to ensure that the greatest number of low income, Title 1 eligible children are served. We wholeheartedly endorse this effort and look forward to working with APS and all the entities involved in this proposal. YDI believes that APS has established a collaboration with entities that fully meets the intent of this grant and we look forward to working in this effort and making a positive impact within our educational community.

Sincerely,

Michael S. Ogas
Acting Vice President, Youth Development, Inc.
518 1st Street, NW
Albuquerque, NM 87102

518 First St. NW * Albuquerque, NM 87102 * (505) 242-7306 * (505) 242-7368 fax

Delores D. Stroud, Ph.D.

(b)(6)

Skills Summary

- Vast knowledge of violence prevention and intervention
- Proven track record as an effective grant writer
- Extraordinarily organized and efficient self-starter
- Excellent public speaker with experience with diverse populations
- Supervisory skills that motivate employees to succeed
- Proficient in Spanish
- Life-long advocate for children

Professional Experience

2006 - 2008 *Albuquerque Public Schools* *Albuquerque, NM*

Director: Schools and Community Partnerships

- Responsible for the oversight and budgeting of major community partnerships in the APS school district that support academic achievement of its students.

2004 - 2006 *Albuquerque Public Schools* *Albuquerque, NM*

Coordinator: Grants and Prevention

- Responsible for the oversight and budgeting of all violence and substance abuse prevention programs in the APS school district.

1998 - 2004 *All Faiths Receiving Home* *Albuquerque, NM*

Associate Director

- Developed and implemented a comprehensive Violence Prevention program that has reached over 8000 New Mexicans. This entailed creating curricula for parents, professionals, teens and school aged children; developing a web site; providing hundreds of presentations in the community to all types of audiences; collaborating with APS staff to introduce innovative youth violence prevention lessons into the classroom; and training and supervising an education staff.
- Provided professional consultation to social service agencies on how to collaborate with other members of the community to ultimately provide superior intervention and prevention services to their clients.
- Developed and administered professional training to counseling staff on various therapeutic and de-escalation interventions.
- Created and led a violence prevention multi-disciplinary team with members from law enforcement, CYFD, the District Attorney's Office, various animal protection agencies, and human service agencies. This team was responsible for multiple violence prevention campaigns and positive community change.
- Actively participated with various community groups (e.g., STOP Violence Against Women and Children Coalition; Bernalillo County Domestic Violence Learning Collaborative; Governor's Conference Planning Committee; Mayor's Charity Ball Planning Committee).

Professional Experience continued

- Led a fund raising staff that raised over $600,000 in one year.
- Supervised the coordination of a large community volunteer workforce, including a system of volunteer recruitment, training, tracking, and recognition.
- Researched and wrote over 100 grants for various agency programs.
- Oversight of all aspects of Human Resources

1998 - 1998 *New Mexico Retail Assoc.* *Albuquerque, NM*

Consultant

- Researched the viability of a Welfare to Work Program in the Retail Industry.
- Worked with multiple retail business owners to coordinate a menu of job options for working mothers.

1998 - 1998 *Rape Crisis Center* *Albuquerque, NM*

Community Education Coordinator

- Supervised a community education staff.
- Developed lesson plans and curricula.
- Provided safety presentations to elementary school children in the Albuquerque Public School system.

1993 – 1998 *University of New Mexico* *Albuquerque, NM*

Teaching Associate

- Taught hundreds of undergraduates.
  - ❖ Spring 1999: Child Behavior Research
  - ❖ Spring 1999: Family Psychology
  - ❖ Fall 1998: Child Psychology
  - ❖ Spring 1997: Advanced Statistics Lab
  - ❖ Fall 1996: Psychology of Women
  - ❖ Fall 1996: Child Psychology
  - ❖ Fall 1993:Research Methods
- Researched family violence, substance abuse and child development.
- Published: "Criminal investigation of child sexual abuse: A comparison of cases referred to the prosecutor to those not referred." *Child Abuse and Neglect, 24(5)*, 689-700.
- Published: "Familial support as perceived by adult victims of childhood sexual abuse." *Sexual Abuse: Journal of Research and Treatment, 11(2)*, 159-175.

1993 - 1993 *UNM - CASAA* *Albuquerque, NM*

Computer Statistician

- Gathered and summarized substance abuse statistics
- Coordinated the compilation of Native American Health statistics in the state of New Mexico.

1992 - 1992 *University of Texas* *Dallas, TX*

Professional Experience continued

Research Assistant

- Researched child development and learning.

1988 - 1992 *Electronic Data Systems* *Dallas, TX*

Systems Engineer – Supervisor

- Supervised the implementation of an agency-wide software tracking database system.
- Coordinated the training of over 150 customer sites.

1987 - 1988 *University of Texas* *Austin, TX*

Research Assistant

- Assisted with the creation of a Business Computing text book.

1986 - 1986 *IBM* *Austin, TX*

Marketing Sales Assistant

- Assisted with the coordination of over 300 corporate client files.

Education

Ph.D. – Psychology (Child and Family Psychology)

May 2000 *University of New Mexico* *Albuquerque, NM*

MS – Psychology (Child Psychology)

December 1995 *University of New Mexico* *Albuquerque, NM*

MBA – Information Systems Management

May 1988 *University of Texas* *Austin, TX*

BBA – Business Computing

May 1986 *University of Texas* *Austin, TX*

Professional Memberships

- American Psychological Association
- Society for the Psychological Study of Social Issues
- International Society for Prevention of Child Abuse and Neglect
- American Humane Association
- Society for Human Resource Management

Awards

2002 Executive Directors Milagro Award for effectively coordinating positive change in the New Mexico community among animal and human welfare agencies.

Boards

- 2006 Albuquerque Bernalillo County Community Partnerships
- 2005 Safeteen
- 2004 Bernalillo County DWI Council

- 2003 Youth Diagnostic and Development Center Advisory Board
- 2003 City of Albuquerque Animal Welfare Board
- 2000 New Mexico Child Abuse and Neglect Citizen Review Board

ELIZABETH ESQUIBEL LAWRENCE

(b)(6)

OBJECTIVE

To provide leadership in assessing, developing, implementing and evaluating needs for high performance Supplemental Educational Services. To provide professional consultant services to organizations aspiring to attain a superior level of performance.

SKILLS AND KNOWLEDGE

- Current and knowledgeable in NCLB and SES guidelines
- Ability to assist in the development, implementation, funding and evaluation of policy
- Coordination and articulation of the impact of legislative policy
- Support research of models, funding, and technical assistance to clients.
- Monitor initiatives to ensure accomplishment of client goals
- Recommend policy, budget and program changes to enhance quality
- Assist clients in budget, staff, and resource allocation of both Federal and State funds.
- Mediate conflict for productive resolution of issues
- Provide staff development training to achieve goals.
- Collaborate with client staff to maximize delivery of service.
- Screen and recruit for hiring and placement of personnel
- Assist in the development of and review the preparation of publications for client distribution
- Ensure systematic goal development, budgeting, and outcome evaluation
- Represent and advocate for the client in various professional, legislative, and community arenas.
- Facilitate advisory committees and work with community agencies and businesses to provide programs consistent with client needs

PROFESSIONAL EXPERIENCE

1/2003 to present

Ethelbah * Lawrence & Associates, LLC
Owner, Managing Partner
- Advantage Tutoring Services
- Consultant, Lobbyist, Public Policy Strategist, Facilitator, Trainer

7/99 to 1/2003

Trujillo, Ethelbah & Lawrence LLC *
Owner, Managing Partner
Facilitator, Trainer, Lobbyist, Public Policy Strategist
* Change in company name only

9/97 to 12/02	**Albuquerque Public Schools, Albuquerque, New Mexico** Director, Teaching and Learning Systems (Curriculum/Instruction & PD) Director, Special Services (Spec. Ed, Title I, Bilingual, Indian Ed)
1/92 to 9/97	**Tulsa Public School, Tulsa Oklahoma** Executive Director of Elementary/Early Childhood Education Principal, Whittier Elementary
8/72 to 12/91	**Albuquerque Public Schools, Albuquerque, NM** Principal, Emerson Elementary Staff Development Trainer, Effective Schools Clinical Support Teacher, Teacher Induction Program Middle School, Language Arts Special Education, LD and Gifted Resource Teacher, Regular 1st through 5th Bilingual program

EDUCATION

University of New Mexico, Albuquerque, NM
Education Specialist, Ed.S.
Major: Education Administration

University of New Mexico, Albuquerque, NM
Master of Arts, MA
Major: Elementary Education, Minor: Bilingual Education

University of Albuquerque, Albuquerque, NM
Bachelor of Science, BS
Major: Elementary Education, Minor: Special Education

ACCOMPLISHMENTS

- Served as an Elementary Principal in two very high risk, economically disadvantaged, Title I schools. Developed innovative, research based literacy curricular program with an emphasis on parent training, multiage grouping, brain based learning, and pre-K intervention strategies which resulted in documented increase in student test scores and achievement.
- Implemented one of only two Professional Development Schools in Albuquerque, NM. Written up in *Education Week* as "being on leading edge of school reform that worked."
- As Executive Director, coordinated and implemented collaborative Federal Head Start programs in seven economically disadvantaged schools in Tulsa, resulting in a minimum annual cost savings of $100,000 to the district.
- Developed and presented to the *Tulsa Chamber of Commerce* a pilot project for early childhood programs, resulting in $40,000 contribution to the project.
- Appointed to the *Oklahoma Governor's Policy Council* in 1996 to advise him on issues affecting early childhood matters.
- Supervised and assisted 30 Elementary schools in meeting district goals, state and federal mandates, while individualizing for student and community needs.
- Oversaw programs and resources totaling over 30 million dollars of federal and state funds with high performance outcomes

- Provided technical assistance, resources, and support for 1st year teachers through the APS/UNM Teacher Induction Program as a Clinical Supervisor.
- Provided technical assistance for implementation of national research based educational programs instituted as pilots in several schools within APS
- Facilitated OCR Agreement for Corrective Action and Bilingual Lawsuit.

PRESENTATIONS

Examiner: Quality New Mexico Board of Examiners, New Mexico, 2004
Facilitator: Governor's Transition Team for Education, New Mexico, 2003
Presenter: Baldrige Continuous Improvement Methodology, Gallup, New Mexico, 2003, "Strategies for Implementation"
Coach: "Lucent Collaborative Learning Communities," Philadelphia, PA.,2001 and 2002
Presenter: National Association of Bilingual Educators, Denver Colorado, 1999, "How OCR works with School Districts"
Presenter: Oklahoma Education Legislative Committee, Oklahoma City, OK 1997, "Early Childhood Issues and Funding"
Consultant: Research and Study Council, UNM, Goals 2000, 1999-00
Member: Oklahoma Governor's Policy Council, Oklahoma City, OK, Advisory member on Early Childhood issues, 1996-97
Presenter: Tulsa Chamber of Commerce, Tulsa, OK, Collaborative Early Childhood Programs, 1996
Recipient: Phi Delta Kappa, UNM Chapter, Service Award, 1991

PROFESSIONAL CONFERENCES

- Council of Great City Schools, Managing Federal Budgets, 2003
- National Staff Development Council, "Standard, Integration, Assessment, and Student Work," 2001, 2002, 2003
- Center for Performance Assessment, "Data Driven Decision Making" and "making Standards Work," **Certification Training**, 2001, 2002
- 10th Annual National Quality Conference, 2001
- Lucent Collaborative Learning Communities, **Coaching Certification**, 2000, 2001 and 2002

PROFESSIONAL AFFILIATIONS

- National Association of Elementary School Principals
- Phi Delta Kappa, UNM Chapter
- Association for Supervision and Curriculum Development (ASCD)
- IDEA Fellows Program
- National Association for Federal Education Program Administrators (NAFEPA)

References upon request

(b)(6)

MICHAEL D. SILVA

SUMMARY OF QUALIFICATIONS

- I have extensive experience in several key management positions and specialized knowledge & experience in continuous improvement.

EDUCATION

1994 University of New Mexico Albuquerque, NM
Bachelor of University Studies – Major: Business, Minors: Economics, Training &Learning Technologies

PROFESSIONAL EXPERIENCE

3/ 2002 – Present Rio Grande Educational Collaborative Inc. Albuq. NM
President

- Provide leadership for the RGEC Inc. by maintaining a strategic focus on its realigned vision and mission. RGEC…a recognized catalyst for school improvement.
- Leadership and management oversight for US Department of Education, NASA, and other foundation grants.

2000 – Feb. 2002 Rio Grande Educational Collaborative Inc. Albuq. NM
President

- Provide leadership for the RGEC Inc. in its vision to be a catalyst for lifelong learning. RGEC is focused on improving public education by providing professional development to schools while also providing direct services to students and community. Loaned Executive from Public Service Company of NM to be president of RGEC Inc. Retired from PNM in February 2002.

1999 – 2000 Public Service Company of New Mexico Albuq. NM
Director, Corporate Quality

- Served on President, Chairman and CEO's staff at Public Service Company of NM and directed the implementation of its strategic quality initiative. Also, lead PNM's educational outreach with Albuquerque Public Schools focused on deploying Baldrige based quality practices in the Rio Grande High School Cluster. Included advising APS Superintendent on implementing quality practices in schools.

1998 – 1999 Public Service Company of New Mexico Albuq. NM
Special Assistant to the President

- Served as advisor to President of Public Service Company of NM on quality related matters and initiated PNM's educational outreach with APS Rio Grande Cluster schools.

1995 – 1998 Public Service Company of New Mexico Albuq. NM

Service Manager

- Lead several employee teams in competitive benchmarking, process improvement, and quality improvement teams. These resulted in significant improvements in service delivery to industrial, commercial and residential customers. Also, led the design and implementation of the Outage Response Teams process for PNM.

1992 – 1995 Public Service Company of New Mexico Albuq. NM

Manager, Quality Customer Operational Improvement

- Reported directly to Senior VP of Retail Electric & Water Services and managed PNM's quality improvement initiatives. Served as budget coordinator for this business unit, and served as liaison to social service network for utility assistance.

1984 – 1992 Public Service Company of New Mexico Albuq. NM

Manager, Customer Service

- Lead the redesign of customer service operations and supervised one of its business offices that included meter reading, cashiering, customer billing, credit and collections and general customer service activities.

1972 – 1984 Public Service Company of New Mexico Albuq. NM

Various Supervisory and Technical Positions

- Several other positions including Accounting Supervisor, Billing Supervisor, Team Leader, Engineering Tech and others.

ADDITIONAL PROFESSIONAL ACTIVITIES

Former Lead Judge for the New Mexico Quality Awards Quality New Mexico Was part of original team that created Quality New Mexico, served as first Awards Administrator and lead the creation of the 3-tiered award program which is now a national model.

Former Board of Examiners Malcolm Baldrige National Quality Program – Served for the 3-years (1999 – 2001) as an examiner for the prestigious Malcolm Baldrige National Quality Award.

Former Board of Examiners President's Quality Award – Serves as lead examiner for the President's Quality Award program in 1996 & 1997. PQA reviewed federal agencies in their application of Baldrige based assessments.

COMMUNITY ACTIVITIES

Out-of-School Time Network -Chairman of Quality & Capacity Building Committee – Assist with the of Out-of-School time service providers elevating the professionalism of providers and coordinating services.

New Mexico Math Engineering and Science Achievement (NM MESA) – Past Chairman of Board of Directors, Executive Committee, Finance Committee, and member of Board of Directors.

New Mexico Partnership for Math and Science in Education – Member of Board of Directors which is focused in addressing the gap in New Mexico in the Math and Science areas in teaching.

Governor's Business Executives for Education (GBEE's) – Member of support team and leader of Rio Grande Educational Initiative. GBEE's is focused on deploying the Strengthening Quality in Schools program throughout the State of New Mexico.

Baldrige in Education Initiative (Bie IN) – Member of national design team for the Baldrige in Education initiative and member of New Mexico's State Leadership Team. Emphasis is on the deployment of Baldrige based assessments in the schools in New Mexico, especially 3-pilot districts.

Engaging Latino Communities for Education (Enlace) Leadership Team - Member of Leadership Team. Was chairman of the *Hispanic Statement of Cooperation* which was the prime sponsor of grant request to Kellogg Foundation. Provide oversight and strategic direction to Director.

Michael S. Ogas

(b)(6)

Education

1985 **University of New Mexico, Albuquerque, New Mexico**
Educational Specialist (Ed.S.), Educational Administration, *Gifted Education Endorsement*

1982 **University of New Mexico, Albuquerque, New Mexico**
Master of Arts (M.A.) with Distinction, *Emphasis on Learning Disabilities and Neurologically Based Disorders*

1979 **New Mexico State University, Las Cruces, New Mexico**
Bachelor of Science, *Secondary Language Arts & K-12 Special Education Endorsement*

WORK Experience

2007-Present, Youth Development, Inc. **Albuquerque, NM**
Acting Vice President, Education Support Division / National Hispanic Child Family Development Institute
Full oversight for YDI's Educational Support Division including statewide SES tutoring program, GED Testing Program, 21st Century After School Programs, grant writing, entrepreneurial endeavors, and collaborations with a number of educational and governmental entities.

2000-2007, Los Lunas Schools **Los Lunas, NM**
Assistant Superintendent for Special & Alternative Education
Division Chief of Los Lunas Schools Special Services Department culminating in the responsibility of the following programs and staff: Serve on the Superintendent's Executive Staff, Director of Special Education Programs, Director of Special Education Compliance, Director of Alternative Language Programs (Bilingual/ESL), Supervisor of Native American Programs, District Crisis Response and School Safety Initiatives, Truancy, Drug & Alcohol Awareness Programs, Medicaid School Based Services, District Representative for Due Process Hearings, Gang Intervention & Training, Section 504 Compliance, Governor's Pre-K Initiative (2 years), DD Pre-K Programs (including district's first 2 1/2 year old program), General Screening Initiatives, and District Finance Committee Member of Superintendent's Cabinet and Finance Committee Central Office Advocate for Los Lunas High School, Career Academy, Century High School, and two elementary schools. Implemented IEP Facilitator Model that led to our district being released from State Focused Monitoring. Recently redesigned the service delivery model for K-12 special education including adopting new literacy and math initiatives and developing a program design and implementation model for K-12 behavioral intervention programs. Successfully applied for and received two 5 year Title VII Bilingual Grants, Took over district's Bilingual Program that was under sanction by the Office for Civil Rights and within two years brought the district into full compliance and released from OCR watch. Knowledgeable in dual language programs. Led a community initiative to restructure the district's K-12 gifted and talented program. Purchased and implemented a district wide computer application to write and track IEP's.

1988-Present, New Mexico Highlands University, Las Vegas, NM, University of New Mexico-Valencia Campus, Los Lunas, NM, University of New Mexico, Continuing Education, Albuquerque, NM
Part Time Instructor, Adjunct Faculty
Part time university instructor, teaching undergraduate and graduate courses. Courses included: the following: Introduction to Special Education, Behavior Management, Nature & Needs of the Learning Handicapped, Nature & Needs of the Mentally Handicapped, Classroom Assessment, School Law, Organization & Administration of Special Education, The IEP Process, Section 504, Diagnosis of the Exceptional Child, Characteristics of the Gifted, Teaching the Gifted, School Budget & Finance, Counseling Parents of Exceptional Children, Curriculum Development for

Severely Handicapped, Methods and Materials, Reading Strategies, Characteristics of Students with Learning Disabilities, Introduction to Administration.

1998-2000, Los Lunas Schools **Los Lunas, NM**
Associate Superintendent for Special & Alternative Education
Immediate oversight of District's Special Education and Alternative Education Programs Member of Superintendent's Cabinet and Finance Committee Member of District's Long Range Planning Committee.

1998-2000, Los Lunas Schools **Los Lunas, NM**
Principal, Century High School
Concurrently served as Associate Superintendent and first Principal of Century High School, the District's first alternative High School serving approximately 150 students. Developed the current "School to Work Model", implemented collaborative program in conjunction with Habitat for Humanity to provide students hands on experience building metal framed homes for the community which was known as "Project Joseph". Met State Department of Education standards of compliance for Century to be established as its own High School, responsible for all aspects of curriculum, staff development, evaluation, and student discipline.

1994-1998, Los Lunas Schools **Los Lunas, NM**
Manager of Special Education
Immediate oversight of District's Special Education Programs and Ancillary Services. Worked effectively with families of special needs children and parent advocacy groups. Established and negotiated Joint Powers and other Interagency Agreements with agencies serving children and families within the Los Lunas Schools. Member of Superintendent's Cabinet and Finance Committee. Oversight of District's Child Find Activities. Budget development and oversight of federal IDEA-B and IDEA-Preschool funds.

1992-1994, Los Lunas Schools **Los Lunas, NM**
Assistant Principal, Los Lunas High School
Assistant Principal in charge of curriculum and master schedule development, overseeing departments including vocational and special education, worked with families and conducted student discipline as needed.

1987-1992, Belen Consolidated Schools **Belen, NM**
Director of Special Education & Title I
Responsible to the Superintendent for all aspects of the District's Special Education and Ancillary Programs. Established a vocational entrepreneurship program at the High School with seed money from a variety of federal resources. Established District's first Child Find initiatives. Oversight of District's Title I program including budget, staffing, and curriculum

1983-1987, Belen High School **Belen, NM**
Department Chair, Class Sponsor, Head Varsity Baseball Coach
Instructor of gifted program with emphasis on individual achievement and acceleration through curriculum, established mentorship programs and sponsored students in the Odyssey of the Mind competition. Class sponsor of the Class of 1985. Head Baseball Coach.

1980-1983, Belen High School **Belen, NM**
Special Education Instructor, Work-Study Coordinator
Established first special education work-study program for special education students in half to full day programs. Worked with community businesses to establish work experience sites for handicapped students. Taught core classes and vocational classes to students with learning and behavioral exceptionalities.

1979-1980, Las Cruces High School **Las Cruces, NM**
Special Education Work-Study Instructor
Taught high school students job search and interview skills, career awareness, and vocational awareness. Worked with employers to evaluate student performance. Organized and sponsored school intramural activities.

Summer of 1979 and 1980, Home Education Livelihood Program **Las Cruces, NM**
Director of Migrant Daycare Center and Preschool

Head of federally funded summer preschool program for children (under to age of 6 years) of migrant workers. Provided full day care and health screenings and services, educational services, handicapped screenings and evaluations.

Professional organizations

New Mexico Coalition of School Administrators
Council of Administrators of Special Education
National Association for Bilingual Education

REFERENCES

Dr. H. Fred Pomeroy, Past Superintendent Los Lunas Schools, Current Superintendent McCurdy School, 261 S. McCurdy Rd., Espanola, NM 87532, 505-753-7221 (ext. 210), Residence: 421 Hillside Drive SW, Los Lunas, NM, 87031, 505-866-7022 (home)

The Honorable Danny Hawkes, Judge of the Valencia County Magistrate Court, Division 2, 901 W. Castillo, Belen, NM 87002, 505-864-7509 (office)

Jamie Lazoya-Davis, Educational Diagnostician Los Lunas Schools Special Services Department, 2000 Gomez Court, Los Lunas, NM 87031, 505-865-7542 (home)

Lucy Romero, Past Director Bilingual Education & Preschool Programs Los Lunas Schools, Current Educational Diagnostician Los Lunas Schools Special Services Department, 3669 Highway 47, Peralta, NM 87042 505-866-8334 (office), 505-869-2003 (home)

CARLOS M. ROMERO, APEX EDUCATION

Carlos Romero founded High Desert Education (HDE) in 1999 with a vision to assemble a group of talented professionals to develop creative solutions that will help improve educational systems at all levels with an emphasis on inclusion of all stakeholders; effective program planning and design; ongoing evaluation and assessment; and continuous improvement. In 2006, HDE changed to Apex Education.

Apex services span the spectrum of program planning and implementation, needs assessment, research, program design, proposal development, evaluation design and implementation, data management and analysis, project management, and training and professional development.

EDUCATION:

Master's in Business Administration, 1998
University of Phoenix
New Mexico Campus

B.A. in Political Science, 1992
University of New Mexico

PROFESSIONAL EXPERIENCE:

1999 – present
President
Apex Education, Inc.
6739 Academy Rd. NE Suite 320
Albuquerque, NM 87109

Responsibilities include:

- Program Planning
- Proposal Development
- Project Management
- Grantsmanship Training
- Evaluation Design and Implementation
- Research Design and Implementation
- Web/Database Development and Consultation

AFFILIATIONS:

- Albuquerque Hispano Chamber of Commerce
- American Society for Quality
- New Mexico Assessment and Accountability Advisory Council
- New Mexico Statewide Positive Behavior Support Leadership Team
- Northern New Mexico Council for Excellence in Education
- Strengthening Quality in Schools Support Team

EVALUATION EXPERIENCE:

- NM School Mental Health Initiative, 1998-2006
- Comprehensive School Reform Demonstration, 1999-2006
- NM Positive Behavior Supports, 2003-2007
- 21st Century Community Learning Centers, 2000-2007
- Technology Literacy Challenge Fund, 2000-2002
- Goals 2000 Professional Development, 2000-2001
- GEAR-UP, 2002-2004
- Reading Excellence Act/Reading First, 2001-2005
- Early Reading First 2005-2007
- Carol White Physical Education 2005-2007
- SAMHSA Suicide Prevention Grant 2005-2007
- Northeast Education Cooperative Character Education 2006-2007
- Santa Fe Public Schools Smaller Learning Communities 2006-2007
- State Improvement Grant 2006-2007
- State Personnel Development Grant 2007
- University of New Mexico Department of Psychiatry Tele-Health 2007

Contracts & Grants

2008 *Albuquerque Public Schools ($1 million)*
School-Based Asthma Management
A five-year grant from the Center for Disease Control to implement a comprehensive school-based asthma management program.

2007 *Region IX Education Cooperative ($230,000)*
Integrating School and Mental Health Systems
An 18 month grant from the U.S. Department of Education to scale-up a Tele-Behavioral Health Model for School-Based Health Centers in partnership with the University of New Mexico and the Office of School and Adolescent Health from the New Mexico Department of Health.

Albuquerque Public Schools ($843,111)
New Mexico Pre-K Program
A one-year grant from the New Mexico Public Education Department to provide high quality pre-K services including reading readiness to high-need children in the Albuquerque area.

West Las Vegas Schools ($95,448)
New Mexico Pre-K Program
A one-year grant from the New Mexico Public Education Department to provide high quality pre-K services including reading readiness to high-need children in the West Las Vegas Schools.

2006 *New Mexico Public Education Department ($3.9 million)*
State Personnel Development Grant
A five-year grant from the U.S. Department of Education to scale up a statewide initiative to improve student outcomes in behavior and literacy based on a Response to Intervention model.

Northeast Regional Education Cooperative ($1.5 million)
Character Education
A three-year grant from the U.S. Department of Education to build capacity to implement and sustain evidence-based models for character education in order to improve behavioral and academic outcomes for students.

2005 *Strengthening Quality in Schools ($840,000)*
Comprehensive School Reform
Grants to implement Baldrige in Education in twelve schools in Albuquerque, Deming, Mountainair, Pojoaque, Rio Rancho, and Taos

West Las Vegas Schools ($2.1 million)
Early Reading First
A three-year grant to strengthen Head Start and extend Reading First infrastructure to the pre-school level.

West Las Vegas Schools/Las Vegas City Schools ($1.3 million)
Carol White Physical Education Grant
A three-year grant from the U.S. Department of Education to improve health and nutrition in grades K-8 throughout the community.

2004 *Northeast Regional Education Cooperative ($229,000)*
Improving Literacy Through School Libraries
A one-year U.S. Department of Education grant to automate school libraries and increase holdings in Las Vegas, Mora and West Las Vegas Schools.

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2003 *Albuquerque Public Schools ($1.8 million)*
Reading First
A three-year grant to develop and refine district-level systems to support implementation of comprehensive reading programs in eight elementary schools.

Strengthening Quality in Schools ($636,000)
Comprehensive School Reform
Grants to implement Baldrige in Education, a research-based school reform model in three Albuquerque Elementary Schools, Nataani Nez Elementary School in Central Consolidated Schools, and Tucumcari Middle School.

University of NM - Albuquerque Community Schools Project ($1.5 million)
21st Century Community Learning Center
A five-year grant to continue and expand implementation of after-school programming with a focus on reading and literacy.

Wagon Mound Public Schools ($200,000)
Reading First
A three-year grant to develop and implement a comprehensive reading program using the Four Blocks framework and Houghton Mifflin Reading.
West Las Vegas Schools ($800,000)
Reading First
A three-year grant to continue development and implementation of a districtwide, comprehensive reading program.

West Las Vegas Schools/Las Vegas City Schools ($1.5 million)
21st Century Community Learning Center
A five-year grant to continue and expand implementation of after-school programming with a focus on reading and literacy.

West Las Vegas Schools ($159,000)
Comprehensive School Reform
A grant to implement Baldrige in Education, a research-based school reform model at West Las Vegas Middle School.

2002 *West Las Vegas Schools* ($159,000)
Comprehensive School Reform Demonstration
A three-year grant to implement Baldrige in Education, a research-based school reform model at Valley Elementary and Middle School.

Strengthening Quality in Schools ($636,000)
Comprehensive School Reform Demonstration
Three-year grants to implement Baldrige in Education, a research-based school reform model in three Albuquerque Elementary Schools and Tohatchi Middle School in Gallup. These schools will be demonstration sites for Baldrige in Education.

2001 *Ravenswood City School District* ($1.3 million)
Bilingual Education Dual Language Program
A five-year grant to implement a comprehensive, schoolwide dual language program in English and Spanish. The program will align instruction and assessment with state standards with research-based methods. The program features integrated thematic instruction using the *MicroSociety* model.

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Wagon Mound Public Schools ($450,000)
21st Century Community Learning Center
A three-year grant to implement after-school, weekend, and summer activities for students and their families. Includes integrated thematic units tied to regular school day curriculum.

North East Independent School District ($1.4 million)
21st Century Community Learning Center
A three-year grant to implement after-school, weekend, and summer activities for students and their families. Includes integrated thematic units tied to regular school day curriculum.

West Las Vegas Schools ($641,735)
Reading Excellence Act - Local Reading Improvement/Tutorial Assistance
A two-year grant to develop, implement and sustain a comprehensive, research-based reading program in grades K-3. The instructional component is based on the Four Blocks framework. The tutorial component uses the HOSTS reading program.

West Las Vegas Schools ($1.8 million)
Bilingual Education: Training for All Teachers
Five-year grant to upgrade teacher qualifications including endorsements in Bilingual Education. The grant is intended to improve the district's capacity to implement a dual language model of bilingual education.

West Las Vegas Schools ($130,000)
Technology Literacy Challenge Fund
A consortium grant to six northern districts to use mobile, wireless computer labs to support technology integration. The project involves mentor teachers working in other classrooms to promote effective use of technology to improve teaching and learning.

Mora Independent Schools ($60,000)
Technology Literacy Challenge Fund
A grant to support the district's involvement in the Los Alamos National Laboratory's Math and Science Academy. Funds will be used to expand the Academy to 6th grade and provide a mobile, wireless computer lab for those classrooms.

2000 *West Las Vegas Schools* ($1.3 million)
21st Century Community Learning Centers
A three-year grant to implement after-school, weekend, and summer activities for students and their families. Includes integrated thematic units tied to regular school day curriculum.

King City Unified School District ($900,000)
21st Century Community Learning Centers
A three-year grant to implement after-school, weekend, and summer activities for students at King City Elementary including academic enrichment and recreational programs. Includes strong community partnerships and emphasizes parental involvement.

Greenfield Unified School District ($600,000)
21st Century Community Learning Centers
A three-year grant to implement after-school, weekend, and summer activities for students at Greenfield High School including academic enrichment and recreational programs. Includes strong community partnerships and emphasizes parental involvement.

West Las Vegas Schools ($190,000)
Technology Literacy Challenge Fund
A consortium of six districts in northern New Mexico. A grant to integrate technology into instructional practices. Includes teacher self-assessments, personal professional development plans, targeted training activities, and post-assessments of technology integration competency.

West Las Vegas Schools ($60,000)
Technology Literacy Challenge Fund
A grant to automate the district's library system, integrating it into the wide area network and making all library resources accessible from every classroom in the district.

Rio Rancho Public Schools ($69,607)
Goals 2000 Statewide Professional Development
A grant to support the NM Professional Development 2000 initiative. Includes facilitation of development teams, creation of virtual workspace website, and implementation of quality control procedures.

Rio Rancho Public Schools ($50,000)
Goals 2000 Technology Integration
A grant to develop a professional development model for technology integration. The project will focus on fifth and sixth grade math teachers.

NM State Department of Health ($50,000)
School/Community Collaborative Behavioral Health Services
Contract with New Mexico State Department of Health to provide evaluation services, consultation, and technical assistance to four pilot school-based mental health sites and a statewide training of trainers model.

1999 *West Las Vegas Schools* ($60,000)
Technology Literacy Challenge Grant
A grant to allow elementary teachers in West Las Vegas Schools to develop Technology Action Plans to make technology an integral part of daily teaching and learning. The grant provides computers for use in the classroom.

West Las Vegas Schools ($130,000)
Technology Literacy Challenge Grant
A grant to make computers available in the classroom for teachers in Las Vegas City, Mora, Pecos, Santa Rosa, Wagon Mound, and West Las Vegas school districts.

Rio Rancho Public Schools ($150,000)
Development of Performance Based Assessment
Sub-grant with NM Education 2000 Unit at the State Department of Education in collaboration with Rio Rancho Public Schools. Project is to a handbook on classroom, performance-based assessment as a resource to support standards implementation in New Mexico.

Michelle R. Bloodworth, Ph.D.

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EDUCATION

2008	Doctor of Philosophy in Community and Prevention Research University of Illinois at Chicago | Major Professor: Roger Weissberg, Ph.D.
1994	Masters of Arts in Clinical Psychology University of Colorado | Major Professor: Hasker P. Davis, Ph.D.
1991	Bachelor of Science in Psychology University of Illinois, Champaign, Illinois

SELECTED PROFESSIONAL EXPERIENCE

2008 - Present	**Senior Research and Evaluation Specialist**, *Apex Education.* Provide consultation services for program planning and implementation, needs assessment, research, program design, proposal development, evaluation design and implementation, data management and analysis, project management, and training and professional development.
2007 – 2008	**Program Development and Evaluation Consultant.** Provide collaborative consultation services for the development and evaluation of programs to a range of public and private institutions.
2004 - 2006	**Senior Research Associate**, *Chicago Community Schools Initiative Evaluation Project.* University of Illinois at Chicago. Worked with multidisciplinary team to design and conduct a mixed-method evaluation of a Chicago Public Schools initiative to create 100 community schools. Principal Investigator: Samuel P. Whalen, Ph.D.
2000 - 2004	**School Program Consultant**, *Partners for Health, Academic, Social, and Emotional Success.* University of Illinois at Chicago. Worked with a team of university and school representatives to develop, implement, and evaluate a school-based preventative intervention (K-3) focused on promoting the academic, social and emotional development of students. Director: Roger Weissberg, Ph.D.
1999 - 2002	**Graduate Research Specialist**, *Collaborative for Academic Social and Emotional Learning.* University of Illinois at Chicago. Worked with a multi-disciplinary team to conduct a comprehensive review of school-based social and emotional learning programs. Developed and applied framework for social and emotional learning. Director: Roger Weissberg, Ph.D.
1997 - 1998	**National Assessment and Ascertainment Coordinator**, *Collaborative Study on the Genetics of Alcoholism.* Washington University. Coordinated a national, multi-center NIAAA study. Principal Investigators: Henri Begleiter, M.D. and Theodore Reich, M.D.

SELECTED PUBLICATIONS

Bloodworth, M. R., Kapungu, C., Majer, J. M., McDonald, K. E., Sharma, A., Viola, J., et al. (2004). Student reflections on community research practices and implications. In L. A. Jason, C. B. Keys, Y. Suarez-Balcazar, R. R. Taylor, M. I. Davis, J. A. Durlak, et al. *Participatory community research: Theories and methods in action.* Washington, DC: American Psychological Association.

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2003). The scientific base linking social and emotional learning to school success. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building school success: The impact of social and emotional learning*. New York, NY: Teachers College Press.

Bloodworth, M. R., Kapunga, C. Major, J., McDonald K. E., Sharma, A., Viola, J., et al. (2002). Student consensus panel reflections on the Second Chicago Conference on Community Research: Participatory Research. *The Community Psychologist, 35,* 17-18.

Payton, J. W.,Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of School Health, 70,* 179-185.

SELECTED PRESENTATIONS

Bloodworth, M. R. (2007, August). *Parent Participation and Involvement in a Latino Community School.* Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Taylor-Ritzler, T., Espino, S. R., McDonald, K., Kelly, E. H., Bloodworth, M. R., Harper, G., Hernandez, B., Veloff, J., Donoso, O., & Horin, E. (2007, June). *Qualitative Research in Community Psychology: Common Dilemmas in Establishing Credibility.* Symposium to be conducted at the 11th Biennial Conference of the Society for Community Research and Action, Pasadena, CA.

Bloodworth, M. R. (2006, November). *Evaluating Latino Parent Participation and Involvement in a Community School: Multiple Challenges and Solutions.* Paper presented at the annual meeting of the American Evaluation Association, Portland, OR.

Bloodworth, M. R., Whalen, S. P., & Neal, J. W. (2005, October). *Complex Change Initiatives: Evaluating Frameworks*. Roundtable session conducted at the joint meeting of the Canadian Evaluation Society and the American Evaluation Association. Toronto, Canada.

Bloodworth, M. R., Whalen, S. P., Neal J. W., Beyer, R. B., & Gallogly, C. (2004, November). *Linking formative and summative evaluation of school-based service delivery programs.* Think tank session conducted at the annual meeting of the American Evaluation Association, Atlanta, GA.

Wilson, B., Bloodworth, M. R., McDonald, K., Sharma, A., Viola, J., & Ritzler, T. (2003, June). *Identity politics in collaborative community-based research.* Presented at the 9th Biennial Conference of the Society for Community Research and Action, Las Vegas, NM.

Hayes, E., Bloodworth, M. R., McDonald, K., Ritzler, T, & Keys, C. (2004, April*). Multiple Perspectives on Utilizing the Ecological Framework in Research*. Symposium conducted at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

McDonald, K., Bloodworth, M., Howard, A., Watling, J., Beard, S., Mason, G. & Townsend, S. (2003, November). *Apples and Oranges; Successes and Failures: Diverse Theorists Contributions to Context-Specific Evaluation*. Roundtable session conducted at the annual meeting of the American Evaluation Association, Sparks, Nevada.

Bloodworth, M. R., Beyer, R. D., Smith, M. S., Graczyk, P. A., & Weissberg, R. P. (2001, August). Developing school-based partnerships with community members: Culture and school climate. In M. S. Atkins (Chair), *Reforming school-based interventions: The role of community partners*. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco, CA.

Bloodworth, M. R., Weissberg, R. P., Zins, J. E., & Walberg, H. J. (2000, October). Implications of social and emotional research for education. at *Building school success on social and emotional learning*. Invited presentation at national invitational conference sponsored by the Mid-Atlantic Regional Education Laboratory, Philadelphia, PA.

Bloodworth, M. R., & Wardlaw, D. M. (2000, August). Supports for the Implementation of School-Based Social and Emotional Learning Programs. In R. P. Weissberg (Chair), *Multiple Perspectives on the Implementation of School-Based Prevention Programs.* Symposium conducted at the annual meeting of the American Psychological Association, Washington, DC.

REPORTS

Whalen, S. P., Bloodworth, M. R., Beyer, R., Neal, J. W., Valasquez, V., Gong, Y., Greene, G., & Neidorf, S. (2005). *Early progress, early challenges: Exploring first-year developments in the CPS Community Schools Initiative.* Chicago: University of Illinois, Department of Education.

Whalen, S. P., Bloodworth, M. R., Beyer, R., Gallogly, C., Gong, Y., Greene, G., Neal, J. W., Valasquez, V., & Wang, M. (2004). *Implementation of community schooling in Chicago: Early progress and challenges: A report of early interview findings.* Chicago: University of Illinois, Department of Education.

Bloodworth, M. R. (2003). *A Paton Evaluation of the University of Illinois at Chicago's Office for the Protection of Research Subjects Initial Investigator Training*. Chicago: University of Illinois, Office for the Protection of Research Subjects.

PROFESSIONAL ORGANIZATIONS

President Elect of the New Mexico Evaluators
American Evaluation Association
American Psychological Association
Society for Community Research and Action
Society for the Psychological Study of Social Issues

Endnote Citations

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[2] Harvard Family Research Project. (2006, Spring). Building and evaluating out-of-school time connections. *The Evaluation Exchange, 12*(1/2).

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[10]Justice, L. M. (2006), Evidence-Based Practice, *Response to Intervention*, and the Prevention of Reading Difficulties. *Language, Speech, and Hearing Services in Schools*; 37(4), 284-297.

[11] Birmingham, J., Pechman, E. M., Russell, C. A., & Mielke, M. (2005). *Shared features of high-performing after-school programs: A follow-up to the TASC evaluation.* Washington, DC: Policy Studies Associates.

[12] Gibbs, S. (2003). *Effective Tutoring: Assembling the Pieces.* Columbus, Ohio: McGraw Hill.

[13] Wasik, B.A., & Slavin, R.E. (1993). Preventing early reading failure with one-to-one tutoring: A review of five programs. *Reading Research Quarterly, 28,* 178–200.

[14] McArthur, D., Stasz, C., & Zmuidzinas, M. (1990). Tutoring techniques in algebra. *Cognition and Instruction*, 7, 197-244.

[15] Wasik, B.A., & Slavin, R.E. (1993).

[16] Boylan, H. R., Bliss, L. B., Bonham, B. S. (1997). Program components and their relationship to student performance. *Journal of Developmental Education*, 20(3).

[17] Juel, C. (1996). What makes literacy tutoring effective? *Reading Research Quarterly, 31(3), 268-289.*

[18] Kovalik, S., & Olsen, K., (1994). ITI: The Model. *Integrated Thematic Instruction.* Kent, WA: Books for Educators.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-APS_21CCLC-SES_budget.pdf**

Partnership for Improving Collaboration for Academic After-School Outcomes
Budget Justification

The budget request reflects the human resources that will be required to implement PICAASO with 65% of the budget devoted to personnel and sub-contracts for consultation. The cost per pupil is about $270 per year based on the projected 1,600 students to be served. This is an incremental cost beyond existing 21st CCLC and SES funding, although $105,000 per year is devoted to expanding services, in part, to provide incentives for participation among 21st CCLCs and SES providers. The table below provides an itemized break down for each line item for each year. A narrative description for each line item follows.

Category	Description	Units	Unit Cost	Year 1	Year 2	Year 3
1. Personnel	Instructional Manager (1.0 FTE)	1	63,500	63,500	63,500	63,500
	Project Coordinator (1.0 FTE)	1	55,500	55,500	55,500	55,500
	Administrative Assistant	1	28,000	28,000	28,000	28,000
	Total Personnel			**147,000**	**147,000**	**147,000**
2. Benefits	Calculated at 30% of Salaries			44,100	44,100	44,100
	Total Fringe Benefits			**44,100**	**44,100**	**44,100**
3. Travel	Mott Conference	4	1,600	6,400	6,400	6,400
	21CCLC Conference	4	1,600	6,400	6,400	6,400
	Benchmarking other sites	4	1,600	6,400	6,400	6,400
	Total Travel			**19,200**	**19,200**	**19,200**
5. Supplies	Supplemental materials to extend on regular school day curricula including professional development materials	10	2,000	20,000	20,000	20,000
	Total Supplies			**20,000**	**20,000**	**20,000**
6. Contractual	Allowance for SES Provider Consultation for coordination, professional development (Advantage Tutoring, RGEC, YDI)			30,000	30,000	30,000
	Allowance for 21CCLC Provider Consultation for coordination, professional development (RGEC, YDI)			16,500	16,500	16,500
	Apex Education (Evaluation and Technical Assistance)			35,750	35,750	35,750
	Incentive SES slots	55	1,000	55,000	55,000	55,000
	21CCLC supplemental funding	10	5,000	50,000	50,000	50,000
	Total Contractual			**187,250**	**187,250**	**187,250**
8. Other	1% audit fee			433	433	433
9. Total Direct				471,983	417,983	417,983
10. Indirect	Negotiated rate of 2.20%			9,196	9,196	9,196
11. Stipends	Allowance Stipends/Subs	60	100	6,000	6,000	6,000
12. Total Costs				433,179	433,179	433,179

▸ **Personnel**

Description	Units	Unit Cost	Year 1	Year 2	Year 3
Instructional Manager (1.0 FTE)	1	63,500	63,500	63,500	63,500
Project Coordinator (1.0 FTE)	1	55,500	55,500	55,500	55,500
Administrative Assistant	1	28,000	28,000	28,000	28,000
Total Personnel			**147,000**	**147,000**	**147,000**
Calculated at 30% of Salaries			44,100	44,100	44,100
Total Fringe Benefits			**44,100**	**44,100**	**44,100**

Salary and fringe are requested for two full-time professional positions. The Instructional Manager will serve as Project Director and be responsible for overall management and administration of the grant including supervision of the Project Coordinator and Administrative Assistant and maintaining school, 21stCCLC, SES, and other parent/community partnerships. The IM will also be responsible for professional development activities. The Project Coordinator will be responsible for logistical aspects of PICAASO including supporting site-based case managers and school teams. Salaries are based on district salary scales. Fringe benefits are calculated at 30% of salaries to include payroll taxes, health benefits and retirement contributions. A full time Administrative Assistant is also requested to support day to day operations of the project. The level of effort requested is reasonable given the scope of the project. Moreover, the project is designed to build capacity within existing structures for long-term sustainability. For example, each of the sites already has a part-time case manager funded through Title I – funding that will remain in place beyond the period of federal funding.

▸ **Travel**

Description	Units	Unit Cost	Year 1	Year 2	Year 3
Mott National Afterschool Networks Conference	4	1,600	6,400	6,400	6,400
USDE 21CCLC Conference	4	1,600	6,400	6,400	6,400
Benchmarking other sites	4	1,600	6,400	6,400	6,400
Total Travel			**19,200**	**19,200**	**19,200**

Travel expenses are requested for program staff and representatives of the Advisory Council to network and benchmark effective practices. The Charles Stewart Mott Foundation hosts a National Network Statewide Afterschool Networks meeting. If it is not possible to attend this invitation only event, a similar conference will be selected. The second conference is the annual USDE sponsored 21stCCLC conference. An allowance is also requested to visit other promising programs for benchmarking and scouting of effective practices. Allowances are requested for up to 4 PICASSO staff/partners based on estimates for airfare, ground transportation, lodging and per diem.

▸ **Supplies**

Description	Units	Unit Cost	Year 1	Year 2	Year 3
Supplemental materials for 21CCLC	10	2,000	20,000	20,000	20,000
Total Supplies			**20,000**	**20,000**	**20,000**

An allowance is made for each participating 21stCCLC site to purchase materials to extent on regular school day curricula and to purchase professional development materials if necessary.

Contractual

Description	Units	Unit Cost	Year 1	Year 2	Year 3
Allowance for SES Provider Consultation for coordination, professional development			30,000	30,000	30,000
Allowance for 21CCLC Provider Consultation for coordination, professional development			16,500	16,500	16,500
Apex Education (Evaluation and Technical Assistance)			35,750	35,750	35,750
Incentive SES slots	55	1,000	55,000	55,000	55,000
21CCLC supplemental funding	10	5,000	50,000	50,000	50,000
Total Contractual			187,250	187,250	187,250

PICAASO will pay 21st CCLC and SES providers for their consultation and participation in project activities. This will be open to the partners that have signed the MOU and other providers that may emerge once implementation begins. The project will establish fair and equitable guidelines for how these funds are distributed based on actual level of effort. Project evaluation amounts to just over 8% of the total project costs. This is reasonable given the intensive nature of evaluation and dissemination for this particular program. Evaluation fees include the cost of myStandards database for tracking strategies, professional development and online surveys. The costs of the Cayen data management system for tracking program participation is already covered through APS Title I funds and is a major in-kind contribution to PICAASO that further illustrates the potential for long-term sustainability.

Other

APS charges a .1% audit fee on all grant programs. This amounts to just $433 per year.

Indirect Costs

9. Total Direct				417,983	417,983	417,983
10. Indirect	Negotiated rate of 2.20%			9,196	9,196	9,196
11. Stipends	Allowance Stipends/Subs	60	100	6,000	6,000	6,000
12. Total Costs				433,179	433,179	433,179

The district has a negotiated indirect cost rate of 2.20% applied to all direct charges.

Stipends

Allowance Stipends/Subs	60	100	6,000	6,000	6,000

A modest allowance is requested for substitutes and/or stipends for professional development activities.