

CollegeYES Table of Contents

| | |
|--|-----------|
| Part A. Need for the Project and Quality of the Project Design | 3 |
| Introduction | 3 |
| Need | 4 |
| Exceptional Approach to Meet Priorities | 6 |
| Goals, Objectives, Outcomes and Strategy | 10 |
| Part B. Strength of Research, Significance of Effect, and Magnitude of Effect | 12 |
| Research Basis for Project | 12 |
| Previous Implementation of Project | 14 |
| Magnitude of Positive Impact | 16 |
| Part C. Experience of the Eligible Applicant | 16 |
| Past Performance in Implementing Projects | 16 |
| Past Performance in Improving Student Outcomes | 17 |
| Part D. Quality of the Project Evaluation | 18 |
| Methods Appropriate to Size and Scope of the Project | 18 |
| Methods to Improve Implementation and Progress Toward Outcomes | 21 |
| Information for Replication and Further Testing | 22 |
| Sufficient Resources to Effectively Carry Out the Evaluation | 23 |
| Part E. Strategy and Capacity to Further Develop and Bring to Scale | 23 |
| Number of Students to be Reached | 23 |
| Capacity for Further Development and Scale Up | 23 |
| Feasibility of Replication | 23 |
| Estimation of Project Costs | 24 |
| Dissemination to Support Further Development or Replication | 24 |
| Part F. Sustainability | 24 |
| Capacity to Operate Project After Grant Funding | 24 |
| Incorporation of Project Into Ongoing Work | 24 |
| Part G. Quality of the Management Plan and Personnel | 25 |
| Management Plan | 25 |
| Capacity to Manage Project | 26 |

Competitive Preference Priority 6--Innovations that Support College Access and Success

CollegeYES uses engaging and empowering strategies to prepare high-need Alliance middle and high school students to enroll and graduate from college. CollegeYES focuses on selected new Common Core and College/Career Readiness Standards and is aligned with ISTE's Technology and 21st Century Standards, as well as California Content Standards. CollegeYES builds on the foundation that the Alliance College-Ready Public Schools have created.

The CollegeYES Model is designed to support students in their STEM courses, and in their Advisory period to: (a) address students' preparedness and expectations related to college; (b) help students understand issues of college affordability and the financial aid and college application processes; and (c) provide support to students from peers and knowledgeable adults.

Through professional development for teachers, the development of a virtual/real learning community, and the use of a successful Student Technology Leader (STL) program, CollegeYES will capture the power of technology to address this priority. Teachers will align their curriculum to new standards, and collaborate with STLs to integrate technology-infused rigorous project-based learning into their courses. Advisory teachers and counselors will work with STLs to integrate projects and long-term career/college portfolios into their Alliance Advisory Curriculum. STLs will also provide peer-mentoring, to help other students with their projects and portfolios.

Alliance schools will incorporate powerful uses of technology into teaching and learning and open up the virtual world of information, resources and tools for students to prepare for careers and college. These resources and tools, along with the projects and college/career portfolios, will increase awareness and expectations of students and their families, and also support them in planning a pathway to college and careers.

Competitive Preference Priority 7--Innovations to Address the Unique Learning Needs of Students with Disabilities and Limited English Proficient Students

Approximately 25% of students in Alliance Schools are English Learners (ELLs) (limited-English-proficient). Other students, Standard English Language Learners (SELLs), also need to develop academic English skills. The use of project-based learning, multiple media available through technologies, student-developed portfolios and technology-based performance assessments will provide ELLs and SELLs with opportunities to scaffold (Ovando, 2006) development of academic concepts and language through peer interactions to meet rigorous STEM standards. During professional development, teachers will collaborate to develop lessons with technology to support ELLs and SELLs, using the CollegeYES Pedagogy Principles below as the basis for strategies, sequencing and activities aligned to rigorous standards. These principles are based on the Standards for Effective Pedagogy established by the Center for Research on Education, Diversity and Excellence at UC Berkeley, and additional cognitive and language development research:

- Facilitate learning through joint productive activity among teachers and students.
- Connect curriculum to experience and skills of students' home and community.
- Challenge students through academically meaningful, rigorous and cognitively complex curriculum.
- Engage students through dialogue, especially instructional conversation.
- Engage students in communities of learners to develop academic vocabulary, negotiate meanings and understanding and co-create specific tasks.
- Engage students in effective academic vocabulary instruction, which develop students' competence in the language and literacy of instruction across the curriculum

Narrative Part A. Need for the Project and Quality of the Project Design

Introduction: CollegeYES is a project of the **Alliance College-Ready Public Schools** (Alliance) with its network of 17 charter schools (and 3 new Alliance schools beginning in Year 3 as project replication sites). The Alliance is a nonprofit charter management organization committed to creating small high performance, college-ready public schools in Los Angeles. In April 2004, the Los Angeles Unified School District (LAUSD) Board of Education approved the first high school charter operated by the Alliance. In Fall 2010, The Alliance network will include 12 high schools and 5 middle schools serving almost 6,000 students in Los Angeles. Students in the 17 schools are 86% Latino and 13% African American, 23% English Learners (Limited English Proficient) and 6% Special Education students; 92% participate in the Free/Reduced Meal Program. The Alliance will add three new public charter schools by Fall 2011. All 20 schools with full enrollment will serve almost 10,000 students in the most underserved areas of Los Angeles amidst some of the lowest performing schools in the county. (See Appendix H.) CollegeYES is a Development Grant addressing Absolute Priority 3.

Project Partners. **Wexford Institute**, a non-profit educational agency, is the external evaluator and a member of the CollegeYES eligible partnership. **Kijana Voices** has an eleven-year record of successfully preparing K-12 students to use technology and take on a major role and responsibility for helping educators improve schools. Kijana Voices will provide training, site support, an online web environment with proven resources and new tools related to CollegeYES goals, and an online community aimed at increasing communication with and between Alliance schools. Other CollegeYES partners supporting the project are: Weingart Foundation; Broad Foundation; Loyola-Marymount University; and, California State University Los Angeles, and the International Society for Technology for Technology in Education (ISTE).

Need: Alignment of Curriculum with Common Core College/Career Readiness Standards:

With the publication of the draft Common Core College/Career Standards, and the need to begin aligning curriculum with these frameworks, CollegeYES, will provide research-based professional development and assistance from Student Technology Leaders (STLs) to use these standards, project-based learning and technology to transform STEM and advisory courses.

Need: Preparation for Graduation, College and Careers

NEW YORK — April 15, 2010 — As the U.S. economy begins to show signs of improvement, executives say they need a workforce fully equipped with skills beyond just the basics of reading, writing and arithmetic (the three Rs) in order to grow their businesses. Skills such as critical thinking and problem solving, communication, collaboration, and creativity and innovation (the four Cs) will become even more important ... (American Management Assn.).

Participating students in the Alliance face multiple risk factors that increase the probability that they will NOT succeed in STEM courses, graduate, be ready to and go on to college, or be prepared for careers that will allow them to be economically independent. The Out of School Factors (OSFs) (Berliner, 2009) that hinder their successes are rooted in poverty – these students live in the areas of Los Angeles with the highest rates of poverty, gang activity, drug abuse, violent crimes, homelessness, broken families, food insecurity, and trauma. Most have little or no experience with how to prepare for college or think about careers. Yet, many come to school with great strength, resilience, determination and aspirations. The Alliance Schools have an excellent beginning record of improving achievement, still, only about 30% of students are Proficient or above on the California Standards Test (CST), with the highest percentages occurring in the middle schools and decreasing in the high schools. CollegeYES will use

technology to help students: develop academic vocabulary, research skills, leadership skills, increase their STEM competencies, and plan to complete college and go on to careers.

Need: Access to Postsecondary and Technology:

“Although postsecondary education is more accessible to a larger percentage of the population now than at any other time in the nation’s history, the same factors that Lyndon Johnson identified—race, birth, income—still play too large a role in determining who is able to attend college, which college a person is able to attend, and whether a person is able to remain in college until graduation.” (Beauvais, 2007)

One factor that is contributing to this is that even as record numbers of Americans go online, there is a major gap between those who have access to computers and Internet at home and those who do not. Across the country students from low-income homes who are African American, Latino and Native American have much less access to computers and Internet at home than their other peers, leaving them and their families at a major disadvantage in accessing information and applying for college (Venegas, 2007). Schools must provide access and empower high-need students and their families to use technology to gain in mathematics and literacy skills and become college and career ready. And yet schools do not currently have those capabilities.

Generally, Alliance Schools have limited access and use of computers: there is approximately a 1:10 ratio of computers to students; teachers use basic technologies as productivity and presentation tools; students use only basic applications on computers, do not use instructional software, and do not use mobile technologies. Some students have access to computers at home, fewer have Internet connectivity at home (School Tech Survey, 2010).

Conclusion: Capacity must be built for students, teachers, counselors and parents to have access to and use technologies and the online resources they provide. The Alliance Board has

identified the increased use of technology by students and teachers as one of the greatest needs to improve the success rate of students in STEM coursework, to prepare them to graduate and to be college/career ready, to develop superior research and independent learning skills and to collaborate within and across sites to develop 21st Century Skills.

Exceptional Approach to Meet Priorities 3, 6 and 7: CollegeYES uses an exceptional approach to meet the large unmet needs of high-need students by combining these four programs and strategies into a new innovative model:

- A research-based professional development program supporting teacher adoption of new Common Core College-Career Ready Standards and best practices related to project based learning (PBL) with a focus on STEM and Advisory curricula
- A successful innovative Student Technology Leader program advancing technology use and student leadership skills by providing technology support to peers and teachers
- Integrated and powerful uses of modern technologies by students, staff and parents
- A CollegeYES Community (real and virtual) to establish, integrate, improve and support the evolution of the program

The CollegeYES Model aligns with the mission, goals, and curricula of the Alliance schools and supports, enhances and integrates into STEM and Advisory coursework. The CollegeYES Model is sustainable and replicable, and includes four components described below. (See the CollegeYES Logic Model in Appendix H).

Component 1. Innovative Uses of Technologies and Other Resources. The extensive use of technologies – including web-based resources for professional development and student learning; creativity and publishing technology for sharing; and the new mobile technologies to increase student and teacher access to resources, communications and project development. Each

participating STL and STEM teacher will have a CollegeYES netbook or tablet computer to facilitate collaboration and sharing and help them meet project goals.

Component 2. Innovative Student Programs Tied to Rigorous Standards. Approximately 15 Student Technology Leaders from each school will receive both STL and College & Career (C²) training – related to using technology, collaborating with teachers, mentoring students, and using online resources for college and career information and projects. Each school team of STLs will learn crucial 21st Century Skills of mentoring, communication, and collaboration. They will assist STEM and Advisory teachers in the integration of technology into their courses and provide peer mentoring for fellow-students as they complete their required CollegeYES portfolios and projects. The result will be an authentic project-based learning experience for the students and sustainable technology support for the teachers. This powerful model has been refined and proven in real classrooms around the world. (See Appendix H)

Student Projects, Portfolios and Technology Proficiency. All Alliance students will complete two annual technology projects as part of their STEM courses and college/career Alliance Advisory Curriculum. The college/career projects and additional information that students collect will build a portfolio of college plans and resources for each student. CollegeYES will provide an innovative way for schools to offer technology certification to students in grades 6-12. All students will show technology literacy through the projects they create that meet state and local technology proficiency requirements. Kijana Voices materials are designed for middle and high school students — not watered down from adult vocational technology certifications.

Component 3. Research-Based Professional Development to Support Teaching and Learning. Professional development for STEM teachers and for Advisory period teachers will utilize a research-based model (AERA, 2005) that incorporates principles linked with increased student

achievement. Briefly, these principles include: use of long-term, sequential staff development; focus on content; coherence through connection with standards and assessment and teacher knowledge; use of active learning; and, teacher collaboration. (See Appendix H)

Professional Development for STEM Teachers. STEM teachers will work collaboratively to align courses and technology-infused project-based learning with rigorous standards and develop related technology-based performance assessments and rubrics reflecting the standards to assess student projects. CollegeYES will support Alliance efforts to use standards and assessments that measure students' progress toward college- and career-readiness that are aligned with high academic content and achievement standards. CollegeYES will be based on rigorous California State Standards. These standards will be augmented by a group of selected English Language Arts and Mathematics Common Core College/Career Ready Standards focusing on inquiry and research, understanding and using credible evidence (information and data), drawing convincing conclusions and moving to action. CollegeYES will also be aligned with the ISTE Technology and the 21st Century Skills Standards, all complementing the California Content Standards.

STEM teachers will also work with STLs to build inquiry-based STEM projects in which students use technology and practices similar to those of mathematicians and scientists. University of Wisconsin conducted studies and PD programs with teachers in diverse schools for and found projects that engaged students in constructing models, making generalizations, and justifying their ideas were most effective for student learning. (Carpenter, 2004)

Professional Development for Advisory Period Teachers and Counselors. Advisory period teachers and counselors will work collaboratively and with STLs to integrate research projects using online resources into their college/career-ready advisory curriculum, which has identified outcomes for each grade level related to careers, college requirements, applications and finances.

Planning and professional development for teachers will occur during the school year (at bi-monthly staff development afternoons) and during the summer at 5-day institutes.

Component 4. CollegeYES Community. Greater access and skills in using technology will support students, staff and parents in using tools and projects developed for this project, creating an online community for communication and sharing between the Alliance Schools.

Three groups will provide leadership and coordination for the virtual and real community. The CollegeYES Alliance Coordinating Council (ACC) will be composed of approximately twenty staff members (teachers, counselors, administrators), five students and five parents, who represent all schools and groups listed below. The ACC will meet three times each year to support operationalizing, refining, institutionalizing, and evaluating CollegeYES.

CollegeYES Leaders/Advisors will include two staff members at each school, a teacher to support technology integration activities and a counselor to support the college/career activities. They will work together with STLs during summer training to plan how best to implement CollegeYES in classrooms and to support STLs in their work with other students and teachers.

STEM Teacher Leaders, will work with the CollegeYES Leader/Advisors, STLs, and other STEM teachers to support the integration of the technology-based STEM projects into STEM courses and to support the adoption of College-ready action steps into the Advisory period.

Operationalizing the Project: Students will participate in the project according to the following Figure. In Year 1, Cadre 1A, all 9th grade students will begin participating in the project. Those students and new 10th grade students will continue as Cadre 1A in Year 2, and so forth through 12th grade. In Year 2, two cadres will begin – Cadre 2A in the 9th grade and Cadre 2B in the 6th grade. High school teachers and counselors will begin participation in the project in Year 1, middle school in Year 2, and all continue through Year 5.

Figure 2: Student Participation Cadres

| Grade Level | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|----------|----------|----------|----------|-----------|-----------|-----------|
| Year 1 | | | | 1A | | | |
| Year 2 | 2B | | | 2A | 1A | | |
| Year 3 | 3B | 2B | | 3A | 2A | 1A | |
| Year 4 | 4B | 3B | 2B | 4A | 3A | 2A | 1A |
| Year 5 | 5B | 4B | 3B | 2B | 4A | 3A | 2A |

Goals and Objectives: (See outcome/performance targets and measures in the Part D)

Goal A: Create the CollegeYES Community to coordinate, integrate and sustain the project

Objective A1. Create the CollegeYES leadership groups to grow the real/virtual community and coordinate, integrate, institutionalize and sustain the project.

Objective A2: Use the technological infrastructure and STLs to create and support the CollegeYES Virtual Community and support CollegeYES activities through web-based resources including student and teach guides, communication spaces, and print materials

Objective A3: Increase student and family access to computers and the Internet with 20 laptops for CollegeYES activities at each school and mobile devices for STLs and CollegeYES Leaders/Advisors to support communication, collaboration, web access and project development.

Goal B: Engage students and their families to improve student outcomes.

Objective B1. Increase the integration of powerful uses of technology into STEM and Advisory courses to help students develop academic language and meet rigorous standards and utilize technology-based projects and portfolios and performance assessment to monitor student growth and adjust instruction.

Objective B2. Provide opportunities for students to develop leadership and technology skills through 5 days of training each summer, and school year activities guided by their Advisors.

Objective B3. Improve student outcomes, including: leadership, communication, research skills; expectations, level of college and career interest; participation rates and grades in STEM courses.

Objective B4. Increase the understanding of students and their families of the requirements, application procedures, and financing of college, and the uses of technology to support them.

Goal C: Engage staff in professional development to improve student outcomes

Objective C1: Using a research-based PD model, provide up to 75 hours of long-term sequential PD for over 120 teachers and counselors in standards-based alignment, project-based learning, powerful technology practices, and college/career readiness over 3 years.

Objective C2: Through classroom observations, surveys, interviews, review of student projects, and use of project resource, determine if changes in teaching and learning are occurring, and if powerful uses of technology are being used to support rigorous standards.

Goal D: Use data to prepare for sustainability, dissemination and replication

Objective D1. Test replication of project at 3 newly established Alliance sites beginning Year 3. Collect, use and refine fidelity criteria to measure, monitor and improve fidelity.

Objective D2. Increase integration of program components with Alliance programs and courses, and institutionalize the project.

Objective D3. Create a data feedback loop to support program improvement, and evaluate progress toward meeting goals and objectives.

Objective D4. Through reports and creation of other documents and web-based activities, provide replication information for dissemination, including project roll out description, lessons learned, and indicators of effective practices.

Part B. Strength of Research, Significance of Effect, and Magnitude of Effect

Research Basis for Project: The CollegeYES hypothesis is that: the combination of the following engaging and empowering strategies based on rigorous college-ready standards will improve teaching practices and student outcomes for high-need middle and high school students:

- 1) Greater access and capacity to use technology to support community, teaching and learning, college and career readiness;
- 2) Development of the learning community, with research-based PD, project-based learning, use of data to improve instructional practices, and technology integration;
- 3) Student leadership/peer mentoring; and
- 4) Use of performance assessments and other data to improve instructional practices.

The hypothesis is based on evolving literature and research in the following areas.

Technology Empowering Students. A by-product of online learning is that in addition to knowledge acquisition, students learn about: the technology through its use; themselves and their own learning styles; how to collaborate with others in the problem solving process; and, what it takes to pace themselves to get the job done. They become confident in their abilities, feel empowered to work in a manner that best suits them, and seek out the information they need for the task at hand -- all transferable to the work world and gained through participation in online learning community (Palloff, 1999).

Communities of Practice. The value placed on collaboration in the workplace is high, and professionals are expected to work across geographic and cultural boundaries more frequently. Teachers increasingly recognize the importance of collaboration skills and are finding that online tools to support collaboration provide them and their students with opportunities to work creatively, develop teamwork skills, and tap into the perspectives of people around the world with a wide range of experience and expertise that differs from their own. (Johnson, et al., 2010)

Pupil learning was the foremost concern of people working in a school operating as a professional learning community (PLC) and the more developed the PLC appeared to be, the more positive was the association with two key measures of effectiveness—pupil achievement and professional learning (Bolamm, et al., 2005).

Professional Development Linked to Student Achievement. Resnick's (2004) synthesis of research to determine professional development (PD) factors that had the greatest effect on student achievement, identified two: 1) Focus on content knowledge; and 2) Coherence - PD must provide teachers with a way to directly apply what they learn to their teaching. Professional development leads to better instruction and improved student learning when it connects to teachers' curriculum materials, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success.

Two other factors were also related to increased student achievement: 1) The more time teachers spend on PD, the more significantly they change their practices; participating in professional learning communities optimizes the time spent on PD; and, 2) Collective participation, which involves PD teachers from the same school, department, or grade level, tended to create more active learning, which had some effect on teacher knowledge and skills.

Students as Leaders/ Peer Mentoring. The developmental network concept has promise for a new way of looking at mentoring; helping the mentee define needs and fulfill them through a diversified set of individuals (Goodyear, 2006). Studies suggest that the culture of mutual support and personal responsibility created by peer mentoring plays a key role in raising engagement and achievement among disadvantaged students (Fuchs, 1995; Barley, 2002; Gartner 1993; Snow, 2003). Rohrbeck (2003) conducted a meta-analysis of 90 studies and found that peer-assisted learning accounted for an approximate growth of 22% in the achievement of

participating students. Peer mentoring provides demonstrable academic benefits to the mentoring student, who must master the content being tutored and use “listening skills, questioning skills, empathy, and understanding of what it means to be a role model” (Rosner, 1997).

Problem/Project-Based Learning. In a meta-analysis of 43 empirical studies, results suggested that students in PBL are better at applying their knowledge, developing skills, retaining knowledge, and having more elaborated knowledge (Dochy, et al., 2003). Research indicates that project-based learning can succeed in raising student STEM achievement (Bumenfeld, 1991; Schneider, 2002; Gordon, 2001). The autonomy and self-control inherent in project-based learning allows students to recognize their own stake in their education, becoming more self-aware, independent, and effective learners (Education Place, 1997). According to Sweet (1993), students show greater interest, perform at higher levels of learning, and retain knowledge better when they are required to organize facts around major concepts and then actively construct their own understanding of those concepts. Studies have shown gains in academic achievement—with scores up to 10% higher than in control groups—when students complete technology-infused projects (Ryser 1995; Education Development Center, 1994).

Previous Implementation of Project: The STL component of CollegeYES, comprised of the Kijana Voices GenYES - TechYES programs, has been conducted before but not in charter schools, or with a focus on STEM courses aligned to rigorous standards or to improve the college-career Advisory period.

Nearly 100 evaluations of the GenYES-TechYES STL model have been conducted. Quasi-experimental models have shown increases in science, math, and technology achievement.

Education Northwest (formerly Northwest Regional Education Lab) has collected 14 years of longitudinal data from thousands of schools, teachers, and students that indicate that the STL

model is an effective alternative for schools wishing to integrate technology into their regular curriculum and increase their use of project-based, student-centered learning practices.

Teachers who collaborate with tech-savvy students are more successful in integrating technology in powerful ways that improve student learning (Schneider, 2006; Coe, 2007). Because STLs provide some services normally required of teachers or other adult staff, STEM teachers with in-class peer mentors have more flexibility to concentrate on content delivery, assessment, and providing support to struggling students.

In a 2006 study exploring the impact of the TechYES model in 45 schools, 59% of teachers agreed that project-based instruction used in TechYES helped students learn about core curriculum subjects. A key was that “the majority of projects were student-designed instead of teacher-designed,” giving students personal investment in their studies (Schneider, 2006).

The Texas Educational Service Center in Region 20 participated in a 3 year Title IID-funded grant. The STL model was implemented at 38 elementary, middle and high schools. Texas School Technology and Readiness (STaR) model LOTI levels, and the Texas Assessment of Knowledge and Skills (TAKS) were used for evaluation. The study compared the difference in TAKS test scores of the STL to statewide scores for 2004/05 to 2005/06.

| Grade Level | Statewide Change | STL Schools Change | STL improvement over statewide |
|-------------|------------------|--------------------|--------------------------------|
| 5 | 1 | 5.5 | 4.5 |
| 8 | 5 | 10.8 | 5.8 |
| 10 | 1 | 2.1 | 1.1 |

STL schools made significant gains in math, language arts and reading scores. The largest score improvements were in the middle grades (5-8) where STL classes were most prevalent. These scores represent all students in the schools, not just STL students. Schools with the lowest test scores and most students at-risk showed the most improvement.

The U.S. Expert Panel on Educational Technology - The Educational Technology Panel established the U.S. Department of Education in 1998, commissioned AIR to conduct a field test of Generation Y (now STL). After evaluating 97 models on their effect on student achievement, the Panel awarded the Generation Y model as one of two models to receive an exemplary rating, concluding: “The evaluation documents substantial learning gains on the part of participating students. The reviewers were impressed by the creativity of the project, creating a role reversal in which students partner with teachers in curriculum development.”

Magnitude of Positive Impact: Based on these previous studies we believe the combination of the four CollegeYES components based on rigorous standards and research will improve student achievement, STEM course success, interest in STEM careers, college readiness, student efficacy and confidence, and independent learning skills.

Part C. Experience of the Eligible Applicant

Past Performance in Implementing Projects: The Alliance has conducted projects with larger size and scope than the CollegeYES Model.

Construction of Math and Science High School on CSULA Campus: Alliance senior management and board of directors worked in partnership with Mayor of Los Angeles and President of California State University Los Angeles to establish the only charter high school in Los Angeles constructed on a university campus as a permanent location. \$14,000,000

Alliance Growth Scale-up from 7 schools in 2006-07 to 20 schools by 2010-11: \$10,000,000 from the Broad Foundation and the Alliance Board to provide \$500,000 per new school opened based on meeting high performance criteria for each school. (13 new schools, 6,500 students)

Center for Math and Science Instruction Partnership with Loyola Marymount University: Three-year partnership implementing effective math and science teaching strategies resulting in

Alliance high schools outperforming California and LAUSD averages in achievement as well as establishment of math and science teachers as to coach and lead classroom based professional development in all 16 Alliance schools impacting 5,600 students. \$3,000,000

Past Performance in Improving Student Outcomes: As a non-profit working with the 16 charter schools, Alliance has significantly improved student achievement. In reviewing Alliance CST data for the past two years, evaluators identified students who had been enrolled in Alliance schools who had taken CST tests in 2008 and in 2009. Analyzed by subgroup, for students groups who were in grades 7 through 9 during the post-test, almost all groups increased in the percent of students who were Proficient or above in English Language Arts. The few that did not increase, maintained their percentage at Proficient or above. Additionally:

- Two schools scored higher than 800 and rank in the 10 top-scoring high schools.
- Four of eleven California Distinguished High Schools in L.A. were Alliance Schools
- The highest performing Alliance high school is the fifth highest performing high school in LAUSD and the second highest performing charter high school in Los Angeles
- Alliance High Schools – Five have 2009 API scores higher than the average of all CA and LAUSD high schools ranking them in the top 16 high schools in LAUSD
- All Alliance schools outperformed nearby traditional schools by 86 to 331 points

The Alliance has also made significant improvements in other areas, including:

- Average 99% 4-year graduation rate with three graduating classes
- Average 73% 4-year College acceptance rate with three graduating classes

Wexford, Inc. is also an eligible non-profit. Wexford's Senior Researcher, Dr. David Ramirez, has led the work with California Association for Bilingual Education Project Inspire, an innovative parent education program, to provide formative feedback and conducted strategic

planning based on the data to improve the effectiveness of the project. After the formative work, Dr. Ramirez led the randomized experimental design of the project. The study shows larger achievement gains across all subgroups for children of the parents involved in the program, and increased parent involvement. Wexford has also been integral to the development of a principal and teacher leadership program and a ready-school early childhood program that shows student growth gains across all subgroups, and lower suspension rates for the leadership project. (See Article in Appendix H.)

Part D. Quality of the Project Evaluation

Methods Appropriate to Size and Scope of the Project: Evaluators will work in consultation and collaboration with CollegeYES project staff to facilitate the development and implementation of a process evaluation; facilitate the development of a realistic and reliable project accountability and feedback system; collect reliable and usable data to support project decision-making and replication, measure our annual progress toward meeting our stated goals, objectives and performance measures; gather and summarize required data for annual reporting, and support our cooperation with any technical assistance provided by the Department or its contractor. The evaluation of CollegeYES is framed around the following questions:

1. What is the site-based context in which the project is being implemented? What barriers to participation are within and outside the scope of the project?
2. To what extent do stakeholders (students, teachers, parents) at each site participate in the CollegeYES community? What are the similarities and differences between participants' virtual and real Community experiences? What is the degree of transfer between STEM and Advisory Teachers' professional development and their professional practice in using technology to meet Common Core and College/Career Readiness Standards?

3. To what extent does increased access to technology impact student outcomes related to college and career readiness? To what extent does increased access to technology increase parental involvement in college and career readiness planning?
4. What are the similarities and differences between CollegeYES implementation, teacher participation, and student outcomes at the middle school and high school level?
5. To what extent does the projects' scaffold support structure build sustainable capacity within participating CollegeYES schools?
6. Are there significant differences in student achievement and college enrollment between CollegeYES participants and non-participants at Alliance schools?

Evaluation Design: Evaluators will gather feedback on teachers' and students' training and professional development, document collaboration with and across participating school sites, document levels of technology integration in STEM and Advisory courses, monitor STL's technology-support services and peer mentoring activities, examine students' technology projects, and document the development of students' college/career portfolios. Data collection strategies will include administering demographic and training/professional development feedback surveys to students and teachers, observing summer training sessions, conducting interviews with stakeholders, and randomly selecting student projects and portfolios for analysis.

Evaluators will collect baseline student demographic data including most recent California Standards Test data and current GPA in core content areas. Evaluators will also collect demographic data from participating teachers. During the school year, evaluators will collect portfolio artifacts from 25% of the participating students, administer mid and end-of-year surveys to STLs, STEM, and Advisor teachers to gauge their satisfaction with CollegeYES, capture data on their levels of collaboration within and across sites, and identify any areas of

concern regarding project implementation. To triangulate survey and observation data, evaluators will interview a stratified random sample of teachers, STLs, and other students receiving peer mentoring. Additional assessments include tracking students' California Standards Test scores and comparing them to non-participants at the same school site, tracking students' GPA in core content areas, and utilizing the Early Assessment Program (EAP) with high school students and ISTE's 21st Century Skills Assessment with middle school participants. EAP is aligned with California State Standards and lets students measure their readiness for college-level English and mathematics in their junior year of high school. STEM teachers and students will use EAP results to target specific college-readiness skills during their senior year. ISTE's 21st Century Skills Assessment is aligned with National Educational Technology Standards for students, and includes both multiple choice and performance-based items. Additionally, evaluators will longitudinally track a 25% sample of CollegeYES alumni to document their enrollment and persistence in post-secondary education.

Teacher professional development is an important component of the CollegeYES program. As such, the professional development component of the project will be evaluated using Guskey's (2000) Five Levels of Professional Development Evaluation, which are: participants' reactions, participants' learning, organization support and change, participants' use of new knowledge and skills, and student learning outcomes. Evaluators will use this framework to determine the extent to which (1) participants have the opportunity to process, prepare, and practice what they have learned; (2) the school culture supports and sustains continuing professional development and knowledge gain; (3) and participants face barriers (e.g., technological, institutional, instructional) in implementing the project. The teacher experience will be further documented by the Concerns Based Adoption Model (CBAM) Stages of Concern

survey. Evaluators will administer the survey to participants as a baseline measure at the beginning of the project and again at the completion of the study. These survey data will be analyzed to determine participants' movement over time through the seven stages of concern (awareness, informational, personal, management, consequence, collaboration, and refocusing).

Methods to Improve Implementation and Progress Toward Outcomes: Combining the Fidelity of Implementation (FOI) Framework developed by Century, Freeman & Rudnick (2008) and the Innovation Configuration framework (Hord et al., 2006), Evaluators will collect data to document the extent to which the critical components of CollegeYES are present when the program is implemented. Data collection will focus on documenting the structural and instructional critical components that guide what teachers should do and know and how teachers and students interact as intended. The FOI Framework is focused on providing a structure within which to capture the inevitable adaptations that occur when participants configure an innovation to meet their needs. To capture these adaptations, evaluators will use an Innovation Configuration Map (Hall & George, 2000) to operationalize what the intended program “actually looks like along a continuum, from high-quality implementation to least desirable.”

The following performance measures have been set for CollegeYES; annual growth targets will be established after baseline data are collected in Year 1.

- Percentage of STEM and Advisory teachers who increasingly integrate technology use in their curriculum
- Percentage of student portfolios that meet high quality standards as measured by a researcher-developed rubric
- Percentage of STLs retained in CollegeYES through middle school and high school

- Percentage of STLs and their parents who access online resources for college and career information
- Percentage of CollegeYES Leaders/Advisors and STEM Teacher Leaders who actively participate in the virtual and real community
- Percentage of students who are proficient in 21st Century Skills
- Percentage of students who are identified as College Ready by their Early Assessment Program scores

Information for Replication and Further Testing: Evaluators will conduct a process evaluation of CollegeYES to determine the extent to which the project is being implemented according to plan; assess and document the degree of fidelity and variability in expected/unexpected and planned/unplanned program implementation; compare fidelity across participating sites; establish validity for the relationship between the intervention and the outcomes; provide information on what components of the project are responsible for outcomes; understand the relationship between program context (i.e., setting characteristics) and program processes (i.e., levels of implementation); provide project staff with feedback on the quality of implementation; and use the feedback data to refine program components (Bliss & Emshoff, 2002).

The process evaluation will focus on all components of program implementation. Evaluators will collect data at the beginning and throughout each project year to document contextual variables that may impact program implementation such as school culture, teacher content knowledge, and participant demographic data. Evaluators will use these data to document project roll-out across participating sites and provide insight into outcomes for participants who persist through the program at high levels of participation compared to those who do not. Evaluators will collaborate with the project director and staff to develop a system for

regular progress checks and data reporting that will include monthly conference calls, interim data summaries, quarterly progress reports, and an annual evaluation report.

Sufficient Resources to Effectively Carry Out the Evaluation: The evaluation team will consist of 1.5 FTE to conduct the research and evaluation activities of CollegeYES.

Part E. Strategy and Capacity to Further Develop and Bring to Scale

Number of Students to be Reached: CollegeYES will reach a minimum of 10,000 to 12,000 students during the grant period as shown in Figure 2 in Part A. All students in all Alliance schools will be reached during the 5-year period. CollegeYES is not a stand-alone project – it will be integrated into courses, school/district PD, and projects and portfolios will be required of all students in their STEM coursework and Advisory period curriculum.

Capacity for Further Development and Scale Up: Over the last 14 years, Kijana Voices has developed the STL program for users across the country and around the world. They will continue to develop the STEM and college/career aspects of this program. Alliance schools will be the co-developers and pilot the future extensions. The Alliance, Kijana Voices, and other partners, and committed foundations (see those in Sustainability section) have the capacity, including the use of the virtual community and by training others.

Feasibility of Replication: Wexford, Inc. has a great deal of expertise in guiding institutionalization of projects and defining them in a variety of ways to increase fidelity of the project as it is being implemented, evaluated and in order to support replication. The widespread replication of the STL component with relative ease through the GenYES-TechYES website and with the Kijana Voices staff is a good indicator of ease of use and user satisfaction. The other components of CollegeYES, including teacher and counselor professional development and the development of the CollegeYES community should only make the process easier.

Estimation of Project Costs: Estimated costs per student per year for proposed number of students: \$45.11 (12,000 students).

| | | | |
|--|-------------|--------------|--------------|
| Estimated costs for this # of students: Deducting costs that would not be necessary after this grant, including more online resources available. | 100,000 | 250,000 | 500,000 |
| | \$4,510,528 | \$11,276,320 | \$22,552,639 |

Dissemination to Support Further Development or Replication: We expect to disseminate information about the project at conferences, in our professional networks, through Charter school associations, through the CollegeYES Virtual Community, and through our partners. ISTE will support dissemination through its publications and conference. Partners will collaborate to publish and present at AERA, ASCD, ISTE, and other conferences.

Part F. Sustainability

Capacity to Operate Project After Grant Funding: After launching, implementation, refinements and evaluation of the program, it will be integrated into the programs and coursework at the Alliance schools and will be institutionalized through policy, procedures, programs and budget to be part of routine business of the Alliance schools. Alliance College-Ready Public Schools has a successful history of fundraising for the expansion and sustaining of Alliance educational programs and is committed to a diversified fundraising strategy. Alliance has funding from these organizations that will support sustaining and scaling up of CollegeYES: Ahmanson Foundation, Bill and Melinda Gates Foundation, K & F Baxter Family Foundation, Riordan Foundation, W.M. Keck Foundation, Weingart Foundation.

Incorporation of Project Into Ongoing Work: The project is designed to be integrated and institutionalized within the Alliance schools. It fits into our mission of college and career readiness and the programmatic strands of standards-based learning, PBL, extensive uses of

technology and focused English Language Development for ELLs and SELLS. Wexford's research-based rubrics for the *Assessment of the Level of Program Institutionalization* will be used to guide and measure the institutionalization of the project.

Part G. Quality of the Management Plan and Personnel

Management Plan: Milestone codes include -- CD - Co-Director; PC- Project Coordinator; S- Project Staff; A-Other Alliance Central and Site Staffs; KV – Kijana Voices; Q - Quarter

Organizational & Community Milestones. Year 1 -Quarter 1: establish virtual community; develop operational plan; conduct orientation meetings with 17 middle and high schools (PD,CD, PC,S,A,KV); Years 1-5: Develop virtual community to support implementation, dissemination, and replication; Year 1-Q2: Identify Coordinating Council from all 18 schools; Identify Advisors, STEM Leaders, STLs from 12 high schools (PD,CD,PC); Year 1-Q3 and quarterly in the future: Council meets to review information and data to implement and improve project (PD, CD); Communicate quarterly with each partner (PD); Year 2-Q2: conduct planning meetings with 5 middle schools (PD,CD, PC,S,A,KV).

Professional Development Milestones. (CD,PC, KV,A) Year 1 - Q2: Plan implementation of PD to integrate with other Alliance PD; Year 1- Q3: Plan for implementation at each site with Advisors, STEM Leaders and counselors from 12 high schools Year 1- Q4: Conduct PD with STEM, Advisory teachers, counselors from 12 high schools (72 participants); Year 2 - Q3: Plan for implementation at each site with Advisors, STEM Leaders and counselors from 5 middle schools; Year 2-4 - Q4: Conduct PD with STEM, Advisory teachers, counselors from middle and high schools (Yr2 -17 schools, 102 participants; Yr3 - 20 schools with120; Yr4 - 8 schools, with 48; Yr5 - 3 schools with 12); Years 2-4 in Q2,3 - do 4 follow-up sessions at each site each year.

STEM and Advisory Period Programs. (CD, PC,KV,A); Year 2 - Q1: implement STL, integrated technology projects in STEM courses and Advisory periods at 12 high schools and continue through Year 5 and after the grant period; Year 3 - Q1: begin in 5 middle schools; Year 4 - Q1: begin in 3 new Alliance site that will act as replication sites.

Dissemination and Replication. Begin dissemination of information in Year 2 through conferences, the CollegeYES Virtual Community for student projects linked to standards and other resources and publications. ISTE has committed to supporting the dissemination effort nationally. Refine fidelity and replication procedures and information during Years 1 and 2 based on evaluation findings and project refinement. Replicate the project in the three new Alliance schools beginning with PD in Year 3. Through dissemination efforts, identify other agencies that want to become replication sites, and begin replication with those sites. Alliance, Kijana Voices and Wexford Institute will work collaboratively in the efforts.

Project Director and Evaluator Roles. The Project Director will be involved in all activities for oversight. Evaluators are involved in planning to provide fidelity information and data feedback for continuous improvement.

Capacity to Manage Project: The project will be integrated into the regular curricula and professional development processes of the Alliance schools. The Implementation Plans done before schools begin participation in the program will provide a roadmap for integration. This will ensure the project is managed well. **Judie Ivie Burton** is the Alliance President/CEO, and will provide .20 fte inkind to provide project oversight. She brings expertise in successfully leading and operating public schools. A major emphasis in her work has been improving student achievement for all students with particular focus on students of poverty in underachieving communities. Ms. Burton has successfully impacted students at risk through best practices in

leadership and teacher development, and parent community engagement. She launched the Alliance Schools. **Nicole P. Mariella** (1.0 fte) will serve as the Co-Project Director with Ms. Burton for. She currently is director of college counseling, coordinating and leading school counselors and cross school planning for college entrance. She also provides professional development and collaboration for Alliance principals. Previously, Mariella served as area coordinator in an agency where she hired and trained special education employees for 42 schools. **Valerie Braimah** (.2 fte Inkind) serves as VP of Instruction, responsible for managing the Alliance instructional team, developing programs to support the professional growth of Alliance teachers and administrators. A former teacher, administrator, program evaluator, and educational consultant, Ms. Braimah brings extensive experience in school reform, staff development and program evaluation. She has taught at elementary and high school levels in public and charter schools. Ms. Braimah conducted national and local evaluations of educational programs as a Staff Research Associate at the UC Berkeley Service-Learning R&D Center. **Shaun Robles** (.3 fte) is Project Coordinator. **Kirsten Woo** (.3fte) is the Project Data Coordinator. **Mary Louise Silva** (.1fte) manages parent engagement and community outreach activities for Alliance schools and will support the planning and integration of CollegeYES parent activities.