



**Southwest Key Programs, Inc.
El Sueño de Esperanza
Full Service Community Service Grant**

Abstract..... *i*

a. QUALITY OF THE PROJECT DESIGN..... 1

i. Students, family, and community members to be served 3

ii. Services to be provided..... 7

iii. Incorporation of project activities beyond grant period..... 10

iv. Efforts to improve relevant outcomes..... 11

b. ADEQUACY OF RESOURCES 12

i. The adequacy of support..... 12

ii. The relevance and demonstrated commitment of each partner 14

iii. The extent to which costs are reasonable in relation to number of person served ... 18

c. QUALITY OF THE MANAGEMENT PLAN 18

i. The comprehensive plan includes planning, coordination, management oversight . 18

ii. The qualifications of the FSCS coordinator and key personnel 22

d. QUALITY OF PROJECT SERVICES 25

i. Services reflect up-to-date knowledge from research and effective practice 25

ii. Likelihood that services will lead to improvements 30

e. QUALITY OF THE PROJECT EVALUATION 32

i. Will provide timely and valid information 32

ii. Will provide guidance on strategies for replicating/testing in multiple settings 34

6. DETAILED BUDGET AND BUDGET NARRATIVE..... 36

7. APPENDICES 52

 Appendix A – Resumes of Key Personnel..... 52

 Appendix B – Memorandum of Understanding..... 59

 Appendix C – Documentation of Match 67

 Appendix D – Other Attachments 82

 Appendix D – Indirect Cost Letter..... 127

 Appendix D – Non-Profit Letter 131

(a) Quality of the Project Design

Introduction: The President has called for our Nation to “out innovate, out educate, and out build the rest of the world”.¹ Aligned to this philosophy, Southwest Key Programs (SKP) intends to implement a captivating Full-Service Community Schools (FSCS) program in Austin, Texas, entitled *El Sueño de Esperanza* (A Dream of Hope) for the underserved residents of Eastside. SKP through *El Sueño* has targeted Eastside due to its high concentration of minorities, poverty, unemployment, violence, teen pregnancy, unhealthy conditions and for its lack of a solid educational, community, and economic infrastructure. Eastside continues to be isolated, neglected and tagged as an absent community with no future from the rest of the city of Austin.²

In response to the Absolute and Competitive Preference Priority 1, Southwest Key through *El Sueño* has partnered with East Austin College Prep Academy – Charter School (EAPrep) and the following partners: Boys and Girls Club of Central Texas, Better Bodies, Educational Insight, WeViva, Austin FreeNet, Austin Community College, Travis County Constable – Precinct 1, Andy Roddick Foundation, and PODER to establish the proposed FSCS program. *El Sueño* will serve a high percentage of Hispanics, African-American, homeless, limited English proficient, low-income, and under-educated students, families, and community residents (youth and adults) in Eastside Austin who traditionally have been overlooked and underserved.

The proposed community *El Sueño de Esperanza* program is part of is a large initiative called the Eastside Community Development Project (ECDP). The ECDP is an ambitious neighborhood revitalization and community development effort to improve the physical, political, economic, social and educational landscape of Eastside through a range of critical

¹ Creating Pathways to Opportunity, 2011

² Austin Business Journal, April 2013

education, social, health, workforce and economic development, and capacity-building programs.

Who We Are: Southwest Key Programs (SKP), founded in 1987, is the 4th largest Hispanic nonprofit in the country. SKP is a national organization that provides 2nd – 12th grade academic services, transformative education, employment and training services, workforce and community development, innovative safe shelters, and alternatives to incarceration for over 10,000 youth each day in six states (Texas, Arizona, California, Georgia, New York and Wisconsin), while creating opportunities for their families to become self-sufficient. SKP's headquarters is located in Austin at the Eastside Community Center – (El Centro de Familia – The Family Center).

Goal: To implement an array of researched-based proven programs related to education, social, emotional and economic development for students, families, and community residents (Youth/Adults) of Eastside to overall improve the academic achievement, attendance, behavior, engagement, and other developmental aptitudes and skills of students, youth, parents and adults.

Objectives, performance indicators, and potential outcomes: The proposed objectives, performance indicators, and potential outcomes are listed below:

Objective 1. Improve Academic Performance of Students

- Each year students who score proficient or advanced on State of Texas Assessments of Academic Readiness (STAAR) in **Math and Reading** will increase by **8%** points and by **5%** points in **Science, Social Studies and Writing** over the baseline data in Table 2 below, as measured by STAAR assessments. Link to data in Table 2 below.

Objective 2. Improve Student Behavior and Engagement

- Each year school attendance will increase by **3%** over pre-program baseline data, as measured by (ADA) Public Education Information Management System (PEIMS) data.
- Each year student disciplinary referrals and suspensions will decrease by **10%** from pre-

program baseline data, as measured by Texas Education Agency (TEA) PEIMS data.

- Each year students who report not feeling safe, being bullied, or in a fight, will decrease by **10%** from pre-program baseline data, as measured by School Climate Survey.
- Each year students who report incidents of using alcohol, cigarettes, marijuana or other drugs will decrease by **10%** from pre-program baseline data, as measured by School Climate Survey.
- Each year students who demonstrate a positive attitude toward school and learning will increase by **15%** over pre-program baseline data, as measured by STAAR and PEIMS data.
- Each year students participating in *El Sueño* program services will increase by **15%** over pre-program baseline data, as measured by program database and School Climate Survey.

Objective 3. Improve Parental/Community Involvement and Participation

- Each year parents/adults participating in *El Sueño* program services will increase by **10%** over pre-program baseline data, as measured by program database and Climate Survey.
- Each year parents/adults involved in school-student learning activities will increase by **15%** over pre-program baseline data, as measured by program database and Climate Survey.
- Each year parents/adults will demonstrate an increased collaboration with educators in addressing the academic, social and economic needs of students by **20%** over pre-program baseline data, as measured by program database and Climate Survey.
- Each year, students/parents/adults who cooperatively engage in community service learning activities will increase by **5%** annually over pre-program baseline data, as measured by program database and Climate Survey.

(i) Students, family, and community to be served including number of individuals to be served.

Target Area: Austin is the capital, fourth largest city in Texas and one of the fastest-growing cities in the U.S. between April 2004 and July 2012, the population of the Austin-Round Rock

Metropolitan Statistical Area (MSA) rose 24% to more than 1.9 million residents (Census 2013). While Austin MSA continues to flourish, **Eastside (target area)**, mostly populated by minority residents, continues to be economically, academically, socially, racially and politically segregated from the rest of the city. In this neighborhood, low educational attainment, poverty, high teen pregnancy and dropouts, limited resources and services, substandard housing, inadequate healthcare, and violence are common (Center for Housing Studies, 2013). In fact, Austin is also rated 7th in the nation with the highest crime, particularly due to Eastside criminal activity (Appendix D pg. 82 – FBI Crime Statistics, 2012).

Target Demographics: In 2013, Austin had a population of **786,382** of which **26.2%** were Hispanic, **7.7%** African American, **11.1%** lived in poverty, and nearly **10%** percent did not speak English at home (U.S. Census in 2013). **On the contrary**, the population of Eastside during the same period was **35,938**, of which **58.9%** were Hispanic, **30.7%** were African American and **55%** of the people in the target area lived in poverty, which was four times higher than the Austin MSA (11.1%). In addition, nearly **65%** do not speak English at home, which is **six** times higher than the Austin MSA (10%), and the median household income for the Eastside neighborhood was **\$15,678**, compared to **\$50,520** for the Austin MSA. Also, the unemployment rate for this low-income area was **12.5%**, which was three times higher than the Austin MSA (4%). Approximately, **54%** of the target region's working age population did not have a high school diploma, which was triple the rate of the Austin MSA (15.2%), and only **11.6%** of the labor force had a bachelor's degree or higher as compared to **44.1%** in the Austin MSA. It is evident that the target population suffers educationally, economically, and socially.

Youth Crime: According to Austin Police Department there is more crime in Eastside, **2.8** times higher than other parts of the Austin MSA. Gang members predominantly live in the

Eastside neighborhood, and thus, it is not surprising this area faces a juvenile delinquency problem. Over the past **four years**, this area has been ranked **second** and **fourth** for **juvenile arrests** in Texas. Table 1 (below) further depicts the juvenile arrest rate indicators for the past three years (SMART Inquiry 2010-2012).

Table 1. Juvenile Indicator	2010	2011	2012
Arrest Rate	14,726	14,988	13,520
Violent Crime	272	219	199
Theft	1,318	1,730	1,880
Drug Abuse Violation	770	685	721

Source: SMART Inquiry 2010-2012

Early Childhood: A major factor towards this negative behavior can be contributed to the low-educational attainment levels and the language barrier experienced by many parents that are limited English proficient in Eastside (Bakker, Denessen, & Brus-Laeven, 2007). As mentioned before, over **54%** of parents have no high school diploma and **65%** do not speak English. Due to the lack of family involvement, large populations of Eastside children are coming to school with no preschool experience and frequently lack the social, linguistic and behavioral readiness skills necessary to comfortably adapt to a structured school climate (Gregory, et al., 2010).

School Districts: The Austin Independent School District (ISD) and East Austin College Prep Academy – Charter School combined have four high schools, five middle schools, and eighteen elementary schools that serve the target residents of Eastside. Of these 27 schools there are a total of **13,489** students of which **9,191** are Hispanic, **3,581** are African American, **11,841** are economically disadvantaged, **9,484** are At-risk and **5,258** are English Learners. Based on the most recent accountability standards, Eastside target schools consistently struggle to meet annual

state and federal academic and graduation standards. As a result, 25 are classified as low-performing – 3 missing Annual Yearly Progress, 7 tagged as priority, and 15 classified as focus schools (TEA: AYP & Priority/Focus Report 2012-13).

Low Academic Achievement: Texas administers the standardized State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) tests to measure students’ abilities to meet state academic standards in all core subjects from 3rd – 12th grade. The STAAR-EOC test results are also a predictor of students’ academic preparedness for college and career readiness. The STAAR-EOC scores of students in these schools were well below the state average in all subjects tested. The STAAR score for target high schools in all subjects illustrated an under-achievement of 70% when compared to the state at 77%. The middle and elementary schools’ students also had low scores of 65% and 45% when compared to the overall state at 77% and 77%, respectively for all subjects (TEA TAPR 2012-13). Deficiencies were also clearly demonstrated in Math, Science, Reading, Social Studies and Writing where target students performed significantly lower than their peers statewide (Table 2).

Table 2. 3 rd – 12 th Grade 2013 STAAR Results						
Entities	All Subjects	Math	Science	Reading	Social Studies	Writing
Target Schools	49%	51%	27%	56%	34%	31%
Texas	77%	79%	82%	80%	76%	63%

Source: Texas Education Agency: Texas Academic Performance Report (TAPR) 2012-2013

Thus, the STAAR-EOC scores for students in grades 3-12 demonstrated **major achievement gaps** between target schools compared to the state level (Appendix D pg. 84, School Profile).

Disciplinary Issues: A contributing factor to low passing rates on the STAAR have been high disciplinary violations and truancy rates. Based on a 2013 Texas Education Agency PEIMS

report, target schools had over 28,828 student disciplinary violations. The PEIMS disciplinary data reported that these schools combined had over 578 incidents of possession/ selling/ use of marijuana and controlled substances along with 15 felony incidents.

Social and Health Factors: In Texas, Hispanic teens ages 15 through 19 had the highest birth rate at **52.2%** when compared to other ethnic groups in the U.S. In fact, Texas was ranked **1st** for mothers with less than 12 years of education giving birth and ranked **2nd** for children having difficulty speaking English (Annie E Casey Foundation, KIDS COUNT 2013). Clearly, based on the data presented above, many families in the target area have a difficult time understanding the complexities associated with social and emotional development of their children and how to identify early health risk factors.

Thus, Southwest Key created El Centro del Familia (Family Center), East Austin College Prep Academy – Charter Middle School, numerous school to community place-based programs, a number of juvenile justice initiatives, employment and training programs and various socio-economic alternatives to provide local students and residents educational, social, nutritional, leadership and job training options and opportunities for a healthier, safer, more educated and stronger community for economic prosperity. Southwest Key plans to continue this momentum by collaborating with the partners mentioned above and initiating a comprehensive holistic FSCS program – *El Sueño* – through the implementation of the following **eight** required services.

(ii) The eligible services to be provided or coordinated by the applicant and its partner entities..

SKP and its partners believe that a focus on academic achievement is necessary, but not sufficient, for youth to succeed. Mobilizing the assets of community-based partners to develop the social, emotional, economic, and academic competencies of all students and residents is also essential. *El Sueño* will serve students, families, and residents (youth/adults) at the **East Austin**

College Prep Academy, El Centro del Familia, and the Boys and Girls Club (described later) at the target Eastside Austin area. The following programs/services will be implemented:

Table 3. Eligible Services	Description	Needs
<p>2) Remedial Education and Enrichment Activities</p> <p>Frequency: After-school 2 hours (Monday-Thursday) during school year. Three (3) hours (Monday-Thursday) during the summer for 4 weeks. In-school counseling and advising ongoing.</p>	<p>Remedial courses (Reading, Math, and English), supplemental instruction, tutoring, homework assistance, counseling, advising, life skills and leadership development, and enrichment activities such as Launch, Goals for Graduation, Money Matters, and Power Hour.</p>	<p>Low academic performance levels of students, high rate of student behavior problems, high substance abuse.</p>
<p>3) Family Engagement</p> <p>Frequency: 3 days a week in the evening for a total of 6 hours including group meetings every two weeks.</p>	<p>Parent-teacher-student conferences, parenting skills, family literacy, family outreach activities, parent liaisons and volunteers, leadership development, & Family Advocacy Network for parental engagement.</p>	<p>Low education levels of parents, limited parent-child engagement.</p>
<p>5) Community Service Learning</p> <p>Frequency: Eight community-based service learning projects per school per year.</p>	<p>Community-based community service projects in areas such as, but not limited to: community, health, and environment.</p>	<p>Need to develop character, leadership, and civic values.</p>
<p>6) Assistance to students who</p>	<p>Case management, early</p>	<p>High disciplinary</p>

<p>have been chronically absent, truant, suspended, or expelled.</p> <p>Frequency: Varies, multi-tiered approach - based on Positive Behavioral Intervention and Support (PBIS) System; in-school, after-school, and summer.</p>	<p>intervention, awareness activities, personal and crisis counseling, life skills, enrichment programs, mental health services, character development, sports and recreation, Too Good for Drugs and Violence Prevention program (SAMHSA).</p>	<p>violations, truancy, absenteeism, substance abuse, etc.</p>
<p>7) Job Training and Career Counseling Frequency: In-school, after-school, and summer; time and duration vary depending on type of program and needs assessment data of participants.</p>	<p>Case management, college/career readiness, job training, vocational training, job-shadowing, internships, apprenticeships, job search and employment opportunities, job referral, placement, and retention.</p>	<p>Low income of families, low education levels, high unemployment.</p>
<p>8) Nutrition and Physical Activities:</p> <p>Frequency: 5 days a week during school and after-school, weekends and summer; duration and frequency varies by program type.</p>	<p>Health-related physical education and activity, dietary awareness programs in healthy eating habits and good nutrition.</p>	<p>Need to foster better physical health of students, parents, and community residents.</p>

<p>12) Adult Education & Literacy</p> <p>Frequency: 3 days a week in the evening for a total of 6 hours; after-school and summer.</p>	<p>Adult basic education (ESL, GED, computer literacy), skills assessment, case management.</p>	<p>Low income of families, low education levels, high unemployment.</p>
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*Appendix D pg. 85 – Logic Model illustrates the number of youth and adults served by service.

Through its integrated focus, *El Sueño* will serve a total of **3,000** participants in Year One (**2,000** students and **1,000** family/ community members) and a total of **4,500** participants per year (**3,000** students and **1,500** family/ community members) in Years Two through Five.

(iii) Potential for the incorporation of project activities beyond the end of the grant period...

SKP has an outstanding track record in sustaining programs. With an increased demand for services, SKP has expanded and diversified funding in 2014 to over \$150 million with a number of new programs and shelters opening across the country to serve over 10,000 youth and families each day. Funding for SKP administration and programs come from grants and contracts with federal, state, and local governments, foundations, and corporations.

With this track record, SKP and its partners are confident to continue serving students, families, and community residents (youth/adults) of Eastside through its existing vast network of partners. SKP has a long and committed history to community-, family-, and school-based programs and initiatives, as described later. SKP and its partners know from their hands-on work in neighborhoods and schools of Eastside that there is a big need in the community for what *El Sueño* can offer for their youth, families, and residents and in building a platform of resources and support that address barriers that may inhibit the learning process and development of youth and adults. The proposed *El Sueño* initiative will set the platform where integrated services, supports and opportunities will lead to improved student learning, stronger families, and healthier communities. SKP and its partners will implement project activities by engaging

partners, parents, teachers, and the community through the *El Sueño* Advisory Committee, School Health Advisory Council, and the SKP Community Advisory Council. Engagement with partners and the advisory committees and council will serve as a catalyst for SKP and its partners to share best practices and lessons learned. The project staff, in collaboration with the advisory committees and council, will play a key role in ensuring that project activities are sustained and incorporated into existing programs of SKP and its partners. The Project Director will provide information (driven by programmatic and evaluation data) to the advisory committees and council to develop and implement action plans to sustain the project activities.

(iv) The project will integrate with or build on similar efforts to improve relevant outcomes...

The potential outcomes of *El Sueño* are listed on pages 2 – 3. *El Sueño* will be integrated with the ongoing efforts of SKP and its partners to accomplish the proposed objectives and outcomes. For instance, through continued partnerships with Boys and Girls Club of Central Texas, Educational Insights, Austin Community College, Austin FreeNet, and Andy Roddick Foundation, participants of this project will receive intensive case management services that include assessments of skills, abilities and aptitude, access to technology, development of an individualized service plan, goal setting for educational gains, career planning, and job referral and placement to establish a career pathway for each participant and identification of barriers preventing youth from advancement with supportive services to remove obstacles, adult education classes, vocational training, and literacy activities.

Participants will also receive mentoring support and participate in out-of school, summer, and weekend enrichment and college readiness activities and community service projects that support civic engagement. All participants will be connected to the resources necessary to move them forward towards obtaining an educational credential, developing work/career readiness, or becoming employed – available through El Centro de Familia, as described later. SKP's

Alternative to Detention Model is designed to prevent acts of delinquency and self-destructive behavior and to mainstream youth into society's traditional institutions while the young people continue to live at home. A primary component of this program model will be the proven Positive Behavioral Intervention Support (PBIS), a behavioral-based system, to enhance the capacity of students/youth, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

Through intensive, focused, structured advocacy, caseworkers will strive to provide services in all areas of a youth's life. Partnership with Travis County Constable will provide violence and drug abuse prevention and intervention activities. Programs by Better Bodies and WeViva will promote good health and well-being through physical fitness and balanced nutrition among participants. The following section provides an in-depth description of existing resources and programs that will leverage the activities of *El Sueño*. Additionally, leveraging Southwest Key's charter school's state 21st Century Community Learning Center after-school program (\$315,000) and USDOE's Innovation to Literacy program (\$350,000) will benefit *El Sueño's* participants.

(b) Adequacy of Resources

(i) Adequacy of support, facilities, equipment, supplies, and other resources to be provided...

Internal and External Support: As aforementioned, Southwest Key Programs' (SKP) headquarters is located at the Eastside El Centro de Familia in Austin, Texas. SKP completed construction of the \$15 million, 75,000 square-foot facility in this economically distressed neighborhood in 2007 to establish the first state-of-the-art 21st century community facility for increasing **civic, social, education and employability skills and competencies** for area residents. This Center is currently home to East Austin College Prep Academy – Charter School (founded by SKP), Boys & Girls Club, GED and ESL classes, a Community Technology Center,

an outdoor amphitheater, Latino Arts Program, SKP's seven Social Enterprises, and a variety of educational programs and recreational facilities. SKP is also the American Job Center Operator for both Workforce Solutions Cameron in South Texas and Workforce Solutions of West Central Texas. SKP manages over \$150 million (federal, state, and private) in funds annually in six states and employs over 2,000 employees. For the past 27 years, SKP has collaborated with various school districts, juvenile justice systems, youth probation and social service agencies, shelters and housing authorities, in the implementation of effective, school to community place-based programs for troubled youth and juvenile offenders. As a result, SKP has become a recognized national leader in the design and implementation of innovative, school to community place-based youth programs. Thus, the proposed *El Sueño de Esperanza* initiative will be located and housed at **El Centro de Familia** (no-cost) in Eastside Austin. This configuration will not only maximize resources, services, and equipment provided through the Center, but will also allow *El Sueño* participants access to a variety of partner organizations and private industries currently coordinating and providing services at the Center.

El Sueño will be fully supported by SKP whose founder and current Chief Executive Officer (CEO) is also the founder of EAPrep – Charter School (Appendix A pg. 52, Dr. Sanchez Resume). Therefore, SKP Board of Trustees, CEO, Chief Financial Officer, 8 CPA's, and over 75 experienced employees at Eastside, including EAPrep Superintendent, faculty and the vast network of established partners (described below), fully support the *El Sueño* initiative.

Facilities: As testimony, SKP pledges their commitment, active participation, and use of its Charter School and El Centro del Familia at no-cost to the program. Both these facilities offer robust technology, high-speed internet, video-conferencing, classrooms, computer laboratory, training accommodations, gymnasium, technology center, and an outdoor amphitheater.

Equipment: With the exception of the items requested in the budget narrative, SKP and participating schools will provide items such as, but not limited to: computer and science laboratories, libraries, projectors, DVD players, SMARTboards, navigating calculators, supplies, television, sport equipment, software, text books, etc. Partners will also contribute specialized equipment and other necessary resources to support their activities as described below.

Personnel: SKP and the FSCS partner staff are committed to the success of the *El Sueño* as validated in the memorandum of understanding (Appendix B pg. 59, MOU). From the onset, SKP has included personnel, school administrators and educators, partner staff, and community members in the planning and development of this initiative and will continue to do so through the established *El Sueño Advisory Committee – ESAC* (described in the Management Section). The **ESAC** members will play a key role in supporting and guiding the Project Director and FSCS coordinators while helping build the capacity of school faculty and the following partners.

(ii) Relevance and demonstrated commitment of each partner in the proposed project...

Southwest Key as the lead and fiscal agent will provide the overall leadership, budget and program management, partner collaboration, in-kind cost facilitation, community and parent outreach, dedicated personnel, and training center. The participating schools will provide administrators, principals, counselors, and teachers, including guidance and release time for teachers and administrators, student support and learning activities, facilities, travel funds, space, supplies, teacher substitutes, technology infrastructure, computers, etc., at no-cost to the project.

Partner Commitments: SKP will utilize the expertise and resources of its existing network of service providers (See MOU in Appendix B pg. 59). Over the years, SKP has forged numerous partnerships with local, regional, and national community-based organizations, higher education institutions, workforce and economic development, federal and state entities, faith-based organizations including business and industry throughout its service area. Each partner of

El Sueño was strategically selected for its experience, expertise, organizational foundation, resources, and for their commitment of improving the social, wellness, education, and economic conditions of Eastside residents. These partners will be instrumental in outreach, recruitment, skills enhancement, support services, and overall coordination of resources to eliminate any duplication of efforts while enhancing and maximizing services for the target population.

Boy and Girls Clubs of Central Texas (BGCCT) – has had a strong working relationship with SKP. BGCCT, currently located at El Centro de Familia, has been providing after-school, enrichment, remedial and college readiness activities for Eastside students and local youth since 2007. BGCCT will enhance its current services to include “place-based” tutoring and academic services, particularly for those youth with a single parent and with limited adult support. Once every two weeks, BGCCT will also coordinate a family and community night activity (Family Advocacy) to increase leadership, parenting, literacy skills and college awareness.

Educational Insight, (EI) Inc. – is dedicated to high quality school to community place-based intervention and prevention programs serving administrators, teachers, students and parents. **EI** works with diverse groups to increase knowledge and awareness through an empowerment process of education and skills building. **EI’s** intervention and prevention training includes, but is not limited to: Child/Adolescent/Adult Leadership, Conflict Resolution, Anger Management in Schools, Mediation Workshop, Cultural Diversity/Conflict Resolution, High Risk Programs, Parent Relationships, Making Positive Decisions and Healthy Choices, and Experiential (Ropes) Challenges. These services will be offered before, during and after-school.

Better Bodies – promotes good health and well-being through physical fitness and balanced nutrition. SKP will collaborate with Better Bodies to build participants' trust, self-respect, values, behavior, and esteem including leadership and relationship skills through the fitness- and

nutrition-related activities offered year-round. Better Bodies will not only incorporate a Personal Trainer and a convenient physical fitness routine, but will also build relationships among participants, therefore establishing a social support group. Better Bodies will specifically target troubled youth, gang members, and/or youth with high disciplinary behavioral issues.

WeViva – is a non-profit organization with a mission to provide accessible and affordable fitness and nutrition programs to people in low-income communities. WeViva is a team of bilingual, certified, group fitness instructors and nutritionists who target adults in distressed communities and provide classes on-site. Through *El Sueño*, WeViva will conduct Zumba, Yoga, Strength Training and Nutrition classes every week to low-income minority individuals, especially to Hispanic adults who have significantly higher rates of obesity and diabetes.

Austin FreeNet – a non-profit corporation operating in the State of Texas offers underserved communities technology training and access, fostering skills that enable low-income individuals to succeed in a digital age. The knowledge offered helps people obtain jobs, improve their lives, and participate as active citizens. In collaboration with *El Sueño*, Austin FreeNet will work with students, parents, community residents and educators in technology integration, computer training and annually host a technology forum to introduce the latest 21st century technology.

Austin Community College (ACC) – Division of Adult Education of ACC, a leader in adult education, delivers high-quality adult education courses. Through *El Sueño*, ACC will enhance its adult education courses and deliver after-school, weekend and summer “place-based” adult education activities to improve reading, writing and English speaking skills of participants and ultimately guide them towards a GED, vocational training, or a first time job or promotion.

Travis County Constable Precinct 1– The Travis County Constable currently partners with SKP and has an active presence at El Centro de Familia in Eastside. During the past four years,

the Constable has been collaborating with the Center by delivering prevention and intervention violence and drug abuse activities. Through *El Sueño*, the Travis County Constable's office will enhance these services and assign a School Resource Officer to formally deliver the researched-based proven Life Skills Training and/or the Too Good for Drugs and Violence program (SAMHSA) to students, family and community members during and after-school. These remedial educational services will be coordinated and delivered at the schools, Boys and Girl Clubs of Central Texas and at El Centro de Familia during and after-school, including summer.

Andy Roddick Foundation – develops and invests in effective programs to create meaningful opportunities for children to learn, succeed, and thrive during out-of-school time, meaning those hours before and after-school as well as summers, weekends, and during school vacations. This is when students are at-risk of losing academic skills, being a victim of violent crime, gaining weight, and engaging in risky behaviors. The Andy Roddick Foundation works to transform this time into hours of opportunity and high-quality out-of-school programs that overall have a positive and lasting effect on students by keeping them safe, engaged, and active. Through *El Sueño*, students, families and community residents will engage in programs focused on literacy, numeric, STEM, arts, college, careers, entrepreneurship, music, film, and theatre, engineering, robotics, health, nutrition and sport programming year-round and in the summer. Students will engage in state aligned curriculum built on sports-based mentoring and thematic, inquiry-based learning to develop skills to promote achievement both in and out of school. Additionally, students, families and community residents will participate in community service-learning projects and be engaged through regular communication and educational events.

People Organizing in the Defense of Earth and her Resources (PODER) – was formed in 1991 to increase Austin's residents' participation in corporate and government decisions related

to environmental hazards and the impact on our neighborhoods. In collaboration with SKP and focusing on community service learning, PODER will work with students, parents and community members year-round to coordinate a variety of community projects (health, water quality, air, etc.) that integrate real world concepts into the classroom.

(iii) Costs are reasonable in relation to the number of persons served and services provided...

High-quality educational opportunities for students, their families, and community residents in Eastside are very limited. The target population has been traditionally underserved (Hispanics, African-American, homeless, limited English, low-income, under-educated), and thus would benefit greatly from *El Sueño* services. SKP has developed a program design that provides the most efficient and effective use of resources to achieve the desired outcomes. The proposed FSCS initiative will serve a total of **2,000** students and **1,000** family and community members for a total of **3,000** participants in Year One. In subsequent years, *El Sueño* offers to serve **3,000** students and **1,500** family/ community members for a total of **4,500** participants annually. Through its comprehensive budgeting process, SKP arrived at a low cost of **\$166** per participant in Year One and **\$111** in subsequent years. These costs are lower than similar funded programs we identified through our research. Additionally, these low costs are attributed to leveraged resources provided by SKP and partners. A budget narrative is included for all federal (\$499,984) and non-federal (\$316,424 – Appendix C – pg.67 annual resources (Pg. 36 – Budget).

(c) Quality of the Management Plan

(i) Description of planning, coordination, management, and oversight of the eligible services...

The partners have agreed and selected Southwest Key Programs (SKP) to be the lead and fiscal agent of *El Sueño*, as validated in Appendix B – MOU pg. 59. As mentioned before, the proposed *El Sueño* program is part of a larger initiative called the Eastside Community Development Project. Through existing collaborations and the vast network of partners including

the established Community Advisory Council (which consists of 18 community leaders), SKP through *El Sueño* initiative will implement a holistic and comprehensive program directed at the identified needs of the target students, families and community members. From the onset, SKP formed the ***El Sueño Advisory Committee (ESAC)*** to assist with resources, support, planning, and in the development of *El Sueño* initiative. As aforementioned, members of **ESAC** will include a representative from each partner organization, LEA administrators, school principals, teachers, educators, parents, community members and evaluator. Facilitated by the Project Director, the **ESAC** will meet monthly during the first six months and quarterly thereafter, and play a critical role in the oversight, planning, goal setting, implementation, guidance, management, budgeting, monitoring, evaluation and in the overall sustainability for ongoing continuous improvement measures. In addition, **ESAC** will support and guide the Project Director and FSCS coordinators and help build the capacity of partners.

In addition, **ESAC** will collaborate with the existing SKP – Community Advisory Council (CAC) to coordinate services, maximize resources, and to eliminate any duplication. The partner LEA’s School Health Advisory Council (SHAC), comprised of parents, administrators, teachers, educators, key school staff, and community representatives, will also be very involved with *El Sueño*. SHAC’s goal is to address the academic, health, social, and safety needs of students and families by facilitating best practices and ensuring the availability of necessary resources. On a quarterly basis, facilitated by the school principals, the **ESAC** will meet with both the CAC and SHAC members to collaborate and secure support for *El Sueño* (Appendix D pg. 87 – SHAC).

Coordinating and Communication Structure: Successful management of any program requires clear and efficient planning, coordination and communication. The **ESAC** has developed procedures and mechanisms for making decisions, addressing eligible services,

sharing information, increasing resources, eliminating barriers, and planning for sustainability. These procedures are described below and in the MOU (Appendix B pg. 59).

Management Plan: Southwest Key Board of Trustees will be the authorized governing board of *El Sueño*. The proposed FSCS program will be located within the Division of Community Development. Through this division, SKP pledges their commitment, personnel, facilities, resources and active participation to ensure *El Sueño* is an integral part of its daily operations and administrative functions. As a recipient of multiple federal and state grants, SKP has administrative, programmatic, fiscal, management and evaluation control systems in place that meet the highest standards of accountability. SKP will use this management experience, leadership and knowledge in the management of the FSCS Program. These administrative systems use the latest organizational managing software (e.g. GrantsMaximizer), communication systems, fiscal appraisals, effective staffing plans, customer feedback mechanisms and techniques for organizational control and continuous quality improvement. Program control utilizes current technology for participant tracking (Youth Connection), monitoring progress, sharing of resources, assessing accountability, management of information, evaluation, reporting and oversight. SKP will use this management experience for the FSCS program to ensure the delivery of effective, accessible, quality, and culturally relevant services. The plan is also designed to integrate the following essential elements and assurances for a quality program: 1) hiring qualified staff that is sensitive and knowledgeable of local needs; 2) provisions for ongoing staff training, technical assistance and follow-up; 3) commitment to work with all local students, family members and community residents (youth/adults); and 4) coordination with other local and regional programs to access and maximize participant resources and services.

Program Monitoring: The Project Director will use the Timeline (See Appendix D pg. 93), which

includes milestones and activities as a guide to ensure the timely implementation of program services and achievement of objectives. Performance benchmarks have been developed by the team to monitor progress and achievements of each objective. The timeline, performance outcomes, evaluation plan and logic model (Appendix D pg. 85) will be reviewed monthly with the **ESAC** members. Thus, when eligible services are not being implemented as proposed and benchmarks are not met, an action plan will be developed for continuous improvement measures.

Fiscal Monitoring: The Project Director will work with the finance department to track and oversee project expenditures. This will include monthly meetings with the finance department and **ESAC** members to review actual costs against proposed expenditures, program objectives, and to implement program revisions, if necessary, to maximize resources. Budget revisions will be conducted according to federal regulations.

Service Structure: SKP will hire three highly-qualified FSCS Coordinators assigned to specific tasks and expertise (Youth, Adult and Community) to coordinate, implement, and monitor the program at each site. The FSCS Coordinators will work with the principals, teachers, partners, parents, and community liaisons to implement, deliver and monitor the eligible services. To maintain accountability, SKP administration will hire a full-time Project Director who will work closely with the FSCS Coordinators and Principals to ensure full implementation of eligible services and oversight of program activities including maintaining ongoing positive school relationships. The Project Director will ensure the program is being effective and efficient by maintaining a high level of open and clear communication among staff, partners, principal, school personnel, parents, students and community members. The Project Director, staff and partners will meet on a weekly basis to review program progress, challenges and areas needing immediate attention for program improvement. The FSCS Coordinators will be responsible for providing monthly reports to the Project Director detailing project status, pre

or post-results and progress towards meeting program objectives. To implement effective data driven instructional strategies SKP, in collaboration with the proposed evaluators, will collect ongoing qualitative and quantitative data (students, families and community) and conduct data analyses to determine the growth/decline on each performance indicator including the one required FSCS GPRA Performance Measure. See Appendix D pg. 95 – Organizational Chart.

(ii) Qualifications, training and experience of the FSCS coordinator and key personnel...

Project Administration: *El Sueño* will be an essential component of Southwest Key’s administrative and management structure. SKP recognizes that effective management of this program requires strong leadership skills, management experience, academic training, and an understanding of low-income and disadvantaged communities. Given these essential qualities, aptitudes, and abilities, Dr. Juan Sanchez, SKP’s Presidente/CEO, will provide program oversight, leadership, administration, supervision and guidance to the Project Director. Dr. Sanchez is a highly educated, experienced, and qualified Harvard leader who will devote **20%** of his time to the project at no-cost (Appendix A pg. 52 – Resume).

Project Director (1 FTE): Ms. Jennifer Nelson will act as the Project Director and provide **100%** of her time to the project. Ms. Nelson has over 20 years of extensive training, education and experience in academic and social programs. She currently serves as the Vice President of Community Programs for SKP. Ms. Nelson will supervise the staff, coordinate services with partners and oversee the daily program leadership, responsibilities, facilitation, implementation, and evaluation, with ongoing guidance from the ESAC. Ms. Nelson will report directly to Dr. Sanchez and the Advisory Committee. Ms. Nelson will work closely with the partners, all stakeholders and evaluators to ensure the program is in full compliance with its contractual obligations while meeting the goals and objectives. Ms. Nelson’s credentials include a Master of Social Work from the University of Maryland and a B.A. from Syracuse University. Prior, Ms.

Nelson was the COO of Programs and Youth Development for SKP, Founder/Director of Voices of Youth, and Executive Director of CASA for Kids (Appendix A pg. 56 – Resume).

In recruiting and hiring key personnel, SKP will encourage and seek professionals who are highly-qualified in the areas of youth development, education, social and emotional behavior and familiar with the target population. SKP job descriptions contain job duties, qualifications, and requirements for staff to be skilled, knowledgeable and trained in the appropriate areas.

FSCS Coordinators (3 FTEs to-be-hired): Three FSCS Coordinators assigned to specific areas of expertise (Youth, Adult and Community) will be hired and located at the proposed sites (EAPrep, BGCCT, and El Centro del Familia). FSCS Coordinators will work closely with the Project Director, partners, evaluator, school personnel, and community representatives to ensure all proposed programs and services are being implemented as planned. The FSCS Coordinators will collaborate with the EAPrep principal, teachers, and the on-site staff of BGCCT and El Centro del Familia to ensure the target community is aware of the program services. The FSCS Coordinators will ensure services are being delivered effectively, efficiently, age appropriate, and culturally relevant. In addition, the coordinators will manage data collection and reporting efforts of all partners to validate the implementation of eligible services and to ensure the program is aligned with the scope of work, timeline and logic model (See Appendix D pg. 85). Lastly, the FSCS Coordinators will meet weekly with the Project Director to report on progress, challenges, lessons learned, and to discuss any potential modifications being considered. The Coordinators will be required to possess a Master’s in Education, Social Work, Psychology and/or related field and three years of experience in working with students and families in the areas of education, behavioral and social development (Appendix D pg. 96 – Job Descriptions).

Teachers, Family Literacy and Adult Education Instructors (4 part-time): Teachers and

Instructors will be hired to work with students, families and community members during and after-school, evenings, weekends and summer. These professionals will deliver “place-based” instructional services to youth and adults to increase their academic performance, behavior and competency levels. Teachers and Instructors will be required to have a Bachelor’s in Education or related field, a Texas teaching certificate, three years of teaching experience and knowledge of Texas Essential Knowledge and Skills (Appendix D pg. 98 – All Job Descriptions).

Tutors and Childcare Aides (6 part-time): Tutors will tutor students in the classroom, online, during, after-school, weekends and during the summer to extend learning opportunities to struggling students. Childcare Aides will not only care for children while families, community members and teen mothers are in capacity building sessions, but they will also be required to implement a focused educational program for young children to learn. Tutors will be required to have at minimum two years of college or higher while childcare aides must possess a high school diploma, or 48 semester units of higher education, and a passage of a Child Care examination.

Principals (2 FTEs): Principals, at no-cost, will work closely with the FSCS Coordinators, partners and evaluators to ensure the “place-based” services and programs are being delivered as proposed and with fidelity for full effectiveness. The Principals in collaboration with the FSCS Coordinators will facilitate the development of a strong link between the school’s academic program and the proposed services. In addition, Principals will actively facilitate and participate in the ESAC and SHAC meetings to provide buy-in, guidance, support and feedback.

Partners: From the onset, each partner has supported the goal and objectives of *El Sueño* and assisted in its design. Upon award, each partner will continue to be involved through the **ESAC**. Each participating partner has uniquely identified resources and services that will be contributed to *El Sueño* as delineated in Section b and in the MOU (Appendix B pg. 59).

Parents and Community Members: Parents and community members are a primary focus of SKP and its partners, particularly in the target neighborhood. The development of El Centro del Familia, EAPrep (Charter School), and numerous related projects is evidence of this focus. In line with this vision, *El Sueño* is not only being created with local youth in mind, but also to actively engage family and community members as equal participants. From the start, SKP has included parents and community members in the development of *El Sueño* and will continue to solicit their support, participation, guidance, and feedback upon award through the established committees and councils described above for continuous improvement.

Applicant: As the 4th largest national Hispanic non-profit organization in the country and a recipient of over \$150 million (federal, state, and private) in funds, providing schools to community “place-based” services in six states (**Texas, Arizona, California, Georgia, New York and Wisconsin**), SKP has the administrative, financial and operational support of the Board of Trustees, its personnel, and from its vast network of partners, as validated in the MOU (Appendix B pg. 59). Moreover, in recognition of its expertise, the National Council of La Raza (NCLR) in 2013, recognized SKP as Affiliate of the Year for their active community involvement in enhancing and empowering the lives of Latinos and the Austin Business Journal in April of 2013 recognized Southwest Key’s Dr. Sanchez and Ms. Melody Chung as the Best CEO and CFO of non-profit organizations in North Central Texas, respectively. SKP’s vast experience, solid foundation, excellent management and financial support, firm administrative and operational procedures, and strong community support, has positioned SKP to successfully lead the proposed FSCS program – *El Sueño de Esperanza* over the five years and beyond.

(d) Quality of Project Services

(i) Services to be provided reflect up-to-date knowledge from research and effective practice...

As a unifying philosophy characterized by a positive, asset-building orientation, *El Sueño* initiative will build on individual strengths of participants and not on categorizing youth, families, and community residents according to their deficits. The rigorous asset-building orientation to fostering youth and adult development will be influential in how SKP and its partners will implement its programs and services (Dweck et al, 2011). **The role of the partners and the type of services by each partner were described in Section b (pages 14-18).**

Research-based activities: Each proposed activity and strategy is research-based and proven. The following narrative provides an overview of the proposed *El Sueño* services. Each corresponding number signifies the eligible FSCS service.

2. Remedial education, aligned with academic supports and other enrichment activities:

A continuum of services will be implemented that include in-school, after-school and summer remedial courses in Reading, Mathematics, and English, tutoring, counseling, advising, supplemental instruction, and enrichment activities - all aligned to STAAR and TAKS (Read, N. & Lampron, S., 2012). The remedial courses, supplemental instruction, tutoring, and enrichment activities will be implemented for two hours, Monday through Thursday (after-school) during school days and for three hours for four weeks during the summer. In-school counseling and advising activities will be held every day. Enrichment activities will engage students in active learning that offer opportunities to develop academic and study skills, including test preparation, leadership, and life skills. Teachers and counselors will encourage students to enroll in college - level courses (pre-AP, AP, dual enrollment, early college). Review sessions will also be held for students to discuss readings and practice tests. The sessions will be facilitated by ACC students who will also tutor youth on assignments and test preparation. Successful programs of BGCCT, such as Career Launch, Goals for Graduation, Money Matters, and Power Hour, will also be

implemented to help youth develop leadership and study skills, improve life and time management skills, and create educational and career aspirations (Zins, et al., 2007).

3. Family/community resident engagement: Through *El Sueño*, parents will participate in regular conferences with their child and the counselor to discuss performance and help design matriculation activities for students (Miedel & Reynolds, 2002). Parents will also be encouraged to engage in the planning and establish students' academic and career goals (Leone & Bartolotta, 2010, Ferguson, 2008). At each school campus, these activities will be held three days a week in the evening for a total of six hours, including a group meeting every two weeks. Participating schools will use bilingual parent liaisons and parent volunteers to reach out to families and community residents through a variety of school-home communications (in English and Spanish). All parental and community resident engagement activities will be sensitive to issues related to the day of week and the time when the training, meetings, and/or community-wide events are held (Weiss, et al., 2011). Additionally, parents will receive child care and transportation to parent and community-wide meetings at the schools. To foster strong bonding between students and their parents, *El Sueño* will encourage parents to participate in the Family Advocacy Network (FAN) of BGCCT. FAN will provide opportunities for families to participate in enrichment activities that will help them influence their children to lead drug-free lives and provide social and instrumental support for families.

5. Service learning opportunities: Service learning programs that link academic content allow students to develop leadership skills, civic values, and character (Bringle & Hatcher, 2009). In partnership with PODER and BGCCT, *El Sueño* will provide adult-supervised service learning opportunities for youth and families. The service-learning projects (total eight per year per school) will be held during regular school hours, weekends, during the summer and will

engage students in meeting community needs, while enhancing students' academic and civic learning. Service-learning projects may focus, for example, on energy conservation in their community, including conducting educational outreach on energy conservation and working to improve energy efficiency in low-income housing and in public spaces. Studies such as water and air quality will also be considered. Each student and parent groups will study how their community service focus affects the community by gathering and interpreting data. Students and their parents will gain hands-on knowledge, as well as educational, social, professional, thinking and problem solving skills and reinforcement, while becoming involved with civic processes.

6. Assistance to chronically absent, truant, suspended/expelled students

A multi-tiered positive behavioral and intervention support (PBIS) system will be implemented in the classrooms to reduce truancy, absenteeism, suspension, and expulsion rates of students (Boccanfuso & Kuhfeld, 2011). The PBIS program is a three-tiered approach for systemic and individualized strategies to achieve learning and social outcomes (see Appendix D pg. 106). A data-driven system (Youth Connection) will be put in place to assist school personnel to design, track, and implement multi-tiered interventions that meet the needs of students. Based on quarterly student assessment data, activities such as early warning, behavioral and academic assessments of students, progress monitoring, personal and crisis counseling, and referral to external community-based agencies will be integrated with the PBIS system. Students will be rewarded or recognized when following the school wide expectations related to attendance and behavior. Students not exhibiting appropriate behavior will either be placed in Tier 2 or Tier 3 for extra support, reinforcement, and greater in-depth teaching of appropriate school behaviors either in a small group or individually. Furthermore, proven research-based programs will be implemented by participating schools and partners. For example, the Travis County Constable will assign a School Resource Officer to deliver researched-based, proven Life

Skills Training and/or the Too Good for Drugs and Violence Prevention program (SAMHSA) to students, parents and community residents during and after-school. Educational Insights will provide "place-based" in-school, after-school, and summer mental health services. It will include research-based prevention and intervention strategies to provide crisis intervention, suicide prevention, and other mental health strategies (in areas such as anger management, conflict resolution, resisting peer pressure, and character building) as part of student support services (Kutash et al., 2006). Andy Roddick Foundation will provide at-risk students, including those who are a victim of violent crime and are engaging in risky behaviors, with high-quality, after-school, and summer programs (e.g. character development, sports and recreation) that have a positive effect on students.

7. Job training and career counseling services.

In addition to in-school education and career counseling activities provided by school counselors, ACC and SKP will provide after-school, weekends and summer job-training and career counseling programs that will include basic skills training, career counseling, internship, apprenticeship, job shadowing, placement and retention services, and employment opportunities. Based on needs assessment data of participants, training by ACC and SKP will combine academic and technical proficiencies to develop basic and job readiness skills simultaneously (Jarvis, P., 2006). For example, vocational skills training will provide participating individuals with specific skills needed for a particular job. The training will also incorporate basic education and job readiness instruction to meet the needs of participants. ACC and SKP will customize its training curricula regularly to establish linkage between academic and occupational learning, with strong links to identified needs of the high-growth job markets and employers (e.g. health care, technology, business services, etc.). ACC and SKP will also maintain effective connections

with local employers to create job-shadowing, internship, OJTs and apprenticeship opportunities.

8. Nutrition services and physical activities.

Partnerships with Better Bodies and WeViva will implement after-school activities (five days a week during and after school, weekends, and summer) aimed to: 1) increase health-related physical activity that build participants' trust, self-respect, values, behavior, and esteem including leadership and relationship skills through the fitness- and nutrition-related activities offered year-round; and 2) improve aspects of dietary quality most related to population burden of chronic disease and unhealthy child/youth development.

12. Adult education and literacy.

In partnership with Austin Community College (ACC) and Austin FreeNet, *El Sueño* will provide after-school and summer training to community residents and parents (three days a week in the evening for a total of six hours) in English-as-Second-Language (ESL), GED, and family computer and financial literacy (Mapp, 2012). ACC will provide adult basic education services (ESL, GED, computer literacy, etc.) that will not only fill gaps in the local workforce development system, but also respond to the needs of both local jobseekers and employers. ESL, GED, and computer literacy training courses will also be provided for all youth and community residents. In-depth skills assessment and intensive case management will support participants on an ongoing basis. Vocational and ESL training components will combine general English conversation, grammar, reading, and writing, computer literacy, resume writing, and interviewing skills. Participants will also engage in job-search and receive career counseling and referral into a job or to a program leading to a job. Austin FreeNet-will provide weekend and summer camps in topics such as computer literacy, technology, and software design.

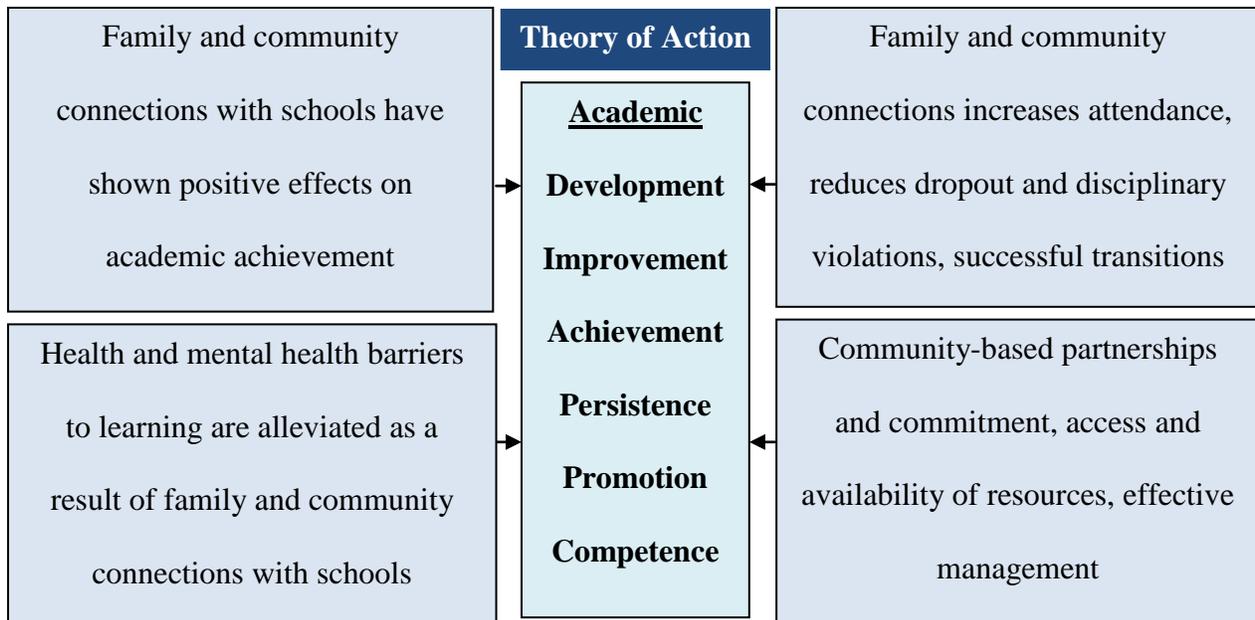
(ii) Services provided will lead to improvements in academic achievement of students...

The design of *El Sueño* is based on a **Theory of Action** that forms the basis for each

activity. It does so by drawing from best practices that provides evidence for enhanced student success. It builds on current research in community-school connections that best promote learning among students and fosters family engagement in a child's education. Therefore, *El Sueño* will combine rigorous academics with a wide range of in-school, after-school, weekend, evening and summer services and opportunities available through SKP and its partners to increase and nurture student, youth and adult learning and development.

Theory of Action: In *The Role of Community Schools In Place-Based Initiatives:*

Collaboration for Student Success, the Coalition for Community Schools (Potapchuk, 2013), summarized that community schools lead to: 1) gains in student academic achievement and development; and 2) increased family stability and community involvement with schools.



Family and community engagement with schools have shown positive effects on student academic achievement when leadership, character education, and life-skills management is integrated with remedial education, counseling, tutoring, and enrichment activities (Valli, et al., 2013). Barriers to learning such as health, behavior, and mental health problems can also be alleviated as a result of family-community connections with schools (Castrechini, S., 2011).

Family-community connections have also shown to increase attendance, reduce dropout and disciplinary violations, increase post-secondary education, and successful transitions from middle to high school (Potapchuk, 2013). Contexts for student success are also shaped by other factors such as available resources and commitment, availability of partners, effective management, and easy accessibility of programs and services (Durlak et al., 2011).

(e) Quality of the Project Evaluation

SKP will partner with EGT Institute Inc., to provide the independent evaluation of *El Sueño*. EGT Institute, Inc. (EGT) is an educational research-based, independent corporation with extensive experience in evaluating U.S. Department of Education Programs (USDOE) (Appendix D pg. 107 – EGT Portfolio). Dr. Al Smith, Senior Researcher/Evaluator will be the leader for evaluation activities. Dr Smith has over 40 years of experience working with schools and a research university as a school teacher, principal, administrator, professor, researcher, and evaluator. Dr. Smith has a Ph.D. in Educational Leadership and Policy Studies from the University of Washington. Dr. Al Smith has led evaluation activities of EGT in several programs such as, but not limited to, the USDOE – GEAR UP projects, the Bill and Melinda Gates Foundation High School Redesign Project, three Safe School Healthy Student projects, etc. (Appendix D pg. 115 – Resume). Sufficient resources are dedicated for evaluation.

(i) Provide timely and valid information on the management, implementation, or efficiency...

Data collection methodologies and instruments: Progress towards each performance objective and potential outcomes (see page 2-3) will be assessed through qualitative and quantitative data collection methods and instruments: 1) collection of aggregate student academic, attendance, disciplinary, behavior and participation information from school student records, surveys and records of program participation and service logs (ongoing); 2) collection of survey information from community residents, parents, teachers and students using a Student

Survey, Parent Survey and a Community Resident Survey to obtain information regarding each participant's attitude, perception, willingness, and satisfaction with programs and services (bi-annually); 3) individual face-to-face, focus groups, and/or phone interviews with key stakeholders (partners, principal, superintendent, community residents, parents, teachers, and students) (quarterly); 4) survey of partners to identify new and continuing linkages between schools and other partners, challenges, and lessons learned (semi-annual); 5) self-assessment of teacher involvement and satisfaction with *El Sueño* activities (annual); and 6) regular attendance at ESAC and team meetings and observation and review of program implementation data, including number of participants, type, frequency, and location of programs and services, etc., (ongoing). Any required baseline data, depending on source, will be collected before implementation of activities and in Year One.

EGT Institute will evaluate program fidelity, participation patterns and the benefits of participation, which will be made by students, their parents, and participating community residents. The evaluation design will raise many questions: 1) What were the characteristics of participants who attended the programs, how often did they attend, and why? Did the programs attract youth and adults who would benefit most from participation? 2) What features characterized the activities that seemed most likely to promote the positive development of youth and adults? What organizational structures and programmatic approaches best sustain these practices? 3) In what ways did community residents who participated believe they benefited from *El Sueño* activities? EGT will collect qualitative and quantitative data to monitor fidelity, progress and assess the impact of *El Sueño's* activities on teaching and learning of all participants. The Project Director, ESAC, and EGT will measure the gain and/or decline of each performance objective and outcome measures indicated on pages 2 – 3 through various sources

such as: school level data (STAAR-EOC, PEIMS, TAPR ,etc.), grades, State test scores and assessments, student, parent, resident surveys, participation data, classroom observation rubrics, project document reviews, type of services provided, number of participants, surveys of teachers and partners, analysis of teachers' and students' pre- and post-test and self-assessment reports.

Depending on the data type and source, data will be collected through both digital secured platforms and scantron formats on a weekly, monthly, quarterly, semi-annual and annual basis. Evidence that activities/milestones are being implemented on schedule will be presented at quarterly meetings. In addition to documentation of activities and milestones, the Project Director, EGT and ESAC will solicit regular online feedback from participants to gauge individual perspective of time, methods and relevancy of services for continuous improvement.

(ii) Provide guidance on strategies for replicating/testing in multiple settings...

EGT will conduct monthly and quarterly reviews and, based on the results, produce program recommendations including semi-annual and annual reports to the Project Director and ESAC results for continuous improvement efforts. For continuous improvement and replication, evaluation data will be presented by EGT to the Project Director and ESAC members every six months for collective assessment of challenges, accomplishments, and lessons learned. As required, annual progress reports will also be submitted to USDOE. The evaluation data and the recommendations made by EGT and ESAC will be considered by the Project Director for adoption into future activities of the *El Sueño* initiative. Evaluation results, reports, marketing materials, recruitment brochures, application forms, and an implementation manual will be available on SKP's websites for all stakeholders for possible replication. The Project Director and FSCS Coordinators will provide technical assistance to those interested in replicating the *El Sueño* approach in other settings. Outcomes of the evaluation will also be shared with the Superintendent, Principals, ESAC, SHAC and SKP Community Advisory Council to educate and

inform the educators and council members about the implementation details for other neighborhood-based centers in Texas and elsewhere in the U.S.

Proposed objectives and performance outcomes are listed in Section a, pages 2 – 3 and in the Logic Model included as Appendix D pg. 85. In order to obtain timely, reliable and valid information on the fidelity, management, implementation, and efficiency of *El Sueño*, and for testing and reporting purposes, evaluation will involve analysis of data on the GPRA measure, project outcomes, and on effectiveness of programs and services on students, families, and community residents, including factors contributing to success and the potential for sustainability and transferability to other settings. Data will also be analyzed to determine the percentage increase on each performance indicator (pg. 2-3). A statistical relationship between each service provided and growth on each performance indicator will be determined. A multiple regression analysis will be conducted to test and detect the unique effect (timing, setting, method) each unique individual intervention and eligible service has on the each of the proposed outcomes.

In addition, using statistical procedures such as the t-test and other descriptive statistics at 95% confidence level, statistical significance of outcome data will be analyzed. Quantitative and qualitative data will be used to not only measure the fidelity and progress of the *El Sueño* initiative toward proposed objectives and performance outcomes, but also to provide a richer explanation of accomplishments, challenges, and lessons learned. While the focus of this evaluation will be on the impact of *El Sueño* on participant outcomes, it will also look for systemic changes in school and community practices and decision making processes associated with implementation of a FSCS program.

Appendix D pg. 125 includes references cited in the proposal.