

## A) Quality of the Project Design (25 points)

**I) the students, students; family members, and community to be served** The New London Public Schools (NLPS), in New London, CT, is a district comprised of 3 elementary schools, 1 middle school, and 1 high school serving a total of 3,062 district students. NLPS serves 1 of CT's most at-risk and in-need student populations. NLPS is seeking Full Service Community School funding for “Project Connect,” a 5-year initiative targeting all 561 students of Bennie Dover Jackson Middle School (BDJMS) that offers academic, social, and health supports and reduces multiple barriers to student success.

NLPS students live in the racially and ethnically diverse urban center of New London (NL) (48% Hispanic, 34% African-American, 14% White, 2% Asian, 2% American Indian).

Approximately 27% of our students (more than 1 in 4!) speak English as a second language. 16% of our students receive special education services. BDJMS well exceeds the minimum threshold for a “high-poverty school”<sup>1</sup>, with 87% of students qualifying for free or reduced meals. New London's unemployment rate of 11.8% is 76% higher than the national unemployment rate of 6.7%! Along with high unemployment, another contributing factor to poverty is low education levels. Nearly 1 in 5 (17%) New London adults 25+ do not have a high school diploma, compared to just 11% statewide, and about 4 out of 5 (79%) have less education than a 4-year college degree (compared to 64% statewide).

NL residents also face high crime rates. Data shows the violent crime rate in 2012 in New London, CT of 642 was 200% higher than the US average of 214. Crimes by type in NL in 2012 were 45% thefts, 27% assaults, 16% burglaries, 6% auto thefts, 4% robberies, and 2% other.

In 2013, CT Department of Children and Family Services reported 1,077 reports of abuse or neglect were made for NL youth. Substantiated investigations included cases of physical, sexual,

<sup>1</sup> Schools with at least 50% of students eligible for free/reduced price lunch under Richard B Russell National School Lunch Act.

and emotional abuse and neglect, and educational and medical neglect. The highest prevalence of both allegations and substantiated investigations was physical neglect of NL youth. All too often NLPS faculty and staff feel compelled to send food home with students in cases where poverty levels and drug use at home result in students trying to sneak lunch leftovers home in their pockets. Healthy meals are hard to come by. The district also permits and encourages school showers to be used by students since socio-economic hardship and/or parental neglect often result in poor student hygiene.

As is often typical in high poverty, high crime, low education communities, students feel unsafe at school and in the community, are unconnected and unengaged, and exhibit risk behaviors. According to the most recent NLPS Climate Survey, 23% of students (about 1 in 4) reported feeling mostly or definitely unaccepted. About 20% of students in all grades reported feeling mostly or definitely unsafe at school. About half of youth of all ages felt their neighborhood was “definitely” or “mostly” not a safe place. These opinions have steadily increased since 2006. Survey results show that as student age increases, so does disagreement or strongly disagreement with the idea that there are safe, healthy things to do in the NL community. Staff and community survey results indicate a lack of awareness and utilization of safe and healthy activities for students and the community. Highly coordinated connections are needed to ensure available resources and opportunities are utilized to facilitate positive student, parent, and community outcomes.

According to Climate surveys, NL youth have been reporting steady increases in marijuana use since 2006; lifetime use of substances has also steadily increased.. The use of illicit drugs other than marijuana has also increased, primarily because some youth are trying new, previously legal, street drugs such as synthetic cannabinoids (such as Spice, K2) and the

recently popular “bath salts.” When students were asked to report reasons for substance use, *peer pressure, having fun, and relieving stress* were the top 3. Perception of “great harm” plays a key role. Amongst our 8<sup>th</sup> graders, perception of “great harm” from regular use of marijuana has decreased from 71% in 2006 to 52% in 2010 to only 40% in 2012.

NLPS has been flat funded for the past 5 years, even though student enrollment continues to increase. As a result, the students of NL have had to contend with decreased services despite the high number of students reading and performing math below grade level. In 2014-2015, enrollment at BDJMS is projected to increase another 7.7% increasing from 561 to 604 students.

Because students continually fail to meet acceptable academic, social and health standards, BDJMS completed an assessment of systemic gaps and weaknesses, reviewing available data from multiple sources including student standardized testing; parent, teacher and student surveys; and interviews. BDJMS identified 4 gaps to be addressed by Project Connect: Gap 1: The current academic program is insufficiently intense to facilitate academic achievement; Gap 2: Lack of student engagement; Gap 3: Lack of parental/family engagement, involvement, and parent services; and Gap 4: Inadequate awareness/utilization of comprehensive services that support achievement.

**ii) services to be provided/coordinated, how services will meet needs, and frequency.** Project Connect was carefully designed to ensure research-based programming will be delivered to students prior to high school to maximize positive outcomes and reduce the prevalence of youth risk behaviors. Project Connect will target the following 9 FSCS Program priorities: #2. Remedial education; #3. Family engagement; #4. Mentoring and other youth development programs; #5. Community service and service learning ; #8. Nutrition services and physical activities; #9. Primary health and dental care; #10. Activities that improve access to and use of

social services; #11. Mental health services; and #12. Adult education and literacy services (including ESL). The project's overarching goal is to provide and ensure access to comprehensive services that improve the academic, health, and social outcomes of BDJMS students.

**Gap 1) The current academic program is insufficiently intense to facilitate achievement of academic standards.** BDJMS students are significantly underperforming in critical academic areas, including reading, writing, math and science. All levels are struggling to meet Common Core requirements as evidenced by the CT Department of Education having identified NLPS as a "Priority School District." As 1 of the only 15 districts in CT with this designation, our school was recognized as **the district with the highest levels of student need.** The table below shows the percentage of NLPS students **failing to meet standards** as compared to state averages based on CT Standardized Testing Scores in reading, writing and math. For nearly all subjects and grades, about twice as many New London students are failing to meet standards as their statewide peers.

NLPS	Reading		Writing		Math	
	NL	CT	NL	CT	NL	CT
6 <sup>th</sup> Grade	60%	26%	66%	32%	72%	30%
7 <sup>th</sup> Grade	48%	32%	60%	34%	67%	32%
8 <sup>th</sup> Grade	51%	23%	60%	32%	76%	33%

While NLPS offers a standards-based academic program taught by certified teachers, the reality is the students coming to us have too many outside factors working against them. Our current program, limited by the length of the typical school day, lacks the academic intensity (as evidenced by student performance) to meet students' needs. The majority of our students require

significantly more educational time and greater concentration on core subjects than the typical school day allows. Coming from high-poverty homes in a largely undereducated community, most of our students have not had access to cultural and enrichment experiences that build key vocabulary and the contextual understandings necessary to achieve state standards. Additionally, with more than 1 in 4 students designated as English Language Learners, many of our students are literally still learning the most basic English Language Skills and require more opportunities to broaden their vocabulary to a grade-appropriate level. **FSCS Plan to address the gap:** Project Connect will present 4 primary programs: 1) Leadership Program; 2) Extended Learning Day Program; 3) NESS REACH; and 4) Camp Rotary.

1. The goal of the **BDJMS Leadership Program** is to emerge students in situations that challenge their decision-making skills with adventure-based learning (activity-based curriculum that focuses on teamwork, social skills, and conflict resolution). The improvement of leadership skills impact a student's ability to appropriately set goals and solve problems. The program will utilize resources that are located within NL's 6 -square-mile city radius: Connecticut (CT) College; New England Science and Sailing (NESS); the US Coast Guard (USCG) Leadership Training School and the US Coast Guard Office of Inclusion and Diversity. CT College's Kids, Books, and Athletics Program (KBA) integrates love of learning with physical activity in a collegiate environment. NESS offers a STEM (Science, Technology, Engineering and Math)-based curriculum and marine science programs with on-the-water experiences. The USCG Leadership School and the Office of Inclusion and Minority Affairs will work both on-site and at the USCGA to promote team building, self-esteem, self-confidence, goal-setting, and decision-making skills. This program will be offered 5 days/week (Monday-Friday) for 2 hours/day after school and include school-day elements as well. Participants (estimated to be 100/year) in the

Leadership program will be at NESS 2 days/week; CT College and KBA 2 days/week; and USCGA Leadership School Training 1 day/week.

2. **The goal of the Extended Learning Day Program**, a CTCollege/BDJMS collaborative, is to provide a framework for teaching across the disciplines and establish a mechanism for improving student success by expanding vocabulary and contextual understanding and communication skills. The program is designed to teach students how to apply new knowledge from a multidisciplinary, reality-based perspective. Objectives include: fostering student knowledge through language arts; developing students' working knowledge of the arts and their understanding of history and the modern day through fine arts; and developing students' understanding of social/liberal arts. The program will be offered Monday-Thursday from 2:30-4:30pm to approximately 125 participants in Year 1. The group will be divided into 2 learning pods (60-70 students in each pod) with each pod spending 2 days per week at CT College and the alternate 2 days at BDJMS. Sessions at CT College include: Plays/drama, Poetry/Public speaking, Fine Arts, Language and cultural exploration. Physical activity workshops will be offered at the College Field House and swimming pools. Sessions at BDJMS will provide literacy remediation to build phonemic awareness, fluency and vocabulary skills.

3. **NESS Reach Program** will serve an additional 72 students/day. Reach challenges students to reach: higher academically, further personally, and deeper into the depths of science and technology. The curriculum is comprised of 10 modules that leverage sailing-related topics and teach STEM concepts and skills, making traditionally dry, academic subjects relevant and fun. Reach also connects students with the environment, fostering life-long stewardship.<sup>2</sup> (3)24-session courses will be offered (fall, winter, spring) Monday-Thursday 2:30-4:30pm. Students

<sup>2</sup> <http://reach.ussailing.org>

may participate in 1 or more. Each course will have 4 groups of 18 students with groups rotating between learning sites at: BDJMS, NESS at Ocean Beach in NL, and NESS Stonington. An estimated 216 students in grades 6,7 will participate annually.

4. **Camp Rotary** is a summer academic program currently offered at BDJMS 6 weeks/year. Through Project Connect, this program will be expanded to a full 8 weeks in 2015 (9:00am-3:00pm) 5 days/week, in addition to expanding and enhancing the curriculum and programming. Breakfast, lunch and afternoon snack are provided. Camp Rotary anticipates an enrollment of approximately 130 students annually who will engage in an intense program of academics and vocabulary and contextual enrichment through use of the Word Generation curriculum, personal learning goal-setting, literacy exercises, weekly guest speakers, team-building exercises, and diverse, life-long physical and cultural activities (i.e. sailing, snorkeling, swimming, kayaking, bicycling, archery, college tours, museum trips, and community service learning). A 1-week summer mentoring program offered at Camp Rotary through the USCG Office of Inclusion and Diversity is also available to participants. “Word Generation” will be used each morning by all Camp Rotary teachers, certified teachers required to pass a week-long program. Word Generation presents teachers with common language for discussing and teaching literacy and comprehension strategies across the broader school curriculum. It offers activities that require students to dig deeper into academic content; question and debate what they learn; and receive, analyze, and develop content from a variety of view points. The program incorporates research-based principles effective with English Language Learners of vocabulary, such as the need for multiple exposures to target words over several days and within different contexts. Word Generation provides the basic structure for the academic design of Camp Rotary.

**Gap 2) Lack of student engagement:** In 2011, the 4-year graduation rate at NLPS was only 62%, as compared to a state-wide average of 84.8%. In Quarter 1 2013, 12.5% of BDJMS students were chronically absent<sup>3</sup>. BDJMS has the district’s highest out of school suspension rate, with approximately 13% of our students having received out of school suspension (OSS) at least once in Quarter 1 2013. **FSCS Plan to address the gap:** Project Connect includes 3 primary program components to increase student engagement: 1) Experiential approaches to learning; 2) Youth Opportunities Programming; and 3) Mentoring.

1. Experiential approaches to learning- Extended learning programs are diverse and experiential in nature, offered at different times, and offer a range of activities to engage diverse interests and learning needs and to increase inclusion and participation. Activities are “hands-on” and focus on increasing student motivation and interest in what they are learning through a direct “theory to practice” approach. Examples of this unique programming are: service learning experiences, teen summer employment and work readiness programs; leadership programming, STEM-based curriculum and marine science programming offering students on-the-water learning experiences typically not accessible to our population. Our partnership with CT Science Center, where “science comes to life,” provides school-led visits where students can learn in the Center’s state-of-art 3D digital theatre and 4 educational labs and also attend daily science programs which deliver hands-on learning in physics, forensics, geology, and astronomy. This is truly science at our students' fingertips! Cooking Matters will teach students to shop for and cook healthy meals on a budget—concepts especially critical to our families living in poverty. Instructors will incorporate nutrition education with cooking lessons at BDJMS. Each course is team-taught by a volunteer chef and nutrition educator. Students take home a bag of groceries at the end of each

<sup>3</sup> Student ‘chronic absenteeism’ is defined as missing 10% or more of days in a quarterly marking period.

class, further extending the “theory to practice” approach from school to home and facilitating healthy meal preparation for a very needy population. FoodCorps is a national service organization that teaches hands on lessons about food and nutrition, and through this program, a Garden League Club will be available to students. They will build and tend school gardens, with a focus on sourcing locally grown produce for school cafeterias. This array of project activities dynamically engages student interest and increases knowledge and participation in STEM content and career possibilities. In addition to connecting students with real-life STEM content daily, these activities build cooperative skills, self-esteem, self-confidence, goal-setting, and decision-making skills: all skills substantiated by research as necessary to improve student/school engagement. Furthermore, these opportunities create a culture to reduce drop out and truancy by making learning "fun" and fostering student-school connectedness.

2. Appalachian Mountain Club/Youth Opportunities Program (AMC/YOP): This component of the Extended Learning program is new under Project Connect and its mission is to make the outdoors accessible and meaningful to urban and at-risk youth. This program will operate both during the school year, and over the course of the summer, sustaining the connection with trusted staff and enrichment participation year round. YOP will offer 13 outdoor orientated experiences per year, 1 monthly and 2 in August. Activities will include: nature walks, hiking, camping, backpacking, canoeing, and snowshoeing, cross country skiing and more. Many of these outdoor adventure experiences will be brand new to students and will provide them the opportunity to develop: leadership skills; self-confidence; self-respect; trust; a sense of responsibility for self, others, community, school and the environment; critical thinking skills; teamwork experience; and decision-making skills.

3. Mentoring: For 1 week each summer (9:00-11:30am daily) during Camp Rotary, Engineering

Command Mentors (ECMs) provided by the USCG Office of Inclusion and Diversity, will visit the school to mentor students. ECMs represent the students of traditionally southern black colleges/universities. They serve as valuable role models and develop lasting relationships with students. Mentoring is also available during the regular school year through project partners New London Youth Affairs and USCGA; mentoring will be coordinated by the FSCS Coordinator. He/she will oversee mentor training and recruitment and enrollment of student participants, and assist with mentor-mentee matching and monitoring.

**Gap 3) Lack of parental/family engagement, involvement and parent services:** According to the most recent school climate survey data, 18% of parents indicated they strongly disagree or disagree with important aspects of their child’s education. Parents do not feel the school maintains open lines of communication to keep members of the school community informed. 13% of our parents strongly disagreed or disagreed when asked if they felt accepted in the school community. With 17% of the New London community having no HS diploma, 79% having less than a bachelor's degree, and more than a quarter of students coming from homes where the primary language is not English, many parents are not in a position to understand what is needed for and how to support student success without more information and direction. The administration at BDJMS recognizes a critical need for a dedicated parent liaison to coordinate and provide free accessible education to parents, and specifically to support the needs of English-learning parents. Currently, there is no formal process in place to provide parent education at BDJMS addressing common issues facing BDJMS parents, such as understanding Common Core Learning Standard expectations, pre-teen mental health issues , substance abuse, family nutrition and cost-effective meal planning, or community resources. Right now, parents at BDJMS have very little involvement in school programs and few volunteer opportunities. These opportunities

are critical to establishing parent buy-in and engagement, and there is a strong connection between parent engagement levels and student engagement levels. **FSCS Plan to address the gap:** Project Connect will improve parent/family engagement through 5 primary program components: 1) Parent Education Coordinator Position; 2) Parent Education Workshops; 3) Parent volunteer opportunities; 4) Ice Cream Social Project Connect Fairs; and 5) Parent Surveys

1. A 0.5 FTE **Parent Education Coordinator** will be hired to coordinate parent education workshops, serving as a liaison between school and home, and linking parents with available community services. For example, our partner, NL Youth Affairs offers “Adult Services,” which include education, support, volunteer opportunities and English learning workshops. The Parent Education Coordinator will promote utilization of these and other available services and make referrals.

2. **Parent Education Workshops** will be scheduled twice per month with 24 free educational workshop topics offered annually and at various times to accommodate as many interested parents as possible. 2 sessions will be available for each workshop, 1 in English and 1 in Spanish to accommodate English-learning parents. Topics include: introduction to and how to support student achievement of the Common Core Learning Standards; understanding standards-based report cards; understanding and facilitating student success on state testing; mental health in pre-teens: signs, symptoms, interventions; motivating youth; family wellness; accessing healthy foods; community resources for parent education, English language classes and more. Printed education materials will also be available in English and Spanish and other language as need arises.

3. **Parent volunteer opportunities** Through the Parent Education Coordinator, parents will be encouraged to volunteer on AMC/YOP trips and during after school Extended Learning Time

and Camp Rotary activities and trips. Parents will also be invited and encouraged to volunteer and serve on the Project Connect Advisory Council Board; 4 parent representatives will be selected for membership each year.

4. **Ice Cream Social Project Connect Fairs**. These community events will feature fun ice cream socials for families, while at the same time offering education/information in English and Spanish within a “wellness fair type setting”. Families will learn about Project Connect services, programs, partners, and community resources in a fun and engaging way. These events will be scheduled in November, February, May (to include year-end awards/recognitions), and August (to include Camp Rotary awards/recognition).

5. Parents will be asked to participate in **parent surveys** in fall and spring each year. Results will be analyzed and improvement goals determined based on parent perspectives.

**Gap 4) Inadequate awareness/utilization of comprehensive services that support student**

**achievement**. Through a current partnership with Child and Family Agency of New London, a school-based health center exists offering physical, dental, vision and mental health services. Despite this, our data supports that students exhibit high rates of absenteeism (likely due in part to illness and other health challenges) and continue to perform well below state average and Common Core expectations. Survey data shows about 10% of NL County residents are uninsured, however, NLPS serves the urban center of county, where the population is tremendously poorer, much more racially and ethnically diverse, and significantly less educated than the rest of the county and state. These factors have been repeatedly associated with notably lower levels of insurance coverage, lack of access to doctors and other health care professionals, significantly increased prevalence of health risk factors, and lower levels of attainment of actual health care. Therefore, it is very likely that well over 12% (the state rate) of NL residents are

uninsured. NL has 3 designated Medically Underserved Areas/Populations, and 3 primary care, 3 mental health, and 4 dental Health Professional Shortage Area designations, increasing the likelihood that NLPS families are not able to access needed care within community settings.<sup>4</sup> As a result, school physicals, immunizations and treatment of common illnesses are needed but often not accessed. We conclude that promotion and utilization of our school-based health center and available services, including case management and referral linkages) are critically needed.

**FSCS Plan to address the gap:** Through Project Connect, BDJMS will promote increased utilization and evaluate utilization of 5 primary service components: 1) Physical Health: routine physicals, sports physicals, disease prevention services and health teaching, immunizations and minor acute illness care; 2) Dental: cleanings, routine check ups, assessments, and sealants; 3) Vision: the Child Sight program provides routine eye exams, and other general vision services; 4) Mental Health: available on-site Monday-Friday with services such as assessment, mental health counseling, psychological testing, psychiatric evaluation, medication management, crisis intervention, crisis prevention, case management, and trauma informed care; and 5) Nutrition Services: These services will not only be promoted within Project Connect “comprehensive services program” but will be enhanced with 2 new programs. Promotion of existing services and enhanced nutrition education services will be achieved through 3 new Project Connect components: 1) Parent Education/ Promotion Program; 2) Case Management Services; and 3) Enhanced and Promoted Nutrition Programming.

1.) **Parent Education/ Promotion Program:** will provide information regarding available services, how to access services, and understanding results of service assessments, interventions, and next steps for follow up. This will be accomplished through the role of the Parent Education

<sup>4</sup> [http://www.ct.gov/dph/lib/dph/state\\_health\\_planning/sha-ship/forums/newlondon\\_county\\_presentation.pdf](http://www.ct.gov/dph/lib/dph/state_health_planning/sha-ship/forums/newlondon_county_presentation.pdf)

Coordinator in collaboration with staff at the school-based health center. Group education workshops will be coordinated by the Parent Education Coordinator, who will serve as a liaison to individual families in accessing services, ensuring understanding of service reports sent home/follow up actions, advocating and facilitating parent meetings with the health center professionals as needed. Information will also be available for ESL parents. The FSCS Coordinator, along with providers/ partners will present demonstrations/information about services available in a “wellness fair” type setting. The fairs are coordinated with ice cream socials as BDJMS has had success in attracting parents and students to ice cream social events. Service information will be available on the school website and provided in written format in the school newsletter to further reach parents/community.

2.) **Case Management:** The Project Coordinator will be responsible for providing case management services to parents and students through the development and management of individualized student wellness plans. The FSCS Coordinator will work with teachers/staff to identify children who could participate in the school-based health center program, or supplementary nutrition services, ensuring teachers and team members are aware of referral processes, and work with the evaluator on developing a plan that includes tracking utilization of these comprehensive services that support student achievement. Each student will develop an individualized wellness portfolio in Year 1 of the project, maintained in the student health center. Annual service reports of assessments, goals, services received and individualized student health goals will be included. The FSCS Coordinator will be responsible for collaborating with the parent education coordinator to engage students/parents who are resistant to services or fail to follow through.

3) **Enhanced and Promoted Nutrition services:** The Cooking Matters curriculum will be added through Project Connect. The program will provide nutrition education, healthy eating and meal planning/preparation information, and will send home groceries after each class. Garden League is a new club which will work under the direction of the Food Service Worker through CT Food Corp to design, build and care for gardens added to campus.

**iii) incorporation of project purposes/activities/benefits into the ongoing applicant work after the grant.** NLPS is in the process of transforming from a traditional school district to an all-magnet school district. Magnet schools are free public elementary and secondary schools of choice operated by school districts with focused content themes. The goal of magnet schools is to provide a more “hands on” approach to learning. Diversity is an important aspect in magnet schools. Curricula focus on learning from one another through the understanding and conveyance of individual ideas and perspectives and acceptance. Fostering home and school connections and cultivating school spirit is also key in magnet schools.<sup>5</sup> A magnet school has been in place at the HS level for 10 years, and in 2013, NLPS opened 2 600-student elementary magnet schools. All of these magnet school aims--focused, hands-on and cooperative learning; acceptance of self and others; and home and school connectedness--are reflected in Project Connect, and therefore Project Connect approaches support district long-term efforts and will be continued into the future.

BDJMS's 3 focused school-wide improvement (SIP) goals are: 1. Increase strategic reading and direct vocabulary instruction to increase student achievement (gap 1) 2. Increase math vocabulary instruction and improve student’s ability to problem solve (gap 1) 3. Increase student engagement in all subject areas through consistent delivery of instruction and the percentage of

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<sup>5</sup> <http://www.magnet.edu/about/what-are-magnet-schools>

families that feel connected to school (gap 2, gap 3). With our limited budget and resources, BDJMS has taken the following actions to ensure staff are trained and well-positioned to work toward achievement of our improvement goals: targeted professional development to increase student engagement (150 minutes per week); regular data team cycles led by our teachers (50 minutes per week); common planning time for all teachers (50 minutes per week) and a scheduled preparation period for all teachers (50 minutes per day). Project Connect will take the next step and offer services directly to students and families that facilitate academic improvement through extended, hands-on time on ELA and STEM content and foster school and community connectedness. Project Connect services are closely aligned with other goals adopted or partially in place within the district including: piloting extended learning time; extending Camp Rotary to 8 weeks; and developing programs to connect students with staff;. As these activities have already been designated as SIP Initiatives but lacked funding for start-up, they will be fully implemented through Project Connect and sustained beyond the funding period.

**iv) integrating with/building on related efforts, using existing funding streams supported by community, state and federal resources. Local Coordination:** NLPS applied for district funding through the Elementary and Secondary School Counseling grant to provide expanded counseling services and proven-effective mental health and social and emotional learning programs to students in grades K-6. NLPS is applying for funding through School Climate Transformation Grants for LEAs for implementation of Positive Behavioral Interventions Systems (PBIS) and other supports as part of a multi-tiered behavioral framework to improve school climate. In addition, NLPS is applying for Project Prevent funding to respond to and prevent trauma from violence. While each project will address very specific school gaps and challenges through a variety of interventions and strategies, if funded, these grants would

complement and enhance the success of Project Connect with a common goal of helping students achieve positive outcomes personally and academically. Development of all four applications was coordinated to ensure the programs could build on and support the outcomes of one another and our district long-term goals and SIP without duplicating efforts.

As discussed under Adequacy of Resources, Project Connect includes a significant match primarily comprised of in kind services from community partners. In total, 3 community partners are donating \$159,000 per year in educational programming to our students.

**State Coordination:** The core curriculum of the school will be transitioning from CT State Standards to the Common Core State Standards. Due to lack of funding, we have not been able to provide workshops to parents regarding the shifts and the higher expectations associated with the Common Core. Parents need to know what is expected of their children in each grade level, how they can help, and where they can find support when questions about classwork or homework arise.<sup>6</sup>

Project Connect aligns with state nutritional programming through *Cooking Matters*, a State of CT Program focusing on teaching students skills associated with healthy nutrition and cooking such as healthy menu planning, shopping and budgeting skills to teach healthy choices that meet the cultural traditions, dietary needs, and eating interests of each family. This will be available to all students as an afterschool elective. **Federal/ National Coordination:** Project Connect, a results-focused, collaborative project, is closely aligned with the 4 key strategies of President Obama's educational reform efforts:

- *Development of rigorous standards and better assessments:* Project Connect offers in-school, afterschool, and summer programs for students that provide additional time on

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<sup>6</sup> [http://ctcorestandards.org/?page\\_id=56](http://ctcorestandards.org/?page_id=56)

academic content and information for parents essential to implementation and student achievement of the rigorous Common Core standards.

- *Adoption of better data systems to provide schools, teachers, and parents with information about student progress:* Project Connect includes creation of individualized education goals and wellness portfolios for BDJMS students that will be critical to monitoring progress and making data-driven decisions about students' academic, health, and social-emotional needs.
- *Support for teachers and school leaders to become more effective:* Project Connect provides professional development opportunities to Camp Rotary teachers and potential YOP staff and facilitates teacher collaboration with community-based content experts from Connecticut College, NESS, USCG, Connecticut Science Center, and others.
- *Increased emphasis and resources for the rigorous interventions needed to turn around the lowest-performing schools:* NLPS is a Priority School District and the district with the highest levels of student need. BDJMS in particular was selected as the focus of this funding request because it has a higher free/reduce lunch rate at 87% than the district rate of 78%, demonstrates lower achievement on state testing than other schools, and exhibits high levels of disciplinary issues and risk behaviors.

President Obama's *High School Redesign initiative* encourages America's school districts and their partners to use existing federal, state and local resources to transform the school experience for America's youth. This initiative challenges schools and partners to rethink teaching and learning and put in place learning models that are rigorous, relevant, and better focused on real-world experiences. Redesigned schools should move away from the traditional “seat time” and focus instead on knowledge and skills needed to for college and careers. School changes should

utilize collaboration and contributions from community partners. Partnerships should connect school experiences with business, community, and college partners in STEM fields, while enhancing life experiences for students living in high poverty, urban communities. In short, the redesign initiative encourages schools like BDJMS to do exactly what Project Connect is proposing: offer high-poverty urban students more hands-on learning time that leverages partner relationships and increases student exposure to a broad range of experiences and real-world connections to STEM, ELA, and cultural content! <sup>7</sup>

**B) Adequacy of Resources (20 points)**

**I) Adequacy of support (facilities, equipment, supplies, others) provided by applicant and partners.** Through a robust coordination of high quality, highly coordinated, local partnerships, Project Connect is able to provide students with extensive services and enrichment in a cost-efficient, feasible way. Multiple community issues like high poverty, high crime, lack of transportation, language barriers, high unemployment, and more, will no longer be reasons our students do not have access to services and experiences that ensure student achievement. The full-time FSCS and half-time Parent Education Coordinators will review data academic, health, and social data; assess needs; collaborate with partners; communicate with families; and provide case management and community linkage services to ensure the project brings the services to the student and the student receives the needed services. The FSCS Coordinator will work with administration, faculty, and the school-based health center professionals to ensure that student needs are identified early on. The Parent Education Coordinator will focus on information dissemination to families and formulating plans to reduce barriers to student participation in programs. In Year 1 of the grant, students will develop individualized wellness plans to be maintained in the school health office. Plans will track goals, services recommended, services

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<sup>7</sup> <http://www.ed.gov/news/press-releases/fact-sheet-redesigning-americas-high-schools>

received, outcomes of service provision, and plan for care going forward. These plans are “working documents” and will be revised accordingly to ensure “no student is slipping through the cracks.” In addition, students will formulate individualized academic goals. Project Outcomes measure achievement based on individualized goals in reading, writing and math. A contract to develop or subscribe to an existing web-based system for tracking and reporting student behaviors, interactions, academic progress, and services received will be purchased in Year 1 and sustained throughout the grant. Additionally, an electronic system for tracking and reporting student and family referrals to community agencies and resources will also be developed.

The project leverages facilities available at BDJMS as well as at CT College, 2 NESS sites, CT Science Center, regional state and national parks (through YOP trips), and others through partner relationships that include in-school, afterschool, and summer programs .

The total federal request and total project cost for the 5 year project are \$2,434,538 and \$3,348,343, respectively. BDJMS is requesting \$497,308 in Year 1 and \$484,308 per year in Years 2-5. Project Connect has well exceeded the requested match of \$669,669 (20% of the total project cost) securing a significantly higher match of \$913,806 over five years (27%). Three of our partners have offered to subsidize 50% of the cost of their educational programs under the Leadership Program (Connecticut College \$6,000 and USCGA \$3,000) and Reach STEM afterschool program (NESS \$150,000).

**ii) the relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.** BDJMS has developed an individualized memorandum of understanding with each project partner which clearly identifies the partners’ relevance, role, and responsibility. BDJMS has been successful in identifying partners that have

the capacity and experience to help directly address a particular gap(s) identified. Partners were selected for their expertise in STEM, ELA, and cultural/arts; history working with NLPS; and other stakeholders, and ability to impact school-community connectedness in a high-quality, low-cost, highly-coordinated manner to ensure adequacy of resources and outcome sustainability. All partners will provide Advisory Board representation. **CT College** founded in 1911, is a thriving private, coeducational liberal arts college known for experiential education and diverse opportunities. Within the college, the Office of Volunteers for Community Service coordinates the Kids, Books, and Athletics (KBA) program. KBA services are available through the Project Connect Leadership Program. CT College will provide programming, resources and facilities at the CT College site for the Extended Learning Program and Leadership Program. (*\$6,000 in kind donation of programming*) **United States Coast Guard Academy (USCGA)** offers a quality higher education experience that emphasizes leadership, physical fitness and professional development. USCGA's Leadership Training School will collaborate with CT College and NESS to provide a Leadership Program at BDJMS in addition to Mentors. (*\$3,000 in kind donation of programming*) **New England Science and Sailing (NESS)** located in nearby Stonington, CT, NESS teaches sailing, marine science and adventure water sports. Their programs integrate adventure education, STEM education, environmental stewardship, and inclusiveness. NESS will offer the Reach STEM and marine science program after school under Project Connect, as well as, offer on-the-water experiences to students. (*\$150,000 in kind donation of programming*). **CT Science Center** is CT's premier destination for informal science learning. Project Connect recipients can experience 150 hands-on exhibits, a state-of-the-art 3D digital theater, 4 educational labs, plus daily programs and events including physics, forensics, geology, astronomy and more. **Child and Family Agency of New London** is the largest, full

service, private, non profit, children's service provider in Southeastern CT. Programs are focused on the prevention of child abuse, the treatment of family violence, teen pregnancy prevention, children's health care, childcare, parent education and children's mental health. They will offer the after school Teen Outreach Program twice each week at BJDMS and activities such as field trips, community service projects, and interactive discussions about real-life teen issues. Child and Family Agency also facilitates a School-Based Health Center, located at BJDMS; the Child Sight program, offering free vision screening and related services; and mobile dental services to students. **Child Nutrition Program of New London** offers the school's nutrition program and food services, coordinating 2 programs at BJDMS – 1) CT Food Corp- the existing meal program offering students a healthy breakfast, lunch and afternoon snack for extended school day programming. A dinner program will be available 3 days/week. Child Nutrition will also assign a nutrition worker to lead a new initiative (Garden League) which will allow students to learn a seed-to-table approach to healthy eating and cooking. The program also oversees 2) Cooking Matters- a newly added after school elective teaching students menu planning, meal shopping and healthy eating education, with “hands-on” cooking lessons and offering healthy groceries to students at the end of each class. **Appalachian Mountain Club (AMC) Youth Opportunities Program (YOP)** The mission of the AMC's YOP is to make the outdoors accessible and meaningful to urban and at-risk youth through nature walks, hiking, camping, backpacking, canoeing, snowshoeing, cross country skiing. YOP outdoor experiences facilitate development of: leadership skills; self-confidence and self-respect; trust; responsibility; critical thinking skills; teamwork experience; and decision-making skills. 1 adventure learning trip will take place/month, and 2 in August. **New London Youth Affairs (NLYA)** promotes positive outcomes for children, youth, and families by supporting a wide range of comprehensive services

and collaborations designed to build a brighter future for NL youth (and parents too!). NYLA has collaborated with BDJMS on many past initiatives supporting student achievement, including extended learning and in-school opportunities and through Camp Rotary during the summer. NYLA will provide the following after-school programs geared toward college and career readiness, preventing drop out, and supporting academic achievement through increased positive skills and decreased risk behavior:

**Teens in Action (TIA)** - Supports teens in achieving HS graduation and employment. Students will meet with TIA staff weekly to problem-solve challenges and to plan for school and career success. After-school workshops, tutoring sessions, and community-based projects, community service, academic support, work readiness which includes job seeking, resuming building, interviewing and job shadowing will be offered. **SADD (students against destructive decisions) after school club 2 days per week:** Students have told us that positive peer pressure, role modeling and environmental strategies can prevent other destructive decisions. SADD will provide peer-to-peer education, prevention, and activism organization dedicated to preventing risk behaviors like underage drinking, other drug use, risky and impaired driving, teen violence, and teen suicide.

**iii) the extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.** According to the 2011 CT Juvenile Justice Alliance data, Hispanic students were 3 times more likely to be arrested than non-Hispanic students; special education students were 3 times more likely than non-service receiving students; and youth from poor districts (like NL) were 9 times more likely to be arrested than youth from the wealthiest districts<sup>8</sup>! Our 5-year total federal request detailed in the budget is \$2,434,538. This equates to a very cost-efficient \$868 per student during the grant years, and will continue to serve all of our

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<sup>8</sup> [http://www.ct.gov/csao/lib/csao/Sandy\\_Hook\\_Final\\_Report.pdf](http://www.ct.gov/csao/lib/csao/Sandy_Hook_Final_Report.pdf)

students for years to come. As compared to the daily expenditure of CT youth incarceration, the approximate **daily** cost of arresting a juvenile and “locking him/her up” is \$726 per incident.<sup>9</sup> CT is 1 of 4 states that has reformed juvenile delinquency policy/systems to avoid incarceration and enhance treatment and rehabilitation programs. Nonetheless, the estimated cost of 3-6 months of multi-focused therapy for a youth ranges from \$6,800-\$10,000.<sup>10</sup> \$868 per student each year for comprehensive academic, health, physical activity, arts and cultural, and social services, including necessary community linkages and life enriching activity options, is extremely cost-efficient. All programs and services promoted, expanded upon, or newly initiated through Project Connect, are available to all students at BDJMS, including individualized academic programming and individualized health monitoring customized to their needs.

### **C) Quality of the Management Plan (25 points)**

**I) the project's plan for planning, coordination, management, and oversight of services, including roles** BDJMS has known what has been needed by students and their families for some time, and has made several strides toward accomplishing in recent years despite depleting resources. Project Connect will ensure existing long-term programs will be enhanced, promoted, and made more easily accessible and many new programs can be initiated. Minimal post-award planning time is needed due to the fact that we can build on and expand existing partnerships and programming. Therefore, Project Connect will provide a full 5 years of services/programs due to the efficiency of the project design/quality of the partnerships, rather than sacrificing up to 1 year of programming for during-the-grant-period planning efforts. Due to strong existing relationships with nearly all partners and demonstrated commitment by all, we know how to work together to be successful and we have learned what works and does not work to achieve

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<sup>9</sup>According to the American Correction Association at [www.aca.org/](http://www.aca.org/)

<sup>10</sup> [www.governor.ct.gov](http://www.governor.ct.gov)

results-focused outcomes. In several programming cases, aspects have been piloted for short periods of time and/or with small volumes of students. The planning team is comprised of: BDJMS administration; Business Office representatives/financial planning; Chief Financial Officer; BDJMS Principal Alison Ryan; multi-disciplinary key staff members (nutrition, physical education, special education, school health) project partners, Project Connect Advisory Committee, FSCS Coordinator (tbh), and Parent Education Coordinator (tbh) and the Project Implementation Team (see **Section C2)Quality of the Management Plan.**)

The project implementation team will use September 2014 through December 2014 to complete alignment of partnerships, establish extended learning day schedules, hire new positions, and coordinate upcoming education for teachers, students and parents. All Project Connect services and partnerships will be active by 1/1/2015. The Project Connect Advisory Committee (AC) is comprised of Implementation team members, representatives of project partners, and parent representation. The AC will provide broad oversight of management and implementation of project activities, ensuring all key stakeholders have a vehicle for which to provide input, feedback, and expertise. The project timeline below provides a clear outline of project milestones, activities and plan for implementation.

### **Project Connect Timeline/Milestones**

**\*Activities, once begun, will occur each month Years 1-5 of the project period unless otherwise noted.**

**\*Responsible Person(s) :** P= Principal PC=Project Coordinator; AC= Advisory Council; E= evaluator; PEC= Parent Education Coordinator; PIT= Project Implementation Team; Central Office Business Staff (B)

<b>October</b>	Hire FSCS & Parent Education Coors. & Evaluator ( <b>Year 1</b> ) (P,B)
<u>Monthly</u> Project Implementation Team meeting, <b>continues monthly</b> (PIT)	
Reach out to partners and review plans and roles ( <i>partners, PC, PIT, P</i> )	

Administer Fall School Climate Surveys to students, parents, teachers ( <i>PC;P</i> )	
2 Parent Education Workshops (2 topics) <b>continues monthly</b> . ( <i>PEC, parents, PC</i> )	
YOP enrichment trip (Years 2-5 only) <b>continues monthly</b> ( <i>YOP staff; students; PC</i> )	
Annual Grantees Meeting, Washington, D.C. (TBD by Department of Education) ( <i>PC; P</i> )	
<b>November</b>	Finalize implementation plan and timeline ( <b>Year 1 only</b> ) ( <i>P; PC; PIT</i> )
Fall Ice Cream Social/Project Connect Fair ( <i>PC; PEC; parents, student; faculty; partners</i> )	
Annual Teacher Training: 1 day ( <i>provided by Dept. of Children &amp; Families, BDJMS staff</i> )	
<b>December</b>	Commence Extended Learning Time program in <b>Year 1</b> ( <i>ELT staff; teachers; PIT; PC;PEC; P; parents; students; partners</i> )
Develop wellness portfolios ( <b>Year 1 only</b> ) ( <i>PC; PEC; students; Health Center Staff; parents</i> )	
Develop achievement goals in Reading, Writing, Math, Science ( <b>Year 1 only</b> , then revised as needed=) ( <i>Teachers; P; PC; students; Chief Academic Officer, parents; Special Ed Chair</i> )	
Project Connect Advisory Council Meeting; <b>to continue quarterly</b> ( <i>AC</i> )	
<b>January</b>	Full implementation of all Project Connect Services begin <b>Year 1</b> ( <i>All</i> )
<b>February</b>	Ice Cream Social/Connect Fair ( <i>PC; PEC; partners; families</i> )
Annual Teacher Training: 1 day ( <i>provided by Dept. of Children &amp; Families, BDJMS staff</i> )	
<b>April</b>	Professional Development- 2 days ( <i>provided by YOP; BDJMS staff</i> )
<b>May</b>	Ice Cream Social/Connect Fair ( <i>PC; PEC; partners; families</i> )
Administer School Climate Surveys to students, parents, staff ( <i>PC;PEC; students; staff; parents</i> )	
Standardized Testing ( <b>Baseline data in Year 1, then annually Year 2-5</b> ) ( <i>P, teachers, students</i> )	
Generate Annual Evaluation Report and disseminate results to stakeholders ( <i>E; PC; PEC; PIT; P; AC; web-site manager; marketing; and others as needed</i> )	
<b>June</b>	Year-End AC Meeting: Review Eval. Reports, plan for next year ( <i>AC</i> )

Annual Teacher Training: 1 day <i>(provided by Dept. of Children &amp; Families, BDJMS staff)</i>	
Send Wellness Portfolio results to parents/students <i>(PC; PEC; families; Health Center Staff; )</i>	
Send student academic goal results to students/parents <i>(PC; E; students; parents;PIT)</i>	
<b>Summer</b>	Camp Rotary <i>(PC; camp staff; PIT; partners; students; parent volunteers)</i>
End of Summer Bash/ Ice Cream Social/ Project Connect Fair (to include Camp Rotary Awards and Recognition) <i>(PC; PEC; parents, student; faculty; partners; community)</i>	
Annual Teacher Training: 2 days Aug. <i>(provided by Dept. of Children &amp; Families, BDJMS staff)</i>	
<u>2</u> AMC YOP adventure/ enrichment trip <i>(YOP staff; parent volunteers; students; PC)</i>	

**ii) qualifications of FSCS coordinator (PC) and other key personnel including prior**

**performance on similar efforts.** The full-time Full Service Community Schools Coordinator is central to effective and efficient management. He/she will be hired to coordinate and oversee all project activities, collaborate with partners, collect data on participation and outcomes, coordinate staffing, oversee the efforts of the Parent Education Coordinator, evaluate effectiveness on an ongoing basis, communicate with federal FSCS staff, and ensure adherence to all ED rules and reporting requirements. The qualified candidate will have the ability to relate successfully with staff, families and students from diverse backgrounds, experiences, and skill levels; demonstrate ability to implement differentiated instruction; have experience as a school and/or similar project administrator; possess a Masters degree or higher or a bachelors degree with 5+ years related experience; and leadership and independent work skills. Bilingual candidates will be preferred. The Coordinator will work closely (and report directly to) the Principal of BDJMS, Ms. Alison Ryan, and will meet weekly to review project progress and troubleshoot any barriers to success. Active in New London Public Schools since 2001, Ms. Ryan has unique leadership experience that aligns closely to the goals and objectives of Project

Connect. Ms. Ryan has a Doctorate in Educational Leadership and has led many district teams during her tenure at NLPS including the District Data Team; district Teaching and Learning Team; and has served as the districts' CT Mastery Test (CMT) and CT Academic Performance Test (CAPT) Coordinator. Ms. Ryan will contribute 15% of her time to Project Connect and individual student program supervision, as part of the district's matching contribution.

The Parent Education Coordinator (PEC) is a 20-hour per week position to be hired. The Parent Education Coordinator will work under the direction of the FSCS Coordinator and responsible for: coordinating parent education workshops and information events; promoting existing and new services and programs to parents; assessing student family needs and making and tracking community agency referrals (case management); and helping students and families reduce barriers to service access. He/she will have at least a bachelors degree relevant experience in areas of coordination, advocacy, providing education and support. Bi-lingual candidates and candidates with case management and/or community educator experience will be preferred.

NLPS will contract an outside evaluator with significant experience evaluating US ED grants to create an evaluation plan, select assessment tools and timelines, analyze data, and report results.

The Project Implementation Team (PIT) will include the FSCS and Parent Education Coordinators, Supervising Administrator/Principal Alison Ryan, Evaluator, Director of Nutrition Program; School Nurse, School Social Worker; and 1 teacher from each grade. The PIT will assist with implementation project activities; collect data; participate in professional development; provide feedback on project progress; assist in promotion of the project; assist with coordination, implementation, and assessment of individualized student wellness plans and academic goals; and ensure that the *needs of students from under-represented populations (e.g., disabled students, special needs students, etc.) are addressed*. PIT will meet monthly. PIT, a

representative from each project partner, and 4 parent representatives make up the Project Connect Advisory Council which will meet quarterly throughout the grant period.

#### **D) Quality of Project Services (20 points)**

##### **I) services provided reflect up-to-date knowledge from research and effective practice.**

National, nonprofit organizations like *Communities in Schools(CIS)* encourage the coordination of youth-oriented services in schools that respond holistically to youth at risk of dropping out of school. Promoting existing resources, bringing agencies together as a team, using integration and case management to “reposition” what is already allocated, linking youth and families to multiple needed services and utilizing the public school as the hub are critical to a successful model. Results of the Charleston County School District for 2012-13, indicated of the 1,031 students who received Student Support services: 76.7% improved academics in at least 1 core subject area and 92% improved behavior <sup>11</sup> Project Connect leverages a school-community collaborative focused on service integration, reducing barriers, and providing comprehensive access that addresses multiple needs through a broad-based continuum of services. <sup>12</sup>

The Center for American Progress reports Extended Learning Time (ELT) in schools is a core strategy for national education reform as policymakers and educators recognize that the standard school calendar does not fit many students’ needs. Most US students attend school an average of 6.5 hours a day, for 180 days a year. This is not enough time for many students, particularly those who are English language learners and those who start the school year learning below grade level. Some schools serving large concentrations of low-income and minority students have dramatically improved student achievement by increasing instructional time in the form of

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<sup>11</sup> [http://www.cischarleston.org/cis\\_background\\_and\\_programs.html](http://www.cischarleston.org/cis_background_and_programs.html)

<sup>12</sup> <http://www.urban.org/publications/307399.html>

a longer school day, week, or year for all students.<sup>13</sup> Project Connect ELT programs include CT College/BDJMS Collaborative; Leadership Program; NESS Reach; Camp Rotary, and YOP.

Several studies have shown that summer vacation has a disproportionately negative impact on learning for students from lower socio-economic backgrounds. All children tend to lose math skills over the summer, and children from lower socio-economic levels lose the equivalent of 1 month of reading instruction during the summer months, while children from middle and upper socio-economic levels are able to maintain and often improve reading skills. “The unequal impact of summer break generally is attributed to the fact that advantaged students have greater access to summer learning and enrichment opportunities.” Research shows extending time for students who need it most can improve student learning and effectively close the achievement gap between poor and minority students. Project Connect will expand and enhance Camp Rotary to improve summer learning opportunities and focus ELA skills and vocabulary improvement.

Available research indicates that helpful approaches with EL students focus on: primary language instruction and support; opportunity for practice and interaction; understanding individual differences; motivation and engaging EL students and focusing on strengthening the home-school connection to positively impact student outcomes.<sup>14</sup>

National Institute of Out of School Time (NIOST) research shows, “Participation in [voluntary structured] activities has been consistently linked to positive academic and social development outcomes in numerous studies. This project offers an array of extended learning options.

An out-of-school-time advisory committee like Project Connect's inclusive of parents, program directors, school administrators, and stakeholders is a key component for a successful program.<sup>15</sup>

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<sup>13</sup> <http://chalkboardproject.org/images/PDF/Extended%20Learning%20final%20rev.pdf>

<sup>14</sup> [http://www.wcwonline.org/images/stories/virtuemart/product/afterschoolmatters\\_fall11.pdf](http://www.wcwonline.org/images/stories/virtuemart/product/afterschoolmatters_fall11.pdf)

<sup>15</sup> <http://www.niost.org/NIOST-News/expanded-learning-opportunities-for-partnerships-with-a-new-twist-and-a-new-name>

In a study of 14 urban schools with high minority populations by Center for Research on Education, Diversity and Excellence, researchers found frequent teacher-to-home communication to be a common factor in classrooms where academic achievement was highest.

**ii) likelihood services will lead to improvements in achievement.** Project Connect services are comprehensive, diverse and research-based to improve student achievement outcomes with disadvantaged adolescents. STEM programming, cultural components of extended learning programs, Word Generation are a just a few of the programs offered that demonstrate ability to engage students and improve performance against rigorous science, math and literacy standards. Project Connect services will be measured through national Common Core standards in effort to increase the number of students at or above their individualized goal. Case studies of comparable programs with similar demographics demonstrate our project is likely to increase achievement:

*L.A.C.E.R. (Literacy, Arts, Culture, Education and Recreation) Afterschool Program* in Hollywood, California, provides critical, free academic, artistic, recreational and supportive services to at-risk middle schoolers. 90% of these students qualify for free or reduced lunch and 45% are English learning students. The students participated in word vocabulary program like *Word Generation*, specifically designed to assist English learning students. “During the 2012-2013 school year, more than 9 in 10 students participating in the Word vocabulary program improved their English grades by at least 1 grade point, 67 percent improved their word definition scores and number students receiving a D grade or lower decreased by 61 percent.”<sup>16</sup>

*Bridge the Gap College Prep's Afterschool Extended Learning Day Program (BTGCP)* in Marin City, California, provides comprehensive support to students from low-income families. In addition to basic academic skill-building in math and literacy, BTGCP connects academic lessons to students' personal experiences/needs/interests, community service opportunities and

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<sup>16</sup> [http://www.afterschoolalliance.org/issue\\_63\\_common\\_core.cfm](http://www.afterschoolalliance.org/issue_63_common_core.cfm)

career exploration; teambuilding; peer-to-peer teaching; and exposes students to new and different environments, such as college campuses and museums. During the 2012-2013 school year approximately 40 percent of students in the program saw improvements in their grade point averages and 100% students who attended the program for the entire year demonstrated good / improved behavior. Since 2010, 100% of students have graduated high school and 100% have been accepted into colleges or post-secondary institutions.<sup>17</sup>

*CT Pre-Engineering Program (CPEP)* (Middletown, CT)--an afterschool STEM program encouraging students to ask questions, define problems, develop test theories, collect and organize data, draw conclusions, and communicate and apply findings-- led to a 60% increase in students interested in STEM careers and 90 % college acceptance .<sup>18</sup>

Also, studies show all children, and particularly disadvantaged children, realize benefits that may not be reflected in standardized test scores but nevertheless lead to improved academic outcomes due to sustained participation in high-quality, coordinated extended learning programs. Benefits include: improved attendance, engagement, and homework completion; higher grades; higher self-esteem; improved physical and mental health; and higher graduation rate.<sup>19</sup>

#### **E) Quality of the Project Evaluation (10 points).**

##### **I) Will provide timely, valid information on management, implementation, or efficiency.**

The PIT will meet monthly and the advisory council will meet quarterly to review progress .The AC will provide broad oversight and ensure stakeholders have a forum through which to receive information and offer input and feedback on the project. The PIT will review the budget, timeline, goals and objectives monthly to ensure the project is on track. The PIT will troubleshoot identified challenges and develop action plans immediately which include actions to be

<sup>17</sup> [http://www.afterschoolalliance.org/issue\\_63\\_common\\_core.cfm](http://www.afterschoolalliance.org/issue_63_common_core.cfm)

<sup>18</sup> [http://www.afterschoolalliance.org/issue\\_63\\_common\\_core.cfm](http://www.afterschoolalliance.org/issue_63_common_core.cfm)

<sup>19</sup> [http://www.wcwonline.org/images/stories/virtuemart/product/afterschoolmatters\\_fall111.pdf](http://www.wcwonline.org/images/stories/virtuemart/product/afterschoolmatters_fall111.pdf)

taken, timelines, and persons responsible to facilitate resolution. Challenges, action plans, and statuses will be reported at quarterly AC meetings, and support for resolution will be requested as needed by the PIT or provided as deemed appropriate by the AC. FSCS Coordinator (PC), team, and evaluator will be frequently reviewing program registration and attendance records as well as referral and follow up logs (to the extent privacy laws allow) to ensure students and parents are utilizing services. Students will respond to annual climate and risk behavior surveys administered by teachers and PIT. Parents and school staff will respond to annual climate and satisfaction surveys administered by the FSCS Coordinator.

The FSCS Coordinator and evaluator will be responsible for overseeing data collection<sup>20</sup>, data analysis, and compiling progress reports to be reviewed by the project team. A progress report inclusive of data on all outcomes will be prepared for review in the spring according to the federal reporting schedule and at the end of each grant year. Anonymous, aggregate data will be used in the evaluation process. Performance measures, process outcomes, measurement tools and the frequency of measurement are outlined in the table in **Section E iii**. To ensure timely, frequent, accurate communication with students, families, and community stakeholders, the end of year report will be posted on the school website, with Spanish versions available. Quarterly ice cream social will be held through Project Connect each year, during which tabletop displays will reiterate project progress, lessons learned, and successes to students and families.

**ii) Will provide guidance on replicating the project.** BDJMS will hire an outside evaluator responsible for working with the PIT under the direction of the FSCS Coordinator to develop a comprehensive evaluation plan. The evaluator will be responsible for determining assessments and timeline for administration for each outcome, supporting data collection, analyzing data, and reporting results as well as assessing whether partnerships and project outcomes were effective

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<sup>20</sup> All student data will be stored securely in locked rooms and/or password-protected databases.

in addressing identified gaps. The evaluator will create reports indicating what worked, what didn't work, areas for improvement, lessons learned, and recommendations for replicating/testing the project in multiple settings with at-risk youth. Reports will be posted on the school website for use by other organizations and submitted to US ED.

**iii) methods of evaluation will provide valid and reliable performance data on outcomes.**

Objective #1: Increase the number of students served by project interventions (GPRA).

Measurable Outcomes: Year 1: 20% of students will participate in 1 or more project services;

Year 2: 30%; Year 3: 35%; Year 4: 40%; Year 5: 50%. *Objective # 2: Increase % of students*

*meeting individualized goal in Reading.* Measurable Outcomes: Year 2: 10% increase in students

meeting individualized goals in Reading; Year 3; 15% increase; Year 4: 20% increase; Year 5:

25% increase. *Objective #3 Increase % of students meeting individualized goal in Math.*

Measurable Outcomes: Year 2: 10% increase in students meeting individualized goals in Math;

Year 3; 15% increase; Year 4: 20% increase; Year 5: 25% increase. *Objective #4 Increase % of*

*students meeting individualized goal in Writing.* Measurable Outcomes: Year 2: 10% increase in

students meeting individualized goals in Writing; Year 3; 15% increase; Year 4: 20% increase;

Year 5: 25% increase. *Objective #5 Decrease the number of students failing science.* Measurable

Outcomes: Year 2: 10% decrease in the number of students failing science; Year 3: 15%

decrease; Year 4: 20% decrease; Year 5: 25% decrease; Year 5: 3% decrease. Measurement

Tools and Responsible Person Objectives 1-5: (1) Program attendance and participation records

and referral records collected by FSCS and Parent Education Coordinators; (2-4) individualized

academic goal tracking documents and (5) teacher grade books/student report cards collected by

teachers. *Objective #6 Increase parent engagement.* Measurable Outcomes: Year 2: 10%

increase from baseline in the percentage of parents who report positive engagement with the

school. Year 3: 15% increase; Year 4: 20% increase; Year 5: 25%. *Objective #7 Increase % of students that are “strongly or very strongly” connected to school.* Measurable Outcomes: Year 2: 10% increase from baseline in the percentage of students that are strongly or very strongly connected to school. Year 3: 15% increase; Year 4: 20% increase; Year 5: 25% increase.

Measurement Tools, Person Responsible Objectives 6,7: Annual School Climate Survey; subscription to web-based tracking system can be used to track parent involvement /utilization of services. (PC; PEC). *Objective #8 Decrease attendance issues.* Measurable Outcomes: **A)** Year 1: 5% decrease from the school year prior to the receipt of funding (baseline year) in the percentage of students with excessive absences (more than 10). Year 2: 7.5% decrease; Year 3: 10% decrease; Year 4: 12.5% decrease; Year 5: 15% decrease. **B)** Year 1: % decrease from the school year prior to the receipt of funding (baseline year) in the percentage of students with excessive tardiness (late to school an average of once per week or more). Year 2: 7.5% decrease; Year 3: 10% decrease; Year 4: 12.5% decrease; Year 5: 15% decrease. Measurement Tools, Person Responsible Objective 8: Attendance and tardiness records (PC).

*All outcome increases and decreases are from baseline, which will be established in Year 1 (except for Objective 8). For Objectives 2-5, baselines will be established by the end of Year 1. Data will be collected twice per year for Objectives 1-5 and 8; once per year for Objectives 6 and 7.*