# 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 # U287N080024**

**Grants.gov Tracking#: GRANT10065175**

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: | * 2. Type of Application: | * If Revision, select appropriate letter(s): |
|---|---|---|
| ☐ Preapplication | ☒ New | |
| ☒ Application | ☐ Continuation | * Other (Specify) |
| ☐ Changed/Corrected Application | ☐ Revision | |

| * 3. Date Received: | 4. Applicant Identifier: |
|---|---|
| 08/12/2008 | |

| 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: | Collier County Public Schools |
|---|---|

| * b. Employer/Taxpayer Identification Number (EIN/TIN): | * c. Organizational DUNS: |
|---|---|
| 59-6000557 | 100012699 |

**d. Address:**

| | |
|---|---|
| * Street1: | 5775 Osceola Tr |
| Street2: | |
| * City: | Naples |
| County: | Collier County Public Schools |
| * State: | FL: Florida |
| Province: | |
| * Country: | USA: UNITED STATES |
| * Zip / Postal Code: | 34109 |

**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: | Patricia |
| Middle Name: | | | |
| * Last Name: | Riley | | |
| Suffix: | | | |

| | |
|---|---|
| Title: | Director |
| Organizational Affiliation: | |
| * Telephone Number: | 239-225-2500 |
| Fax Number: | 239-225-2559 |
| * Email: | stepheth@collier.k12.fl.us |

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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.):**

Immmokalee Florida

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

SES-21st Century Partnership

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: 14
* 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: 10/01/2008
* b. End Date: 09/20/2011

**18. Estimated Funding ($):**

| | |
|---|---|
| * a. Federal | 1,299,794.00 |
| * b. Applicant | 0.00 |
| * c. State | 0.00 |
| * d. Local | 0.00 |
| * e. Other | 0.00 |
| * f. Program Income | 0.00 |
| * g. TOTAL | 1,299,794.00 |

*** 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: | Dennis |
| Middle Name: | |
| * Last Name: | Thompson |
| Suffix: | |
| * Title: | Superintendent |
| * Telephone Number: | 239-225-2500 |
| Fax Number: | 239-377-0006 |
| * Email: | thompsd1@collier.k12.fl.us |
| * Signature of Authorized Representative: | tom stephens |
| * Date Signed: | 08/12/2008 |

Authorized for Local Reproduction

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:
Collier County 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 | $ 18,000 | $ 18,000 | $ 18,000 | $ 0 | $ 0 | $ 54,000 |
| 2. Fringe Benefits | $ 7,000 | $ 7,000 | $ 7,000 | $ 0 | $ 0 | $ 21,000 |
| 3. Travel | $ 800 | $ 800 | $ 800 | $ 0 | $ 0 | $ 2,400 |
| 4. Equipment | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 5. Supplies | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 6. Contractual | $ 403,420 | $ 410,724 | $ 407,651 | $ 0 | $ 0 | $ 1,221,795 |
| 7. Construction | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 8. Other | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 9. Total Direct Costs (lines 1-8) | $ 429,220 | $ 436,524 | $ 433,451 | $ 0 | $ 0 | $ 1,299,195 |
| 10. Indirect Costs* | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 11. Training Stipends | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 12. Total Costs (lines 9-11) | $ 429,220 | $ 436,524 | $ 433,451 | $ 0 | $ 0 | $ 1,299,195 |

***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? [ ] Yes [ ] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)

Approving Federal agency: [ ] 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:
Collier County 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 |
|---|---|
| tom stephens | Superintendent |
| * APPLICANT ORGANIZATION | * DATE SUBMITTED |
| Collier County 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: Southwest Florida

*Street 1: 9530 Market Street  Street 2:

*City: Ft Myers  State: FL: Florida  Zip: 33912

Congressional District, if known: 14

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

**6. * Federal Department/Agency:**

U.S. Education Department

**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: N/A  Middle Name:

*Last Name: N/A  Suffix:

*Street 1:  Street 2:

*City:  State:  Zip:

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

Prefix:  *First Name: N/A  Middle Name:

*Last Name: N/A  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:** tom stephens

***Name:** Prefix:  *First Name: N/A  Middle Name:

*Last Name: N/A  Suffix:

**Title:**  **Telephone No.:**  **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.

GEPA.doc | Add Attachment | Delete Attachment | View Attachment

Southwest Florida
Workforce Development Board

**GEPA 427**

The Southwest Florida Workforce Development Board and the School District of Collier County, Florida will ensure that all participants in the SES- 21st Century Partnership project have equitable access to and participation in the programs.

1. All students requiring services in order to access the program will be accommodated to include written and oral materials in the language most appropriate to student and parent regarding information, procedures and methodology.

2. Any modification required to accommodate student disability will be made with the same regard to personal privacy and dignity provided to all students. Learning materials will be adapted per IEP's for students.

## 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 | Collier County Public Schools |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: | |
| * First Name: | Dennis |
| Middle Name: | |
| * Last Name: | Thompson |
| Suffix: | |
| * Title: | Superintendent |
| * SIGNATURE: | tom stephens |
| * DATE: | 08/12/2008 |

Close Form

**SUPPLEMENTAL INFORMATION**
**REQUIRED FOR**
**DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

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**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

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# Project Abstract and Table of Contents

The Southwest Florida Workforce Development Board serves as the headquarters for the Alliance of Educational Leaders, a committed task group formed by the President of Florida Gulf Coast University and the five public school Superintendents in the regions to improve the education for students in the region. The Workforce Development Board is the applicant and key managing partner for the Collier County Public Schools 21st Century Learning Centers programs for the Immokalee project schools. The board serves the purpose of energizing community partners, seeking sustainability, and leveling the playing field for all 21st century partners to ensure that students are served with effective academic and enrichment programs. The Board will act as a coordinator and manager for the High-Quality Supplemental Educational Services and After School Partnership Demonstration program as well as be the applicant and fiscal agent. Additional partners are the six, 21st CCLC school sites in Immokalee, Florida, the most rural school in the Collier County Public School district, McREL, AIR and Si2, the Collier SES partner provider for the project. The project establishes innovative methods to fill existing gaps that have developed between 21st CCLC and SES services. The project uses an effective student centered learning model created by Si2 for explicit instruction in small group SES tutoring settings that will be sequentially reinforced through intentional experiential learning opportunities delivered through the 21st CCLC programs. McREL provides a high level of Professional Development that we see as being key to the success of the students. The American Institutes of Research (AIR) is well positioned to consult on program design, implementation and evaluation. Several key components include:

- Using the Individual student Progress Monitoring Plans to inform instruction
- Understanding the learner (e.g., educational history, input from current teachers and school stakeholders, as well as parents)
- Strategic approaches to develop and deliver individualized lessons to meet students instructional level in small group settings
- Using informal assessments to guide individualized instruction
- Increasing consistent communication between child's current classroom teacher, key school/district personnel, as well as parents.

The project will increase the number of students served by both SES and 21st Century Community Learning Centers programs at the six Immokalee Schools.

The project is created to represent a breakthrough in purposeful, targeted after school academic opportunities that will raise the achievement levels of Collier's most needy students as well as demonstrate an innovative and viable national model for After School Partnerships.

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# Project Narrative

## Project Narrative

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## PROJECT DESIGN

The Southwest Florida Workforce Development Board in partnership with Collier County Public Schools (the District), Supplemental Instructional Services, Inc. (Si2), Mid-continent Research for Education and Learning (McREL), and consultants from the American Institutes for Research (AIR) propose to develop a model that uses an existing student performance monitoring tool to align the academic activities of the day program and the Supplemental Education Services (SES) and 21st Century Community Learning Centers (21st CCLC) out-of-school-time (OST) programs. McREL, an education research and development organization with substantial experience in afterschool programming, will provide ongoing professional development and technical assistance to ensure increases in the intensity and quality of academic enrichment in OST activities and to build the capacity of the District to sustain the model.

### i. Academic and after-school needs of students, schools, and LEAs to be served

Collier County School District serves the communities of Everglades City, Immokalee, Marco Island and Naples in the southern part of Florida. Collier has 47 schools and serves over 42,000 students. Of these, 6493 students (4058 elementary, 1238 middle, and 1197 high) come from low income families and attend one of the eleven Title I schools (8 elementary, 2 middle and 1 high) in at least the second year of improvement status making them eligible to receive Supplemental Educational Services (SES). There are 28 state approved SES providers. During the 2007-08 school year, 860 students (694 elementary, 87 middle and 79 high) participated in SES accounting for 13% of eligible students. There are 7430 students in Collier who qualify for participation in 21st Century Community Learning Centers (21st CCLC). Collier currently has two grants for 21st CCLC; one serves 2 middle schools and the other serves 7 elementary schools. During the 2007-08 school year, 1,370 students participated in 21st CCLC programs at

these schools accounting for 18% of eligible students.

Immokalee is one of the nation's largest agricultural regions, providing 11% of America's fresh market tomatoes, and orange harvests are in the range of 300-400 tons annually, supplying enough orange juice for 9.5 million people. Most Immokalee families are migrant (which leads to high rates of mobility) or work in the Naples service industries (hotels, restaurants, supermarkets, etc.). The parents in these families generally have limited educational attainment, work long hours, and are truly challenged to assist their children with schoolwork. Families with six to eight children living in one-room "shanties"—conditions many only recognize from America's history books—are tragically common in Immokalee. The average salary for farm workers is $8.92 per hour, and the average is less for many jobs in the service sector. Correlated with these risk factors, over the past four years very little improvement in academic performance has occurred among Hispanic migrant, African American, and Haitian students. Florida Comprehensive Achievement Test (FCAT) scores among this group of students in the five Immokalee elementary schools and one middle school for which the demonstration project is proposed. From 2000 to 2004, the percentage of students scoring at Level 2 or below on the FCAT has only declined seven percentage points (68% -61%); in other words, nearly two-thirds of these students continue to perform below the proficient level.

> Collier County has 4,309 migrant students, the largest migrant population of any Florida school district.

**Table 1. Immokalee vs. Collier County (Demographic Data from the U.S. Census, 2000)**

| Community | $ Per Capita Income | % Single Parent Families | % Non-English Speaking | % Less than 9th Grade | % High School Diploma |
|---|---|---|---|---|---|
| **Immokalee** | $8,576 | 13% | 78% | 56% | 16% |
| **Collier County** | $31,195 | 3% | 6% | 8% | 81% |

***Targeted Students.*** Participating students participating will be in 3rd to 8th grade, attending five

elementary and the only Immokalee middle school. They represent 65% of the district's low performing students, account for 90% of the district's migrant students, and qualify 100% for Title I services. These students struggle and frequently top the disciplinary and dropout lists.

**Table 2. Demographics for Participating Immokalee Schools**

| School | # Students | % Poverty | % ESOL | % White | % Black | % Haitian | % Hispanic | % Migrant | FCAT Level 2 or less |
|---|---|---|---|---|---|---|---|---|---|
| Highlands | 561 | 99 | 32 | 7 | 7 | 3 | 81 | 52 | 57 |
| L. Trafford | 447 | 93 | 30 | 5 | 11 | 2 | 80 | 53 | 58 |
| Pinecrest | 437 | 98 | 44 | 2 | 12 | 15 | 70 | 48 | 70 |
| Village Oaks | 383 | 93 | 31 | 23 | 7 | 21 | 66 | 54 | 69 |
| Eden Park | 637 | 89 | 36 | 2 | 3 | 7 | 88 | 37 | 58 |
| Immokalee Middle | 1046 | 87 | 12 | 5 | 11 | 2 | 69 | 54 | 72 |
| Averages | 502 | 84 | 29 | 19 | 10 | 7 | 62 | 51 | 62 |
| District | 42,020 | 486 | 16 | 42 | 6 | 6 | 42 | 15 | 38 |
| State | 1,809,282 | 44 | 8 | 51 | 25 | N/A | 21 | - | 35 |

## ii. Goals, objectives, and expected outcomes

The primary objective of the proposed model is to provide an innovative, collaborative approach to afterschool programs that is *sustainable within the district and replicable in other districts*.

The project has three overarching goals and six associated objectives (see Table 3). Specific outcomes are identified in the Evaluation section.

**Table 3. Project Goals and Objectives**

| Goal | Objective |
|---|---|
| 1. Develop and implement a collaborative model | 1. Coordinate the academic services of the SES and 21st CCLC into a combined program that can serve as a national model<br>2. Provide coordinated academic afterschool services that align to the instructional program of the schools served and to state academic standards |
| 2. Increase student participation in SES and 21st CCLC programs | 3. Increase the number of students receiving coordinated, academic afterschool services designed to improve their academic achievement<br>4. Collect data on student eligibility, enrollment, and participation in the coordinated afterschool program |
| 3. Increase student achievement in reading and mathematics | 5. Collect data on student pre- and post-intervention achievement<br>6. Collect data on student motivation (as an alternative indicator of achievement) |

The model proposes to coordinate the academic services offered by SES programs in the District with the afterschool services offered by the District's 21st CCLC programs in order to improve and enhance services to eligible students and improve student achievement. Expected outcomes are to increase the number of eligible students who enroll, participate and complete the programs; to demonstrate how this model of collaboration can be successfully implemented; and to produce higher levels of achievement in mathematics and reading for participating students.

### iii. Afterschool academic services to be provided and/or coordinated

The extent of the needs of the targeted students and participating schools creates a sense of urgency to provide services to students in a comprehensive, coordinated and focused approach. The critical elements of this approach are to: (1) increase the collaboration and communication among the District, 21st CCLC, and SES out-of-school time providers, in order to increase the number of participating students and increase student achievement in math and reading, and (2) to provide out-of-school time providers with ongoing professional development to increase the coherence and quality of services provided.

Figure 1 illustrates the theory of change proposed by this model: use an existing district monitoring tool to align state / district / school standards with the day program curriculum and instruction and the SES and 21st CCLC afterschool academic activities; deliver professional development to promote collaboration between SES and 21st CCLC, enhance the academic enrichment activities of 21st CCLC sites, increase student motivation, and build the capacity of the participants; and thereby develop a collaborative model designed to increase student participation and achievement. To increase their students' ability to meet the Sunshine State Standards using the district / school curricula, the District has implemented individual Progress Monitoring Plans (PMPs) for all students. The PMPs will serve as an important component of the

proposed model to align elements of the day program and OST activities and as a tool to help 21st CCLC and SES providers collaborate in order to individualize and target instruction for each student in their programs.

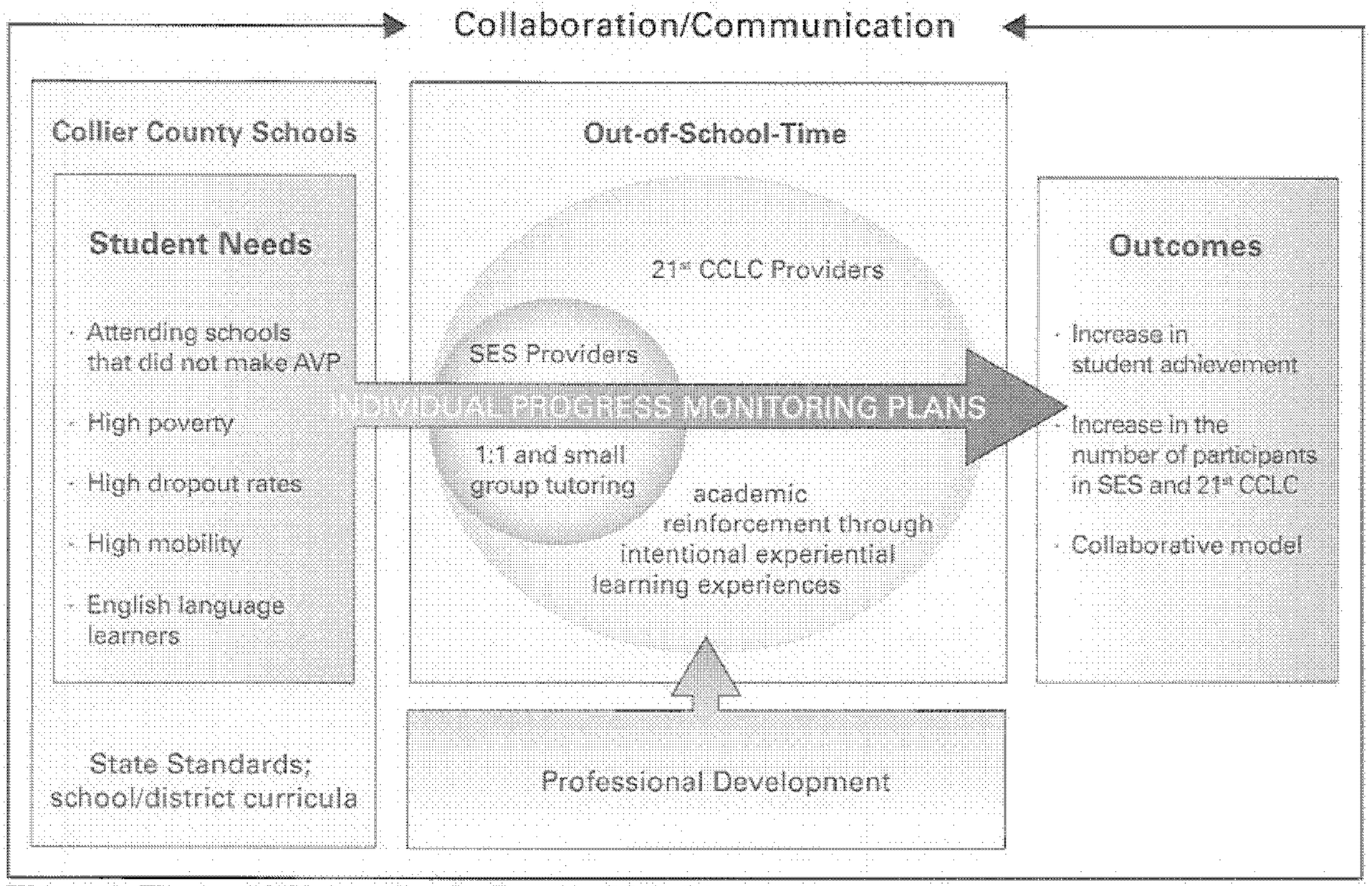


**Figure 1. Theory of Change for the Proposed Model**

This collaboration will require that 21st CCLC and SES providers work closely with District personnel, particularly classroom teachers, to design and implement learning programs based on the needs of individual students. Such learning programs will necessarily require a variety of pre-intervention assessment measures, most of which are currently in use by the District. The SES providers will use the PMPs and complementary assessment data to guide the one-on-one or small group tutoring for students. The 21st CCLC programs will use the information presented in these plans and from these assessments to provide academic reinforcement through intentional experiential learning experiences. The SES and 21st CCLC services will provide a seamless integration of tutoring support that is aligned with each student's PMP and needs as indicated by

assessment and diagnosis. This integration will require timely, consistent and on-going communication and collaboration among the partners in the project. Such communication and collaboration will also require the monitoring of each component to ensure that both program and individual student outcomes are being met.

The SES services will be provided during the 21st CCLC program in a rotation schedule for qualifying students. By incorporating SES providers into the 21st CCLC programs, the overall adult-student ratio will be kept low, and students will receive coordinated academic support beyond the school day. In order to ensure that both SES and 21st CCLC providers are adequately prepared to intentionally support student learning, they will participate in tailored professional development and receive ongoing technical assistance. The model is based on a coordinated effort among several partners, including the District, McREL, and Si$^2$. Each partner has specific roles and responsibilities to ensure the success of the model. To encourage collaboration and success with this project **Collier County Schools** will provide:

- safe schools for students to receive 21st CCLC and SES services
- qualified staff for the 21st CCLC programs
- access to student assessment information, including but not limited to PMP's, for the purpose of structuring appropriate learning opportunities for individual students.
- access to academic tutoring and enrichment for students with an emphasis on reading and math aligned with the Sunshine State Standards and school day curriculum.
- time for collaboration between day school, SES and 21st CCLC providers through the use of PMP's, conversations about other forms of assessment data, face-to-face conversations and progress monitoring tools
- Coordination of scheduling of SES providers and 21st CCLC enrichment activities

- communication with parents regarding 21st CCLC and SES eligibility and opportunities.
- a kick off event each year for parents of 21st CCLC and SES qualified students to encourage the enrollment in both programs
- educational development opportunities to participating families to learn how to assist their students academic growth
- regularly scheduled opportunities which allow parents to meet with their SES providers and discuss student progress while also providing additional educational opportunities to parents. (ie, Math night, Literacy night, etc.)

***Mid-continent Research for Education and Learning*** will develop and implement a professional development model that provides both professional development and technical assistance aligned with the program goals. At least twenty hours of professional development will be provided for OST providers each year. Although the primary audience for these sessions will be 21st CCLC program staff, day school and SES providers involved in this project will be encouraged to attend and specific professional development sessions will be designed to promote intentional and systematic collaboration among 21st CCLC programs, SES providers, and day school teachers. The professional development model is designed to ensure an intentional connection between SES and the rest of the OST time staff. Professional development priority areas for the first year include:

- Working with and meeting the needs of students from poverty
- Unpacking the Sunshine State Standards and illustrating proficiency at each grade level
- Strategies and activity development that follow the experiential approach to learning (i.e. learning by doing), utilizing the MIT (Massachusetts Institute of Technology) program that will be starting in Collier County Schools during the 2008/09 school year

- Providing research based practices for embedding math and reading into enrichment activities, utilizing the National Partnership for Quality Afterschool Learning Toolkit
- Supporting the needs of English Language Learners in Afterschool
- Using formative assessment to monitor student progress in a 21st CCLC setting

In addition to coordinating and providing regularly scheduled professional development sessions, McREL will provide ongoing technical assistance to the 21st CCLC programs as well as the District. Technical assistance priorities for the first year include:

- Assisting in the modification of existing Progress Monitoring Plans to include areas for SES and 21st CCLC support to help students reach their full potential
- Expanding the Professional Learning Community Structure in place within schools to build a leadership team at each 21st CCLC site composed of: 21st CCLC site coordinators, 21st CCLC site instructors, day school administrators, day school teachers, and SES representatives to become champions for the programs and build capacity to sustain these initiatives' beyond the grant.

Program model developers from McREL will work closely with the evaluation team to use formative evaluation data to tailor the professional development and technical assistance to meet the needs of participants and ensure alignment with district initiatives.

***The Supplemental Educational Services (SES) providers*** will provide one-to-one and small group tutoring to meet the academic needs of students as defined in their PMPs. **Supplemental Instruction Services, Inc. ($Si^2$)** will help increase coherence and consistency in overall SES services by leading professional development efforts for other SES providers. $Si^2$ is an approved SES provider for 2008-2009 in the states of Florida, Texas, Washington, South Carolina,

Pennsylvania, Nevada and Arkansas. $Si^2$ will provide guidance and professional development to other SES providers in:

- Using the Progress Monitoring Plan to inform instruction
- Understanding the learner (e.g., educational history, input from current teachers and school stakeholders, as well as parents)
- Strategic approaches to develop and deliver individualized lessons to meet students instructional level in small group settings
- Using informal assessments to guide individualized instruction
- Increasing consistent communication between child's current classroom teacher, key school/district personnel, as well as parents.

***American Institutes for Research (AIR)*** will provide consulting services to the project to support the partners' efforts to create an effective, leading-edge demonstration project that capitalizes on opportunities to merge SES and 21st CCLC projects. Specifically, AIR will advise project partners on the final project design and on ongoing implementation issues; review formative evaluation reports; and provide feedback and support on mid-course corrections.

## ADEQUACY OF RESOURCES

### i. Adequacy of instructional program to be provided to students

Collier County students' PMPs provide the framework for the instructional program that the project will provide to students and therefore ensure that the SES and 21st CCLC activities align to state and district standards. The professional development for SES providers and 21st CCLC staff is research based and designed to be consistent with the district's instructional program. Specifically, the professional development priorities that target 21st CCLC practitioners are derived from McREL's research synthesis of effective out-of-school-time strategies for assisting

low achieving students in reading and mathematics (Lauer, Akiba, Wilkerson, Apthorp, Snow, Martin-Glenn, 2004) and from research and technical assistance developed as part of McREL's participation in the National Partnership for Quality Afterschool Learning (National Partnership). As part of this federally funded center, for five years McREL has participated in research on OST best practices and has provided technical assistance, training, and tools to help state and local OST practitioners develop and infuse high-quality academic enrichment practices and balanced programming to engage student learning. The proposed professional development activities will be intensive and focused on activities and strategies that target student progress monitoring plans.

**ii. Relevance and demonstrated commitment of each partner**

The partners for this project represent a unique intersection of expertise and need that particularly suit the priorities and requirements of the High-Quality Supplemental Educational Services and After-School Partnerships Demonstration Program. The Collier County students this project will serve are high needs students—low-performing, migrant, served by Title I and at high risk of dropping out of school.

The Collier County Public Schools are committed to providing quality after-school instructional opportunities for students. The district has formed sustained partnerships with community organizations such the Southwest Workforce Development Board, the Boys and Girls Club of Collier County, the United Arts Council, The Collier County Health Department and the Red Cross to create viable 21st CCLC at nine school sites, serving over 3000 students over the past 4 years. The district provides safe school sites, technology, school supplies, and curriculum at no cost to partners or to funding sources. The district provides training in math and science to teachers who work in the 21st CCLC programs. Collier also aggressively promotes the

tutoring opportunities available through the SES program and has in each year of the program spent 100% of the allocated TITLE I resources. The district fully supports the efforts of the current project and has expanded the partnership to include McREL and AIR.

***McREL*** brings to this project extensive experience in OST programs in the realms of research and service delivery. In the National Partnership, McREL has worked with OST practitioners in over 35 states, building local capacity to provide rich academic content through engaging and challenging activities and demonstrating the impact of academic programming on student outcomes. Working from the research developed under the National Partnership, McREL's work has focused on two primary objectives: (1) including high-quality, research-based academic content using appropriate teaching and learning methods; and (2) attracting and retaining students who participate regularly to benefit from these investments. McREL has also worked intensively with all of the 21st CCLC grantees in Indiana, Colorado and Wyoming, providing technical assistance, professional development, and ongoing consulting to meet these objectives. As demonstrated in the attached Memorandum of Understanding, McREL is committed to providing the services described in this proposal to help Collier County better serve students with their SES and 21st CCLC programs.

***AIR*** is well-qualified to provide advice on SES program implementation and evaluation. AIR established and maintained the SES Quality Center—a U.S. Department of Education funded project—from 2003 -2005. The Center (www.tutorsforkids.org) provided technical assistance, communications, guiding publications and research activities to states, districts, schools, policy makers, providers and families on their roles, responsibilities and rights with regard to SES. The work of AIR improved the quality and coordination of the program and increased the number of students receiving services. AIR currently provides advice and guidance on several SES provider

evaluations at the state level determining program and provider effectiveness; provide consulting services to the federally-sponsored national Center on Innovation and Improvement on SES products and services (including updating the SES implementation guide); and are conducting the federal study on evaluating how waivers for districts identified for improvement are affecting student access, participation and achievement. AIR also has strong overall evaluation credentials and is currently working on several initiatives in Florida. AIR's experience in Florida will help to customize consulting to meet the specific needs of the Collier County school system. Current projects in Florida include evaluations of the impact of the use of interventions for struggling adolescent readers as part of a grant awarded by the Just Read, Florida! Office of the Miami-Dade Country School District; the effectiveness of support to teachers through the Florida Reading First professional development and the Florida Literacy and Reading Excellence (FLaRE) programs; a reading program and professional development program through Florida's Leadership Triangle. AIR's evaluations often require extensive use of FCAT data for elementary, middle, and high school students and prepare them well to consult on the design and conduct of evaluations that require analysis of state-level student achievement data.

## MANAGEMENT PLAN

### i. Plan to achieve objectives on time and within budget

Table 4 provides an overview of the management plan for successfully implementing the project.

**Table 4. Management Plan for Achieving Project Goals**

| *Goal 1 Develop and implement a model of collaboration to include Collier County School District personnel, 21st CCLC and SES providers* | | |
|---|---|---|
| **Activity** | **Responsible Partner** | **Timeline** |
| Secure Memorandums of Understanding regarding sharing of student information and intellectual property | School District | First 30 days |
| Established Stakeholder Management Team | School District | First 30 days |
| Create Task Teams for Structure and Coordination | School District | First 30 days |
| Create Instructional Task Team | School District | First 30 days |
| Design model of collaboration | Partners | First 60 days |

| Activity | Responsible Partner | Timeline |
|---|---|---|
| Implement model of collaboration | Partners | First 90 days; ongoing |
| Provide Professional Development to support model and build capacity | McREL | Quarterly |
| Monitor and evaluate model of collaboration | McREL (lead) Partners | Ongoing |

*Goal 2 Increase the number of eligible students who enroll, participate and complete the 21st CCLC/SES programs*

| Activity | Responsible Partner | Timeline* |
|---|---|---|
| Coordinate scheduling of SES providers and 21st CCLC enrichment activities | School District | Ongoing |
| Communicate with parents regarding 21st CCLC and SES eligibility and opportunities | School District | First 30 days; ongoing |
| Coordinate a kick off event for parents of 21st CCLC and SES qualified students to encourage enrollment in both programs | School District | Annually at beginning of program year |
| Provide participating families educational development opportunities to learn how to assist their students academic growth | Partners | Quarterly |
| Provide regularly schedules opportunities which allow parents to meet with their SES providers to discuss student progress | School District; SES providers | Quarterly |

*Goal 3 Increase student achievement in mathematics and reading for students who participate in the 21st CCLC/SES Programs*

| Activity | Responsible Partner | Timeline |
|---|---|---|
| Profession development for SES and 21st CCLC providers for working with and meeting the needs of migrant and students from poverty | McREL | Monthly |
| Unpacking State Standards and illustrating proficiency at each grade level | McREL | Beginning of program year |
| Professional development on strategies and activities that allow for an experiential approach to learning | McREL | Monthly |
| Provide professional development on research based practices for embedding math and reading into enrichment activities | McREL | Monthly |
| Provide professional development for supporting the needs of English Language Learners | McREL | Monthly |
| Use formative assessment to monitor student progress in a 21st CCLC setting; provide professional development as necessary | McREL | Monthly |
| Assist in modification of existing progress monitoring plans for use in 21st CCLC setting | McREL | Quarterly |
| Provide professional development and technical assistance for the development and expansion of existing PLC structure in buildings served | McREL | Quarterly |

## ii. Planning, coordination, implementation, management, and oversight services

In order to realize the goals the project, the management plan that has four key components: 1) Leadership Team, 2) Task Teams for Structure and Implementation of Coordination between SES providers and 21st CLCC sites, 3) Student and Parent Council, and 4) Dash Board Management Tool.

***The Leadership Team*** consists of senior level district administrators, school administrators, teachers, parents, McREL, and two SES providers. Dr. Dennis Thompson, the Superintendent of the Collier County Public Schools, is committed to the core goals of the project and his leadership skills are highly suited to making the coordination of these two programs effective, student focused, and sustainable. Dr. Thompson will ensure that all components of the program are resourced properly and support the activities of the Management Team. The other members of the Leadership Team are Mrs. Martha Hayes, Ms. Patricia Riley, Ms. Beth Thompson, Ms. Susan McNally, Dr. Maria Torres, Dr. Cheng Ang, Ms. Heather Martindill and Dr. Dawn Mackety. The time commitments, qualifications and responsibilities of these key personnel are described in Table 5. Two school principals and two teachers from participating schools will also sit on the Management Team. In addition, Ms. Susan Pratt, CEO of Si2 (the most effective SES provider in Collier) will sit on the Management Team. Ms. Pratt was formerly a teacher and program specialist and now is running a highly successful after-school tutoring program. Students attending the Si2 after-school tutoring programs are out-performing their peers attending every other after-school tutoring program in the Collier County Public Schools.

The principals and teachers will be responsible for giving substantial feedback to the Leadership Team on the implementation of the SES/21stCCLC project. The Leadership Team will need to know if barriers preventing implementation with fidelity exist, and the extent to

which improved student achievement may be dependent on changes in the implementation of the plan or the plan itself. The parent and student members of the Leadership Team will provide critical insight into stakeholder attitudes during the implementation and provide feedback to the Team on issues related to the effectiveness of communications between the schools and families. Their presence will prevent the program leaders from losing sight of the primary focus—high student achievement for all students. Dr. Ang will assist in the development of the Dash Board Management Tool that the Leadership Team will use for effectively implementing the project.

The schools under the umbrella of the Leadership Team will form site based project teams. A lead teacher for reading and a lead teacher for math from each site will be identified and, along with the school administrators, they will be responsible for leading implementation of the program in their schools. These school teams will meet twice monthly. Through the district's video conferencing capacity, school teams will video conference with each other to discuss progress and share effective practices[2].

***The Task Teams for Structure and Implementation*** of coordination between SES providers and 21st CLCC sites will be led by Dr. Thompson and Mrs. Martha Hayes. Additionally, the Task Team for Structure will include one of the principals and one of the teachers, a parent and a student, an SES provider, and the 21st CCCL Project Director. The objectives of the team are to make decisions in concert with school administrators to determine program logistics (e.g., location of after-school activities, schedules conforming to the prescribed hours for tutoring, learn-by-doing, and enrichment activities, common planning times for teachers, etc.). Another key indicator of project success—student attachment to school, or the development of positive and effective relationships among students and the adults in each school (i.e., teachers, administrators, and support staff) —will be promoted, supported and monitored by the Task

Team for Structure. The evaluation team will track progress with these structural reform efforts using indicators on the Dash Board Management Tool.

***The Implementation Task Team*** will be led by Ms. Beth Thompson and Ms. Susan McNally. They will be joined by Dr. Ang, a McREL afterschool specialist, an Si2 staff member, and a principal, parent, and student. The Collier subject coordinators will also be called upon as a resource. The Implementation Team's priority is to ensure that instruction changes; that is, it expands and improves to the extent rigor and relevance increases as measured by walkthrough observations, surveys, and reviews of lesson plans. This Task Team will assist in the coordination of SES and 21st CCLC activities as they related to individual student needs, ensure proper initial training ad follow-up training is conducted, and will monitor the effectiveness of instruction at each site.

### iii. Time commitments

Table 5 presents the time commitments and major responsibilities of key personnel.

**Table 5. Time Commitments, Qualifications, and Responsibilities of Key Personnel**

| Personnel & Commitment | Qualifications | Responsibilities |
|---|---|---|
| Project Director<br>Ms. Martha Hayes<br>0.30 FTE | M. Ed. Education<br>B.S. Elementary Education<br>Credentials:<br>Learning Disabilities<br>Emotionally Disturbed<br>ND Reading<br>ND Mathematics<br>Director of several large, federally funded grants, including ND Reading First and Title I | Chair Advisory Board<br>Oversee program implementation<br>Provide fiscal oversight<br>Serve as liaison to ERF Office<br>Monitor progress with evaluator |
| Project Coordinator<br>Ms. Patricia Riley<br>.25 FTE | BA English Education<br>Relevant Projects:<br>Director of large, state/federally funded grants including Reading First and two 21st CCLC grants<br>Director of local grants including ELLM (Early Literacy and Learning Model) and ELL (English Language Learner) | Serve to coordinate the program training and implementation among the partners and liaison between assessments, evaluation and data collection recorded at each school site. |

| Personnel & Commitment | Qualifications | Responsibilities |
|---|---|---|
| <u>Leadership Team</u><br>Patricia Riley will coordinate the activities of the Advisory Board which will made up of the principal representatives from the partnership, Collier Schools, Workforce Development Board, SES provider, Si2, and McREL. | Each partner has appropriate length and breadth of experience to conduct the demonstration project with a scope as large as the High Quality Supplemental Educational Services After-School Partnership project. | Participate in hiring new staff; Coordinate parent involvement with SES providers, monitor the progression of intentional experiential learning opportunities in the 21st CCLS setting, and the explicit intensive instruction conducted through SES providers and monitor the progress as indicated on individual student Progress Monitoring Plans (PMP's) |
| Ms. Beth Thompson<br>Executive Director, Elementary Programs, PK-5<br><br>.17 FTE | Elementary School Program Specialist –Staff Development Teacher-on-Assignment<br><br>University of South Florida<br>Elementary Education<br>Exceptional Student Education<br>Mentally Handicapped<br>Specific Learning Disabilities<br>Florida Gulf Coast University, Estero, FL<br>Educational Leadership | Ensure the academic coordination and fidelity to instructional strategies among the regular school, SES providers and 21st CCLC teachers additional responsibilities include decision making for training, use of data for instruction and progress monitoring will fall to their responsibility |
| Ms. Susan McNally<br>Executive Director of Secondary Programs<br><br>.18 FTE | MS Educational Leadership, BA Business Administration, Journalism and Mathematics.<br>Certifications – 6-12 Mathematics, Educational Leadership | Direct and coordinate the work of the Curriculum and Instruction Department in the content areas of mathematics, language arts, and reading. Will follow the progress for ELL, ESE, and Gifted students |
| Dr. Maria Torres<br>Director English Language Learners<br><br>. 10 FTE | ED Language Arts; Developed comprehensive ELL plan for Florida; created Elementary Sheltered Model for English and Content | Use ELL specialist to train teachers in ELL strategies, provide instructional materials to the after-school programs, help recruit bilingual teachers for the after-school program |
| <u>Prof. Development</u><br>Heather Martindill<br>0.25 FTE | Lead Consultant, McREL<br>M.S. Management<br>B.S. Elementary Education<br>Relevant projects:<br>• National Partnership for Quality Afterschool Learning Staff<br>• Technical assistance and professional development for 21st CCLC grantees in<br>  ○ Indiana<br>  ○ Wyoming | Coordinate the professional development and technical assistance plan for the project<br>Provide professional development in research based practices for embedding math and reading into enrichment activities<br>Assist with modification of PMP's to include areas for SES and 21st CCLC<br>Assist with expanding the professional learning community |

| Personnel & Commitment | Qualifications | Responsibilities |
|---|---|---|
| | | structure to develop leadership teams at 21st CCLC sites |
| Evaluation<br>Dawn Mackety<br>0.10 FTE | Senior Researcher, McREL<br>Ph.D. Evaluation, Measurement & Research<br>M.A. Educational Leadership<br>B.S. Earth Science & Biology Secondary Education | Provide formative evaluation services to ensure the project is meeting goals and objectives<br>Provide ongoing guidance and feedback about necessary mid-course corrections based on evaluation data |
| Dr. Cheng Ang<br>Director Assessment, Research and Testing<br>.10 FTE | PhD. Educational Statistics<br>Created Collier Schools Data Warehouse; Consulted with Florida DOE statewide on data systems | Establish date bank for all indicators developed by the evaluation team to provide current and historical comparative data, extending though the project period. Provide predictive data for those students who are at risk of low achievement or for those who are the verge of jumping up one level on the FCAT |

## PROJECT EVALUATION

The evaluation will systematically examine the intended goals of this model using a number of methods. Evaluators aligned evaluation questions with overarching project goals and objectives.

### i. Outcomes, evaluation questions, and objective performance measures

Table 6 provides the goals and objectives of the model along with measurable outcomes, measures, and a timeline for data collection. As shown, data sources to determine progress toward meeting the objectives include: blueprint mapping to state and local standards; surveys of partners, participants of professional development sessions, and other stakeholders (school principals, day school teachers, and curriculum coordinators); observations of professional development sessions; analysis of extant, descriptive data on eligible students (disaggregated by enrollees and non-enrollees, completers and non-completers); and analysis of extant student assessment data from standardized assessments, teacher assessments (and additional data sources used by the individual interventions, SES and 21st CLCC.

The evaluation is organized around the three primary goals and five associated objectives (see Table 6). The primary goals translate into primary evaluation questions (e.g., *To what extent has a successful model of coordinated academic afterschool services been implemented?*); the objectives that comprise these goals translate into ancillary questions.

**Table 6. Objectives, Outcomes, and Measures**

| Goal 1: Develop and implement a collaborative model | | | | |
|---|---|---|---|---|
| **Objectives** | **Eval Questions** | **Outcomes** | **Measures & Methods** | **Time** |
| 1. Coordinate the academic services of the SES and 21st CCLC into a combined program that can serve as a national model | 1. To what extent are partners, participants of professional development (PD), and other stakeholders satisfied that the model successfully coordinates the academic services of SES and 21st CCLC into a combined program? | 90% satisfaction rate among partners, participants of professional development and other stakeholders | Surveys: Partners, participants of PD, and stakeholders (e.g., school principals, day school teachers, curriculum coordinators) will be surveyed at middle and end of each year the model is implemented. The last survey will be used to measure outcomes. The remainder will be used to make adjustments to the model.<br><br>Observations of PD | Jan & May, yearly |
| 2. Provide coordinated academic afterschool services that align to the instructional program of the schools served and to state academic standards | 2. What percentage of academic services available in the combined program aligns to school instructional programs and state academic standards? | 100% of academic services align to school instructional programs and state academic standards | Blueprint: A blueprint will map the model's coordinated academic services to school instructional programs and state academic standards. A draft blueprint will be created prior to model implementation and refined as the model evolves. | Within the first 3 months of model development |
| **Goal 2: Increase student participation** | | | | |
| **Objectives** | **Eval Questions** | **Outcomes** | **Measures & Methods*** | **Time** |
| 3. Increase the number of students receiving coordinated, academic afterschool services designed to | 3. What changes occurred in the number of eligible students participating in the program before versus after implementation? | The number of eligible students participating in coordinated, intensive afterschool services will increase by 100% | Number of eligible students in targeted schools<br><br>Number of eligible students enrolled before implementation<br><br>Daily attendance of | Sept<br><br>Sept<br><br>Ongoing<br><br>May |

| | | | | |
|---|---|---|---|---|
| improve their academic achievement | | | eligible students<br><br>Number of eligible | May |
| 4. Collect data on student eligibility, enrollment, and participation in the coordinated afterschool program | 4a. What changes occurred in the completion rates of eligible students participating in the program before versus after implementation?<br>4b. What were the attendance patterns of eligible students throughout program implementation? | The number of non-eligible students participating in coordinated, intensive afterschool services will increase by 50% | students enrolled after implementation<br><br>Number of eligible students who complete the full program | |
| **Goal 3: Increase student achievement in reading and mathematics** | | | | |
| **Objectives** | | **Outcomes** | **Measures & Methods**** | **Time** |
| 5. Collect data on student pre- and post-intervention achievement | 5. What changes resulted in the reading and mathematics academic achievement of eligible and non-eligible students participating in the program? Are there differences between students who participated in sites where the model was implemented and sites where the model was absent? | 90% of enrolled students will improve their academic achievement by one level (as appropriate). There will be a statistically significant difference on student assessment data for students participating at sites where the model is implemented versus sites where the model is not implemented[1]. | DIBELS (K-5)<br><br>Stanford 10 (1-2)<br><br>FCAT (3-8; baseline / pre-assessment data collected from previous spring)<br><br>Modified SES Form (used as pre-test/post-test)<br><br>CELLA for ELLs<br><br>Teacher developed assessments aligned with state standards | Sept-Oct & Dec-Jan<br><br>March<br><br>Feb<br><br>Sept & May<br><br>Apr<br><br>TBD |
| 6. Collect data on student motivation (as an alternative indicator of achievement) | 6. Has student motivation increased among eligible students being served by providers who are using the proposed model? | 80% of enrolled students will report increased motivation. | Modified motivation instrument (see below) | Fall, yearly |

*Data will be obtained from SES and 21st CCLC teachers. Data on student demographics and program participation will be collected from PPICS.
**Available data will be obtained from school assessments as appropriate

[1] As appropriate, evaluators will collect data from other 21st CLCCs in the district. These sites (and their students) will be considered no-treatment comparisons. Appropriate analyses will be conducted for the student outcomes, bearing in mind issues associated with error rates and statistical power.

## ii. Evaluation design

Program- and project-level outcomes, as well as implementation and processes (formative evaluation questions) will be examined. Evaluators will use formative data primarily be derived from surveys and site observations of professional development sessions to assess the model with a focus on continuous quality improvement. Evaluators will use summative data will to examine service provider outcomes as well as student outcomes related to academic achievement and motivation. Summative data will be derived from surveys; extant program documents; extant, standardized student assessments; and a student motivation questionnaire developed for this study (see below). In addition, descriptive data will be collected on both the teachers (who participates in the professional development), the providers (who provides services and to whom), and the services provided to students (what services do students receive).

***Instrument Development.*** Evaluators will construct survey instruments to collect feedback from partners, participants of professional development, and stakeholders (e.g., school principals, day school teachers, curriculum coordinators) to determine what modifications ought to be made to the model and whether the model is facilitating collaboration and communication among participating providers (particularly around the alignment of programs to individual student needs and to state and local standards). These instruments will be constructed in collaboration with the model developers to ensure coverage of all relevant areas. The final survey will be used to measure program outcomes.

Although a majority of student variables of interest will be available through the district (student achievement), evaluators propose to collect additional data on student motivation as an indicator of student achievement. As such, evaluators propose exploring additional student outcomes that can be linked to teachers' participation in this effort, including student motivation

in afterschool learning in mathematics and reading and correlates thereof: engagement, self-regulation, self-efficacy, and perceived instrumentality. Involving students in their learning (engagement) relates to motivation. Research suggests that when students are engaged they are involved in learning activities and experience positive emotions such as interest, curiosity, and enthusiasm (Skinner & Belmont, 1993). Engaged students are doing the requisite work for learning. For the purposes of the present research, student engagement in afterschool learning will be understood as both an affective (positive attitude toward schooling) and behavioral (effort expended, persistence, concentration) construct (see Skinner & Belmont, cited in Hudley, Daoud, Polanco, Wright-Castro, & Hershberg, 2003).

Providing students with a sense that they control their own learning (self-regulation) also leads to engagement and motivation. Students who are high in self-regulation tend to persist despite obstacles or difficulties (Ryan & Deci, 2000). Students high in self-regulation consider learning important because they have an intrinsic desire to learn rather than an extrinsic directive to do so. Student motivation can be increased when students perceive that they are competent to perform a task or can learn even in the face of difficulty (self-efficacy). Self-efficacy is one's perceived competence for task completion (Bandura, 1994), and the higher a student's self-efficacy, the more competent he or she feels and the more assured he or she feels that new tasks can be accomplished, even if difficult. Finally, perceived instrumentality concerns how and whether one considers tasks at hand (in this case, learning mathematics or reading) to be connected to future goals.

To measure these areas of student motivation, researchers propose creating a modified instrument that utilizes several subscales from the Research Assessment Package for Schools-Students (RAPS-S; IRRE, 1998), a subscale derived from the Patterns of Adaptive Learning

Scales (PALS; Midgely et al., 2000), and a subscale from the Approaches to Learning instrument (Miller, DeBacker, & Greene, 1999). In particular, the subscales to be employed will include the Ongoing Engagement and the Perceived Competence subscale of the RAPS-S, the Academic Efficacy subscales of the PALS, and the Perceived Instrumentality subscale of the Approaches to Learning instrument. Items will be modified to relate specifically to afterschool learning in mathematics and reading and adjusted for age levels. This modified instrument will be administered three times over the course of the project to a sample of students (stratified by grade level): prior to teachers being trained in the model, after the first year of teacher professional development training, and at the end of model implementation. Although researchers understand that the limitations of the research design bound the kinds of claims that can be made about the influence of the professional development and implementation of the model on student engagement and motivation, assessing the students via a pre- to post administration will allow for the examination of changes in these two areas.

***Data Analyses.*** Evaluators will base all analyses on the appropriate assumptions for analyzing the specific type of data and the nature of the questions addressed. For instance, evaluators will analyze frequencies and means for survey data across time and employ content analysis to examine qualitative data gleaned from open-ended survey questions and site visits. Where appropriate, we will use repeated measures analysis to assess change in individual teachers and students' perceptions over time. To address questions about the efficacy of the model relative to student achievement, evaluators will examine gains in student test scores on the DIBELS, FCAT, Stanford 10, a modified version of the data already collected for the SES program, the CELLA (for English Language Learners), and teacher developed assessments. Finally, to address

questions about changes in student motivation, evaluators will examine pre- to post-outcomes on the modified motivation instrument.

All information collected will be entered and stored in a secure database. McREL is experienced in constructing such databases and using these to manipulate data for analyses and to retrieve data for the purposes of constructing research briefs. The completed database will enable researchers to create interim reports to provide formative feedback and an summative project evaluation. Reports will include descriptive information and, importantly, progress toward program goals and objectives.

### iii. Guidance for testing the intervention in multiple settings

All elements of the formative and summative evaluation will be used to provide guidance on replicating the model. Due to the nature of the project and the budgetary constraints, the proposed evaluations has limitations, including: (1) While the model will be developed with the intent to serve as a national model, an assessment of the model's feasibility and fidelity in other settings is beyond the scope of the current proposal; (2) demographics of the targeted population (e.g., students in families with limited educational attainment and English proficiency as well as high poverty and mobility) provide substantial challenges influencing the project's participation and academic outcomes; and (3) every effort will be made to accommodate the languages of partners and participants in data collection and analysis; however, data may be limited by the quality of translations.

# Project Narrative

## Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-Memorandum of Understanding 1.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1238-Memorandum of Understanding 2.doc**

Attachment 3:
Title: Pages: Uploaded File: **1239-References.doc**

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August 4, 2008

Mr. Joe Paterno, Executive Director
Southwest Florida Workforce Development Board
9530 Marketplace Road, Suite 104
Fort Myers, FL 33912

RE: Memorandum of Understanding for High-Quality SES and Afterschool Partnership

Dear Mr. Paterno:

Mid-continent Research for Education and Learning (McREL) is pleased to submit this letter of commitment to serve as a partner for the High-Quality Supplemental Educational Services and After-School Partnerships Demonstration program that you are submitting to the U.S. Department of Education's Office of Innovation and Improvement.

Established in 1966, McREL is a 501(c)(3) private non-profit organization whose purpose is to improve Pre-K–12 education through applied research and development. As a partner in the National Partnership for Quality Afterschool Learning, McREL has conducted research, developed materials, and delivered professional development and technical assistance in best practices for out-of-school-time programs across the nation.

As a partner in this demonstration project along with Collier County Public Schools, Supplemental Instructional Services, Inc. (Si2), and consultants from AIR, McREL commits to the statements and assurances made by the Southwest Florida Workforce Development Board, as set forth in 34 CFR 75.128(b). If funded, McREL will provide services as described in the proposal, including:

- Coordination of the professional development and technical assistance plan
- Professional development to 21st CCLC practitioners and other district staff, including day program teachers and SES providers, as appropriate
- Technical assistance, including assistance with expanding the district's professional learning community structure to include 21st CCLC sites
- Formative and summative evaluation and guidance on effective strategies for replication

If funded, McREL intends to enter into a contractual agreement with the Southwest Florida Workforce Development Board to carry out these services. Thank you for including McREL in your proposal. If I can provide any further information, please contact me.

Sincerely,

J. Timothy Waters
President & Chief Executive Officer

# Memorandum of Agreement

**Between**

**Southwest Florida Workforce Development Board**
**and**

**The School District of Collier County, Florida**
**Si2, SES Services**
**Mid-continent Research for Education and Learning**

**High Quality Supplemental Educational Services and After School Partnerships Demonstration**

## Mission Statement

The project (NAME ) provides the opportunity for all children to receive the highest level of support from the partnership between supplemental educational services and 21st Community Learning Centers programs.

## Partnership Strengths

The project (NAME) will be managed by an experienced educators who will now work together to improve the educational outcomes of Collier County Students attending five elementary, one charter and one middle school in eh community of Immokalee Florida. The partnership purpose is to increase the number of students participating in supplemental educational services and 21st Century Community Learning Centers after school programs, improve academic achievement, through a replicable model. The schools are all Title I except the one charter school and currently serve 750 students in the 21st CCLC programs and 250 students in SES.

The partnership will develop a common vision, expect the attainment of reaching common goals and to complete it purpose of assisting more students who demonstrate high academic achievement than possible without the partnership.

## Roles of Partnership

**Workforce Development Board** is the eligible applicant and will provide management for the 21st Century Community Learning Centers at the participating school sites. The management plan includes providing an experienced full-time project director who assists the school site coordinators for the 21st Century Community Learning Centers. The Board will also ensure Teachers working in the 21st CCLC program are scheduled for cross training with the SES provider tutors and that the teachers are prepared to use assessment data to guide the instruction in reading and mathematics. The Board will provide an electronic attendance platform that will indicate the number of hours each student receives in reading and math instruction each week. The Board will include the data from the SES providers, thus capturing an important segment of the data collected during the project.

**The School District of Collier County** will provide safe schools for all children, including structured after-school programs that reflect a balance between experiential learning opportunities focused on academic school work and enrichment activities, including fine and performing, MicroSociety and physical activity. The district will provide significant training in instructional strategies and in data analysis that directs instruction to improve individual student achievement. The district will provide opportunity for after school teachers in 21st CCLC and SES tutors to meet with and work collaboratively with the regular day school teachers to ensure that each student's Academic Achievement Plan is being me in the after school learning opportunities.

**SES Provider**

Si2 co-founded by two former teachers and trainers afford the high schools with a unique opportunity to improve academic achievement for the students who struggle academically and socially. Si2 will train teachers at each school in effective methods of tutoring. Si2 will address the problems student face (how do solve an equation when there are fractions in the problem), to teaching students how to learn and study and prepare for each course. The Si2 model includes a scaffold approach to getting students prepared for the standardized Florida Comprehensive Test (FCAT). Interwoven into the tutoring program is a great deal of student encouragement and nurturing, challenging students to work toward higher academic achievement in more challenging courses, replacing or greatly modifying their patterns of disruptive behavior. Si2 will assist in coordinating their tutoring sessions with the 21st CCLC programs, and coordinating other SES providers patents chose at the participating schools. All project SES tutors will be trained using the Si2 model

Ms. Pat Riley, Executive Director
Executive Director
Alliance of Educational Leaders
Southwest Florida Workforce Development Board
9530 Marketplace Road, Suite 104
Fort Myers, FL 33912-0315

Mrs. Martha Hayes
Chief Instructional Officer
Collier County Public Schools
5775 Osceola Tr.
Naples, Fl 34109,

Susan Pratt, President Co Founder
Supplemental Instructional Services, Inc (SI2)
21301 S. Tamiami Trail STE 320
Estero, FL 33928

# REFERENCES

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Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. (2004). *The effectiveness of out-of-school-time strategies in assisting low-achieving students in reading and mathematics: A research synthesis* (Updated ed.). Aurora, CO: Mid-continent Research for Education and Learning.

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# Budget Narrative

## Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-3final nbudget narr Amy.pdf**

PR/Award # U287N080024

# Budget Narrative

**The Project Coordinator** will Serve to facilitate the program training components and implementation elements among the partners and liaison between assessments, evaluation and data collection recorded at each school site. is well qualified to manage the project. Ms. Riley has been the director over two 21st CCLC programs, serving 1300 students over 8 school sites. In addition, Ms. Riley manages the activities of the Alliance for Educational Excellence, a partnership among the President of Florida Gulf Coast University and the five regional Superintendents. Ms. Riley is devoting (b) (6) of her professional time to this project. $25,000 per year, $75,000 over 3 three years.

## Contract Services

The **Supplemental Educational Services (SES) providers** will provide one to one and small group tutoring to meet the academic needs of the students as defined in their Academic Improvement Plan. There will be coherence and consistence in the services provided by the SES providers as a result of **Supplemental Instruction Services, Inc.** ($Si^2$) guidance and professional development. $Si^2$ will provide guidance and professional development to other SES providers on.

Si2 is budgeted for 8 hours of training each year at 300 per hour (multiple trainers, preparation, materials. $2400 per year, $7200 over 3 years.

## Staffing

Teacher Planning, Lesson Plan development and Student progress monitoring – are important added value areas that teachers will be asked to perform above their customary 21st CCLC roles and responsibilities. The teachers will receive up to $2000 for meeting specific milestones in the added value areas. 66 teachers at $2000 = $132,000 per year $396,000 over three years.

School student coding, data tracking and quick response to evaluation team will require a .25 staff programmer. $20,000 per year , $60,000 over three years.

Supplemental Educational Services – The Collier School district has expended the entire Title I set-aside for SES in each of the last three years, and will again this year, with a waiting list of un-served students. The project id designed to increase the number of students served and the budget ad-on is $50,000 per year, $150,000 over three years.

Project Management District – to ensure that 21st CCLC teachers, principals, SES tutors are working collaboratively with the regular school day teachers, accessing training, working in teams, and that any common barriers such as access t classrooms, budgets and other administrative functions are enhancing and not detracting form the program a .3 staff member will oversee these components. $30,000 per year, $90,000 over three years.

Materials and Supplies include the materials used for training that each teacher and tutor will receive, training tools (paper, markers , posters, pads, etc.), and certain curriculum that will be used in the after school program for the first time. $14,100 each year, 45,300.

PR/Award # U287N080024



# BUDGET JUSTIFICATION

Submitted by Mid-continent Research for Education and Learning (McREL)

Scope of work: McREL will provide the services for program development and implementation and formative and summative evaluation of the project as described in the proposal narrative, including:

- Coordination of the professional development and technical assistance plan
- Professional development to 21st CCLC practitioners and other district staff, including day program teachers and SES providers, as appropriate
- Technical assistance, including assistance with expanding the district's professional learning community structure to include 21st CCLC sites
- Formative and summative evaluation and guidance on effective strategies for replication

Overall breakout by task:

| Year | Evaluation | Professional development & technical assistance | Total |
|---|---|---|---|
| 1 | $52,906 | $89,353 | 142,259 |
| 2 | $55,411 | $93,406 | 148,817 |
| 3 | $56,072 | $88,881 | 144,953 |

## 1. PERSONNEL

Salaries are budgeted with daily rates, based on a 220 day year and include average vacation and other leave costs. Actual daily rates are calculated each month based upon a percentage of effort in each project worked. Salaries are budgeted at a 4.5% inflation rate for 2010 and 4.0% in ongoing years.

***Heather Martindill, M.S.***, Lead Consultant in Field Services at McREL, will serve as the project director for McREL's scope of work. She will manage all aspects of McREL's scope of work, including overseeing the budget and resources for the project. Her responsibilities include coordination of the professional development plan and delivery of professional development and technical assistance.
[Allocation per year: (b)(6) FTE]

***Dana Frazee, M.A.***, Principal Consultant in McREL Field Services, will provide assistance with model development and implementation.
[Allocation per year: (b)(6) FTE]

***Dawn Mackety, Ph.D.***, Senior Researcher, will oversee the evaluation components of the project, including formative assessment designed to inform the model development and implementation and summative assessment designed to measure the project outcomes. She will also guide the research efforts designed to inform replication efforts for the model.
[Allocation per year: (b)(6) FTE]



This sheet contains proprietary/privileged information that McREL requests not be released to persons outside the Government, except for the purposes of review and evaluation.

***Research Associate*** will assist with all evaluation activities, including data collection and analysis, and reporting.
[Allocation per year: 0.15 FTE]

Personnel also includes nominal days for administrative support and supervision of staff.

**Other – General Support.** This category represents General Support, including staff time for reception/facilities management, copy/mail room personnel, computer infrastructure and personal computer support. General Support is allocated to each contract based on a percentage of company-wide effort.

## 2. FRINGE BENEFITS



Fringe benefits are charged at actual rates but budgeted as a percentage of salaries at an expected rate of 29% of wages and salaries based on the following approximate allocations:

FICA-Employer Match – 7%
Health Insurance – 10%
Dental Insurance – 1%
Employer's Annuity Contribution – 9.0%
Other (includes travel insurance, worker's compensation, unemployment insurance, long-term disability and term life insurance) – 2.0%

Compensation includes an estimated 4.5% performance bonus granted if board-approved organizational performance indicators are met. The performance award pool is a budgeted portion of gross payroll, approved annually by board of directors. The allowable rate is up to 5% of eligible salaries and is typically paid out in November, the last month of the organization's fiscal year. The bonuses are allocated to contracts based on each individual employee's percent of effort during the year.

## 3. TRAVEL

All travel rates are based on experience rate usage in prior fiscal periods with a 5% inflation rate for ongoing years. For budgeting purposes, we use "regional" and "national" or outside of region rates (see Table 1). Regional travel rates apply to Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. Travel to all other states is budgeted at "national" rates.

**Table 1. Regional and National Travel Rates for FY2009**

| | Regional | National |
|---|---|---|
| Airfare | 658 | 703 |
| Lodging per night | 108 | 174 |
| Meals & Incidentals | 51 | 60 |
| Ground Transportation | 79 | 57 |
| **Total cost per 1 day trip** | 896/trip | 993/trip |
| *Cost per each additional day* | 238/day | 291/day |



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Mileage: McREL reimburses for mileage costs at the approved IRS rate of 0.585/mile
Other: Adjustments made for high price locations, including Washington, DC.
The same rates are used to determine travel for staff, consultants, and participants in events.

**National travel**

***All years***

| | |
|---|---|
| 1 trip, 2 nights, 2 staff | 2,968, 3,096, 3,706 = 9,770 total |
| Purpose: PI/project/evaluation meetings in Washington, DC | |

***Trips for professional development and technical assistance***

| | |
|---|---|
| Yr 1 - 14 trips, 1 night, 1 staff | 17,976 |
| 14 trips, 1 night, 1 staff | 18,872 |
| 12 trips, 1 night, 1 staff | 19,836 |

***Trips for evaluation activities, including observations and other data collection***

| | |
|---|---|
| Yr 1 - 6 trips, 2 nights, 1 staff | 7,704 |
| Yr 2 - 6 trips, 2 nights, 1 staff | 8,088 |
| Yr 3 - 6 trips, 2 nights, 1 staff | 8,490 |

## 4. EQUIPMENT - None.

## 5. SUPPLIES

Cost per staff day including office supplies and other expendable items based on experience rate usage in prior fiscal years. [$12.44/day] budgeted for 2009; a 4% inflation factor is applied for each subsequent year.

## 6. CONTRACTUAL - None.

## 7. CONSTRUCTION - None.

## 8. OTHER

McREL uses the direct allocation method allowed under OMB Circular No. A-122 *Cost Principles for Non-Profit Organizations* which applies to the other direct costs categorized under "Other." Charges include cost per staff day for the following: rent, postage and telephone, duplicating, general printing and publications, and other direct costs (e.g., temporary labor, insurance premiums and license fees, professional development). For each of these categories costs are budgeted through a cost per staff day allocation. Actual costs are allocated to all final cost objectives based on a percentage of effort basis. The inflation rate for other direct cost categories varies from 4%. Costs allocated to these other direct cost categories are not included in the approved indirect rate. Total rate applied per staff day is $78.02.

The inclusion of fees on contracts awarded to nonprofit organizations has been a common practice by federal agencies for many years. The government recognizes that the cost principles under which contractors can claim reimbursement of costs incurred on a project do not allow recovery of all necessary and pertinent costs of doing business. In order for the contractor to remain viable, a fee must be received. This conclusion has been accepted by the General



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Accounting Office and is supported by numerous studies conducted on the subject. The fee applied to this contract is 5%, applied to all direct costs.

## 9. TOTAL DIRECT COSTS

| | |
|---|---|
| Year 1: | 113,036 |
| Year 2: | 118,248 |
| Year 3: | 115,177 |

## 10. INDIRECT COSTS

McREL's Indirect Cost Rate is established annually with the Department of Education. Budgeted indirect rate for the project period is the current approved provisional indirect cost rate of 27.5% for the period December 1, 2006 – November 30, 2008. Indirect is applied to all costs except equipment purchases, participant stipends, and portions of subcontracts in excess of $25,000.

**Cognizant Agency**: U. S. Department of Education
**POC Name**: John J. Masaitis **POC Phone**: 202.377.3837

| | |
|---|---|
| Year 1: | 29,222 |
| Year 2: | 30,569 |
| Year 3: | 29,776 |

## 11. TRAINING STIPENDS – None.

## 12. TOTAL DIRECT AND INDIRECT COSTS

| | |
|---|---|
| Year 1: | 142,259 |
| Year 2: | 148,817 |
| Year 3: | 144,953 |





This sheet contains proprietary/privileged information that McREL requests not be released to persons outside the Government, except for the purposes of review and evaluation.

**High-Quality Supplemental Educational Services and After School Partnerships Demonstration Program**

**Revised Role: American Institutes for Research**

American Institutes for Research (AIR) will provide consulting services to Collier County Public Schools regarding the final design, implementation and evaluation of a demonstration project to combine Supplemental Educational Services (SES) and 21 Century Community Learning Center (21CCLC) programs in the district. Specifically, AIR will provide twelve days a year of an analyst's time (Juliette deSousa), one day per year of a senior advisor (Steve Fleischman), plus research assistant support to conduct AIR's activities. The proposed analyst has extensive experience in evaluating as well as supporting the implementation of SES and other programs mandated by the No Child Left Behind (NCLB) Act. The proposed senior advisor to the project helped to author the Council of the Chief State School Officer's initial guidance to all states on SES implementation, and has since directed national projects to support SES implementation as well as authored leading guiding documents in the field.



The AIR team will:

- Advise project partners on the final project design and on ongoing implementation issues
- Review formative evaluation reports
- Provide feedback and support on mid-course corrections.

This third party input to the implementation and evaluation work being provided will support the partners' efforts to create an effective, leading-edge demonstration project that capitalizes on opportunities to merge SES and 21CCLC projects..

AIR is well-qualified to provide advice on SES program implementation and evaluation. We established and maintained the SES Quality Center—a U.S. Department of Education funded project—from 2003 -2005 and in doing so were in at the ground level of implementing the then newly established federal program. The Center (www.tutorsforkids.org) provided technical assistance, communications, guiding publications and research activities to states, districts, schools, policy makers, providers and families on their roles, responsibilities and rights with regard to SES. Our work improved the quality and coordination of the program and increased the number of students receiving services. We helped the U.S. Department of Education identify areas of the program that required further guidance and clarification. We translated "lessons learned" in to tools and resources that could be replicated by other districts and states. We currently provide advice and guidance on several SES provider evaluations at the state level determining program and provider effectiveness; provide consulting services to the federally-sponsored national Center on Innovation and Improvement on SES products and services (including updating the SES implementation guide); and are conducting the federal study on evaluating how waivers for districts identified for improvement are affecting student access, participation and achievement.

AIR also has strong overall evaluation credentials and is currently working on several initiatives in Florida. Our experience in Florida will help to customize consulting to meet the specific needs of the Collier County school system. In Florida we are evaluating the impact of the use of interventions for struggling adolescent readers as part of a grant awarded by the Just Read,

Florida! office of the Miami-Dade Country School District. We are also evaluating the effectiveness of support to teachers through the Florida Reading First professional development and the Florida Literacy and Reading Excellence (FLaRE) programs. AIR is also evaluating a reading program and professional development program through Florida's Leadership Triangle focusing on impact levels and results with diverse student populations. AIR's evaluations often require extensive use of FCAT data for elementary, middle, and high school students and prepare us well to consult on the design and conduct of evaluations that require analysis of state-level student achievement data.

CFDA 84.287N
Title: High-Quality Supplemental Educational Services and After School Partnerships Demonstration Program
Proposer: American Institutes for Research
Proposed to: MCREL
Period of Performance: September 1, 2008 to August 31, 2011
Summary Budget

| Name | Year 1 Hours | Year 1 Amount | Year 2 Hours | Year 2 Amount | Year 3 Hours | Year 3 Amount | Total All Years Hours | Total All Years Amount |
|---|---|---|---|---|---|---|---|---|
| de Sousa, Juliette | 96 | | 96 | | 96 | | 288 | |
| Fleischman, Steve | 8 | | 8 | | 8 | | 24 | |
| Research Assistant | 48 | | 48 | | 48 | | 144 | |
| **Total Personnel** | **152** | **$ 12,432** | **152** | **$ 13,178** | **152** | **$ 13,969** | **456** | **$ 39,580** |
| Travel | | 2,418 | | 2,418 | | 2,418 | | 7,253 |
| Equipment | | - | | - | | - | | - |
| Supplies | | - | | - | | - | | - |
| Contractual | | - | | - | | - | | - |
| Construction | | - | | - | | - | | - |
| Other | | 211 | | 211 | | 211 | | 633 |
| **Total Other Direct Costs** | | **$ 2,629** | | **$ 2,629** | | **$ 2,629** | | **$ 7,886** |
| Total **Costs** | | **$ 15,061** | | **$ 15,807** | | **$ 16,598** | | **$ 47,466** |



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