

Table of Contents	Page
Competitive Priority 6: Innovations to Support College Access and Success	1
Competitive Priority 7: Disabilities and Limited English Proficiency	2
Competitive Priority 8: Innovations Serving Students in Rural LEAs	2
A. Need for the Project and Quality of Project Design	3-13
1. Exceptional Approach for High-Need Students Addressing Unmet Need	4-6
2. Explicit Strategy and Clear Goals Linked to Priorities	6-13
B. Strength of Research and Significance and Magnitude of Effect	13-15
1. Research-Based Findings and Reasonable Hypotheses Support the Project	13-14
2. Project Attempted on Limited Scale with Promising Results	14-15
3. Project will have Positive Impact by Importance or Magnitude of Effect	15
C. Experience of the Eligible Applicant	15-17
1. Past Performance in Implementing Projects of Size and Scope Proposed	15-16
2. Data Demonstrating Significant Improvement in Student Achievement	16-17
D. Quality of the Project Evaluation	17-21
1. Evaluation Methods Appropriate to Size and Scope of Project	17-19
2. High-Quality Implementation Data and Feedback Permit Periodic Assessment	19-20
3. Sufficient Information about Key Elements and Approach for Other Settings	20
4. Sufficient Resources to Carry Out Project Evaluation Effectively	20-21
E. Strategy and Capacity to Bring to Scale	21-24
1. Number of Students to Be Reached and Capacity to Reach Proposed Number	21
2. Capacity to Develop and Scale Proposed Practices and Strategies	21-23
3. Feasibility for Replicating in Variety of Settings and Student Populations	23
4. Start-Up Cost Estimates and Projected Operating Costs	24
5. Mechanisms to Broadly Disseminate and Support Replication	24
F. Sustainability	24-26
1. Extent of Resources and Support of Key Stakeholders	24-25
2. Potential and Planning for Incorporation into Ongoing Work of Partners	25-26
G. Quality of the Management Plan and Personnel	26-30
1. Clearly Defined Responsibilities and Timelines for Accomplishing Tasks	26-29
2. Qualifications in Managing Projects Size and Scope of <i>FLIGHT</i>	29-30

Endnote Citations located in *Appendix H

TAKE STOCK IN CHILDREN

Take Stock in Children is a 501(c)(3) non-profit with a 15-year history of working in partnership with public schools throughout Florida to increase high school graduation rates and postsecondary attainment for high-need, at-risk students. Partnering with LEAS in Broward, Highlands, and Monroe Counties, we will address the following competitive priorities:

Competitive Preference Priority 6: Innovations to Support College Access and Success. Just 25%¹ of Florida's low-income students enroll in college but 81% of TSIC students (all low-income) enroll within six months of graduation and almost 60% earn post-secondary degrees, far surpassing state and national averages! TSIC's Advocacy Model provides Florida's high-need (high poverty, mostly minority) students in grades 6-12 with wrap-around support services including case management, academic and behavioral monitoring, advocacy, individualized interventions, in-school, community-based mentoring, postsecondary preparation and transition services, and guaranteed college scholarships funded by corporate and private donations matched (one dollar for every dollar donated) by program partner the Florida Prepaid College Foundation. With i3 funding, students will also receive additional support and guidance to better prepare for college via College Enrollment and Retention Advocates (CERA) who will work with students and their parents/guardians to develop an individualized education plan outlining key education and career goals and meet frequently with students to discuss progress towards their identified goals. Students will participate in quarterly college prep workshops which will include topics such as study skills, time-management, ACT/SAT preparatory activities, the financial aid and college application processes, course selection, and advisement and counseling services. Other key components of our College Access and Success plan include college readiness assessments and remediation, and college tours. Students will also receive extended program services from the CERA during the first 18 months of their post-secondary educational experience—a time when students are most likely to drop out.

Competitive Preference Priority 7: Addressing Needs of Students with Disabilities and Limited English Proficiency. Approximately 20-30% of targeted students and their parent/guardians are Limited English Proficient, and approximately 5-10% of students have disabilities. Transitioning from high school to postsecondary education is particularly challenging for these students. To empower these students to successfully graduate from high school and transition into college, we will provide enhanced transitional services including the resources and information to build essential decision-making and self-advocacy skills, a strategy recommended by education experts.² For example, we will translate program materials into Spanish and Creole (our predominant second languages), provide language and hearing translators at meetings as needed, pair LEP students with bilingual mentors when possible, and assist in locating colleges offering services for specific disabilities and for LEP students. Students and their parents/guardians who are not proficient in English will also benefit from the presence of bilingual program staff.

Competitive Preference Priority 8: Innovations Serving Students in Rural LEAs. Classified as both rural and low-income (US-DOE³), the Highlands Schools face additional challenges to implementing student interventions and providing ongoing support. Not only will TSIC assist this rural district with establishment and utilization of an early-warning data system—a strategy recommended for rural districts by the National Education Association⁴—TSIC will enhance the Advocacy Model in these rural, isolated settings to include: one-on-one mentoring; online access for training in financial aid applications, testing, career and skills assessment; and virtual college tours. Innovations to help bridge the isolation of this rural district will include technological innovations such as I-Mentor, Chat, Social Networking, an Electronic Newsletter for parents and students, and opportunities to chat, email, or videoconference with TSIC staff and their assigned mentors.

A. NEED FOR THE PROJECT AND QUALITY OF THE PROJECT DESIGN

Global Economy: The first decade of the 21st Century gave rise to a post-industrial economy where a nation's fortunes are more determined by human capital—the education and skills of its workforce—than manufacturing capacity or natural resources.⁵ This knowledge-based economy relies on science and technological advances, economic innovation, and higher productivity.⁶ To ensure long-term economic growth in this competitive global economy, countries must produce a well-educated highly trained workforce for the next decade of jobs requiring high skill levels and postsecondary education.⁷ ► **Losing Ground:** The US led the world in educational attainment a decade ago, but now ranks tenth in percentage of young adults with postsecondary degrees.⁸ The 30 nations of the Organization for Economic Cooperation and Development⁹ will average 55% of young adults with associate's degrees or higher by 2025. Americans now average 40%, a rate stagnant for 30 years, leaving little hope we can produce the additional 64 million postsecondary graduates by 2025 to match pace with these leading industrialized nations or to meet our own domestic workforce demands.¹⁰ ► **Graduation Crisis:** This U.S. crisis is summarized below:

- ◆ High School: In 2006-07 (the most recently available data), only 74% of high school students earned a high school degree; rates for minority students are worse with only 40% of Black students and 38% of Hispanic students earning high school diplomas.¹¹
- ◆ College: Only 50% of entering college freshmen will earn a bachelor's degree within six years.¹² This rate is 25% for low-income students, 20% for both Blacks and Hispanics,¹³ and an unfathomable 4% for low-income, black males!¹⁴

► **Florida:** Poverty is widespread in Florida—half of all public school students (49.5%) are low-income, compared to a national average of 41%. Poverty is worse for minority students: our 2009-10 free/reduced lunch rates average 72% for Black students and 66% for Hispanics.¹⁵ Florida also has one of the highest dropout rates in the U.S., 20%.¹⁶ ► **Lack of Guidance:** While the American School Counselor Association advises a student-to-counselor ratio of 250:1 as

optimal, the 2008 Florida average is 433:1.¹⁷ Thus, counselors lack time and capacity to advise students on postsecondary choices or navigate bewildering college and financial aid applications. This most damages our first-generation college students who need the in-depth guidance and advisement overburdened counselors fail to provide.¹⁸

1. Exceptional Approach for High-Need Students Addressing A Largely Unmet Need.

a. The Take Stock in Children (TSIC) Approach: As a 501(c)(3) non-profit private-public (NPO verification, *Appendix B*), TSIC has a 15-year history of success in narrowing educational attainment gaps for high-need students (low-income, mostly minority) in Florida via our unique Student Advocacy model. Approximately 8% of the high-need student population in Florida have received wrap-around support services from TSIC including in-school mentoring, case management, academic and behavioral monitoring, advocacy, individualized interventions, postsecondary preparation and transition services, and guaranteed college scholarships. To support our effective interventions for high-need youth, the Florida Department of Education allocates funding to TSIC (FL-DOE letter, *Appendix D*). ► **Record of Success:** The TSIC graduation rate of 92% is 35 percentage points higher than the state rate! TSIC students outperform state and national averages in every minority subgroup.

Table 1. 2006-07 High School Graduation Rates By Race/Ethnicity¹⁹						
Student Groups	Asian	White	Hispanic	Native American	Black	ALL
Take Stock in Children	97%	92%	83%	N/A	84%	92%
State of Florida	82%	58%	53%	58%	43%	57%
United States	79%	76%	55%	50%	51%	69%

► **Postsecondary Achievement:** All TSIC students are high-poverty (free/reduced lunch or TANF), and nearly 90% enroll in postsecondary educational or vocational programs, far surpassing national rates for poor (25%) and minority (20%) students.²⁰ Nearly 3 in 5 students earn postsecondary degrees, far surpassing state and national averages!

► **LEA Partners:** TSIC has partnered with three Florida public school districts: Broward,

Monroe, and Highlands to create *FLIGHT: Facilitating Long-term Improvements in Graduation and Higher Education for Tomorrow* (MOAs, *Appendix D*). These districts were chosen for their “best in class” implementation of the TSIC Advocacy model. Together, we will validate our model’s efficacy in increasing student academic achievement and postsecondary success (using a quasi experimental design) as we identify and document best practices to refine our program model for replication. Table 2 illustrates the varying student populations and geographic settings of our LEAs.

Table 2. <i>FLIGHT</i>’s LEA Partners
<p>Broward Public Schools, the 6th largest US LEA, serves over 255,000 students in 288 schools. Its students are diverse, hailing from 166 countries and speaking over 50 native languages. <i>48% Low-income; 38% Black; 28% Hispanic; 27% White; 4% Asian; 3% Other/Multi</i>²¹</p>
<p>Highlands Public Schools serves 11,000 students in a rural, isolated area of central Florida. <i>63% Low-Income; 48% White; 28% Hispanic; 18% Black; 4% Multi/Other; 2% Asian</i>²²</p>
<p>Monroe Public Schools serves 8,000 students across the Florida Keys and has the highest enrollment percentage of TSIC students state-wide. <i>56% Low-Income; 56% White; 29% Hispanic; 10% Black; 2% Asian; 3% Multi/Other</i>²³</p>

b. Exceptional Approach via Priority 2, Improving the Use of Data: A number of performance indicators are highly predictive of high school graduation and college and career readiness including attendance, course success, and success on college- and career-ready assessments.²⁴ But many school districts lack the internal capacity to effectively analyze data to identify at-risk students and provide them with appropriate, timely interventions.²⁵ TSIC is highly experienced in such data analysis and usage and, for *FLIGHT*, will assist our three LEAs in the more efficient analysis and real-time utilization of key data indicators, through a more robust and integrated technology system, combining state, district, and school-level data into a

single, secure data platform. By embedding TSIC Student Advocates within the schools, TSIC increases LEA capacity for real-time monitoring of each participating student's academic and behavioral records ensuring the more timely identification of high-need students and high-risk behaviors. Advocates can intervene when needed to ensure students remain on track for academic success ultimately leading to high school graduation and postsecondary educational attainment. ► **Student Detail Reports:** TSIC utilizes data to create our Student Detail reports which include real-time indicators highly predictive of future academic failure such as course grades, grade-point averages, attendance records; behavioral data; and student's scores on standardized exams such as FCAT, SAT, and ACT. Student strengths and weaknesses are color coded to provide Advocates and other key stakeholders with a quick visual of areas in need of improvement and for intervention purposes. These reports can be generated on demand at either the student or aggregate level, enabling TSIC staff to make prompt data-driven decisions for earlier identification and interventions for high-need students.²⁶ Twice a year, TSIC will provide designated school representatives in each partner LEA with aggregate student data reports. Parents and relevant school personnel will receive Student Progress Reports with details on each student's academic progress in terms of on-track high school and postsecondary readiness plus suggestions for educational and college-prep opportunities. Year-end reports will recommend next-year strategies such as AP/Honors and Dual Enrollment courses as well as remedial coursework or interventions.

2. Explicit Strategy and Clear Goals Linked to Priorities. a. Program Goals: *FLIGHT* goals

are to: (1) Increase utilization of student data by school/district partners and other key stakeholders to identify high-need students and implement timely interventions to increase their academic success; (2) Increase the high school graduation rate for low-income and minority students; (3) Increase college access and success for low-income and minority students. Program objectives and performance measures are presented below.

Table 3. Performance Measures and Objectives*

Process Objective 1: Maximize *FLIGHT* implementation. Each LEA will achieve a fidelity score of 80% by end of school in Year 1, 85% in Year 2 & 90% in Year 3 (or until the score is 90% or more). *Measure: The Fidelity Implementation Index, a composite measure combining multiple data sources to compare the quality of implementation (fidelity) against known standards and best practices; compiled/compared annually by evaluation team.*

Process Objective 2: Maximize attendance at quarterly *FLIGHT* events. At least 75% of targeted *FLIGHT* students will participate in quarterly events. *Measure: Case management records.*

Outcome Objective 3: Enhance utility and quality of data for monitoring progress towards achieving intended outcomes. 80% of guidance counselors and *FLIGHT* parents surveyed will rate the utility and quality of TSIC Student Detail Report as *very good* or *excellent* by the end of school in Year 1, 85% in Year 2 and 90% in Year 3 (or until 90% or more report this rating). *Measure: End-of-year confidential teacher and FLIGHT parent surveys.*

Outcome Objective 4: Improve academic and behavioral outcomes for students. Compared to a non-*FLIGHT* matched comparison group, *FLIGHT* students will score significantly better on at least 4 of the following academic and behavioral outcomes: GPA, SAT/ACT, FCAT, promotion, attendance, suspensions, expulsions, matriculation. *Measure: Student academic and behavioral data compiled and compared annually using a quasi-experimental design.*

Process Objective 5: Maximize participation in the College Access and Success component. At least 75% of targeted *FLIGHT* students will participate in quarterly events of the College Access and Success program. *Measure: TSIC attendance and case management records.*

Outcome Objective 6: Improve student postsecondary outcomes. The percentage of *FLIGHT* graduating students enrolling in postsecondary education the first quarter following HS graduation will exceed Florida average by 25% in Year 1, 29% in Year 2; and 33% in Year 3 (or

until 92% of TSIC graduates so enroll). **Measure:** *TSIC records compiled and compared annually.*

Outcome Objective 7: College Readiness. Fewer than 40% percent of *FLIGHT* students enrolling in postsecondary education will require remedial classes in Year 2 and 35% in Year 3 (state average is 50%). **Measure:** *TSIC records compiled annually.*

* *FLIGHT* implementation will impact two student groups: *FLIGHT* students entering the program Years 1-3 (i.e., *FLIGHT* students for the quasi-experimental design); and current TSIC students who will benefit from the program refinements and strategies. Note: the 3-year program will not produce graduates, but TSIC students will graduate each year.

► **i3 Performance Measures:** We are committed to demonstrating that *FLIGHT* strategies will improve student academic achievement for high-need students and we will address all short- and long-term performance measures defined in the i3 Notice as follows: (1) we will implement *FLIGHT* with fidelity to the approved design; (2) the evaluator will provide: evidence of our strategies' potential for improving student outcomes (ongoing and at program's completion); and high-quality implementation data and performance feedback for periodical assessment of progress towards intended outcomes; (3) completed evaluation information will identify key program elements and approach to facilitate further development, replication, or testing in other settings; and (4) we will document the cost per student served annually and per student per strategy for strategies that prove promising for improving student outcomes.

c. Comprehensive, Wrap-Around Support for High-Risk Students: Each *FLIGHT* student will receive individual case management and ongoing, intensive academic and behavioral monitoring in grades 6-12 provided by a TSIC Student Advocate (job description, *Appendix C*) embedded in the LEA. Advocates regularly review student records to identify potential problems and work closely with school and district personnel to provide timely student interventions, an effective approach in improving high-risk students' educational outcomes.²⁷ In addition to the

student academic and behavioral information, Advocates maintain detailed records of student meetings, interventions, and college and career aspirations. Laptop computers will provide each Advocate with anytime-anywhere access to each student's academic, behavioral, attendance, and participation data available through our enhanced data platform. ► **Financial and Academic Assistance:** Since academic preparation and affordability pose the greatest barriers to postsecondary education attainment for low-income students,²⁸ TSIC uses an early commitment approach, enrolling students in grades 6-8 and guaranteeing each a postsecondary scholarship of up to 120 credit hours funded by corporate and private donations matched (one dollar for every dollar donated) by program partner, the Florida Prepaid College Foundation (funded by the state legislature). In return, students sign a contract agreeing to: maintain a C-or-better average and good conduct records, remain drug- and crime-free, participate in college and career preparation and attend events and activities provided by TSIC. This strategy increases student motivation to succeed as it removes financial barriers, making the dream of a postsecondary degree attainable.²⁹ ► **Early Identification:** By targeting students in grades 6-8, interventions occur during middle school, the period considered most critical for development of education and career aspirations.³⁰ Students eligible for *FLIGHT* must be low-income (i.e., free/reduced lunch or Temporary Assistance to Needy Families) and generally have multiple risk factors present in their lives which place them at academic risk (e.g. minority/ethnic group, LEP household, single parent or guardian, and student or family health or disability issues). ► **TSIC Mentors:** Mentors are important to high-risk students, particularly in schools with limited resources and high guidance counselor caseloads.³¹ Each *FLIGHT* student will be matched with a mentor volunteer from the community, with whom they agree to meet weekly for 30-60 minute sessions throughout middle and high school, for motivation, guidance, friendship, and support. TSIC is the largest mentoring organization in Florida; our mentors are recruited from the very communities in which our target students live. Mentors undergo rigorous state background

checks and comprehensive training prior to match. TSIC Mentor Coordinators conduct mentor background checks, provide mentor training and support, make mentor-mentee matches, and track student-mentor meetings. This information is also uploaded into our data integration platform and used as part of our Student Detail Reports to produce progress reports from the mentors to parent/guardians regarding student's socio-emotional skill growth. ► **I-Mentor:** The internet-based I-Mentor platform allows mentoring anytime-anywhere mentors and mentees have access to a computer or PDA. This is particularly helpful in rural and remote areas such as Highlands and Monroe (the Florida Keys). This strategy significantly enhances mentor-mentee communication by strengthening their bonds and increasing contact from school-year to year-round. Contact between mentor-mentee is strictly monitored to provide appropriate safeguards.

► **Parents:** Parents/guardians also sign a TSIC contract agreeing to support and encourage their student, attend educational events as necessary, and communicate with the school and TSIC regarding scholastic and behavioral issues. TSIC staff advise parents and arrange meetings with school personnel so parents become education advocates for their children while developing positive relationships with teachers, mentors, and school administrators. ► **Student Activities:** Students are required to participate in quarterly activities and events designed to motivate them and maximize their development of essential social, emotional, and academic skills. ► **FLIGHT Student Success Teams:** When data indicates a student is experiencing academic, attendance, or behavior problems, the Advocate convenes a "Student Success Team" comprised of teachers, guidance counselor, district specialists, parent/guardian, and mentor. Through leveraging LEA, local, and state resources, students are referred to interventions such as academic tutoring, counseling, or family emergency assistance. Advocates monitor students' subsequent performance; if a student continues to struggle, they may be placed on probationary status and additional interventions identified. A student failing to cooperate or make progress risks program dismissal.

d. College Preparation and Transition Services: Nationally, many students are inadequately prepared for postsecondary education. The over-taxed caseloads of middle and high school guidance counselors exacerbate this problem. First-generation college students, 90% of the *FLIGHT* student population, cannot rely on parents to assist them in navigating the confusing world of postsecondary options. Experts recommend exposure to college-going cultures and positive adult relationships such as school-based advocates or mentors: key components of the TSIC approach.³² ► **TSIC Pilot:** In 2008-09, TSIC piloted a College Prep component for seniors in the Miami-Dade TSIC program. A College Enrollment Advocate maintained monthly contact with seniors; collaborated with their Student Advocates, guidance counselors, and Miami-Dade Community College; provided workshops and one-one-one advisement for students; and counseled on topics such as financial aid, the college application process, and college survival skills. By fall 2009, 94% of pilot TSIC students enrolled in a college or postsecondary vocational program compared to 65% of TSIC students the prior year. We will partner with the State University System of Florida to build on this successful pilot in our *FLIGHT* LEAs and provide comprehensive services preparing students (grades 9-12) for college and career success. ► **College Enrollment and Retention Advocate (CERA):** CERAs will work with students, Advocates and parents to develop an individualized education plan outlining key education and career goals. In addition to the academic monitoring provided by the Advocate, CERAs will review students' FCAT and SAT/ACT scores and grade point averages quarterly to ensure students are on-track for graduation and ready for college-level coursework. They will meet once per quarter with seniors, once per semester with juniors, and annually with students in grades 9-10 to discuss education and career goals and progress towards these plans. Table 4 highlights the College Access and Success component which is part of our comprehensive approach to provide *Innovations Supporting College Access and Success: [Competitive Priority 6](#)*.

Table 4. *FLIGHT* College Access and Success Program Features

Individual Education Plans (IEP): Students with college and career maps are far more likely to complete some type of postsecondary education.³³ Students in grades 9-10 will take career/skill assessments to identify strengths, talents, and weaknesses and design the IEP, created in consultation with their CERA, Advocate, and guidance counselor, outlining postsecondary educational and career goals plus courses needed to reach these goals.

Course Advisement: TSIC Student Advocates and CERAs will communicate annually with guidance counselors to assist students in choosing courses to best prepare them for college-level coursework. Students will be encouraged to take the most rigorous courses available, such as dual enrollment or Advanced Placement, as this helps promote academic achievement even in students with prior low-achievement levels.³⁴ Students will be provided tutoring and remedial support as needed to help them succeed in rigorous courses and in academic preparation and support programs such as AVID, a strategy recommended by College Board.³⁵

College Readiness Assessment and Remediation: Over half of students entering Florida postsecondary institutions require remediation. The state assesses post-secondary readiness to identify students needing remediation and to reduce demand for costly remediation courses in college. Only 33% of our Miami-Dade pilot students required remediation—a 1/3 reduction from the state rate. *FLIGHT* students found “not ready” for college work will be enrolled in remediation classes aligned with Community College remedial courses while still in high school. The FL-DOE determined students enrolled in remedial courses in high school later completed college at rates similar to all students who entered IHEs ready for college.³⁶

College Preparatory Activities: Students will participate in college prep workshops. Students in grades 6-8 will focus on study skills, time management and test-taking strategies; grades 9-10 will attend workshops such as ACT/SAT preparatory activities; and grades 11-12 will learn about financial aid and college application processes, career goal assessments, writing essays, course selection, advisement and counseling services, living on campus, and Budgeting 101 in

conjunction with our IHE partners, the 11 Universities of the Florida State University System and 28 Community Colleges in our state (*See Appendix D for Letters of Support & MOUs*).

College Tours: Students will participate in College Tours of nearby campuses, and students in remote and rural locations plus those with disabilities will participate in “Virtual College Tours” hosted by former TSIC students. (Also one of our strategies for Competitive Priority 7.)

Early College/Dual Enrollment: Community Colleges in Florida offer high school students the opportunity to attend college classes and receive free tuition, books, and associated fees; thus, students earn credits for high school and towards a degree at a Florida public IHE. This strategy is especially helpful in providing high-risk students with the support they need to build academic and social skills to successfully complete college—while still in high school.³⁷

Additional College Support: High-need students are most likely to drop out of college during the first three semesters.³⁸ Our College Enrollment and Retention Advocate (CERA) will continue supporting TSIC students (all high-need) through their first 18 months of college in conjunction with the 11 Universities of the Florida State University System and 28 Community Colleges in our state (*See Appendix D, MOU’s and Letters of Support*). Follow-up meetings and innovations include I-Mentor, Chat, Social Networking, and an Electronic Newsletter for parents and students to chat, email, or videoconference with TSIC staff.

B. STRENGTH OF RESEARCH AND SIGNIFICANCE AND MAGNITUDE OF EFFECT

1. Research-Based Findings and Reasonable Hypotheses Support the Project: Table 1 (Page 4) illustrates 15 years of TSIC outcome data indicating our success in promoting high school graduation with achievement rates surpassing both state and national averages for low-income and every ethnic/minority subgroup. Our *FLIGHT* hypothesis is that providing interventions and proactive advocacy for high-need (low-income, mostly minority) students produces positive outcomes including increased student academic achievement, successful high school completion and both enrollment in and completion of postsecondary education programs, as outlined in our

program logic model (see *Appendix H*). Our approach includes five key elements which are each supported by a wealth of education research: (1) mentoring and case management;^{39,40} (2) academic and behavioral monitoring via study of key data indicators;⁴¹ (3) multi-year interventions beginning in middle school by a circle of adults committed to ensuring academic success;⁴² (4) early commitment scholarships combined with academic support services;⁴³ and (5) establishing practices to support a college-going culture in middle and high school.⁴⁴ The What Works Clearinghouse (WWC)⁴⁵ has evaluated several programs with elements similar to the TSIC approach which meet i3 evidence standards. These comparable programs produced moderate or significant impacts on student achievement indicators, but none included all of the critical elements of the TSIC model. Table 5 highlights three WWC comparable programs.

Table 5. WWC Research Comparisons Supporting the TSIC Approach
ALAS: Combined academic and behavioral monitoring by a student counselor/mentor for high-need California students, grades 7-9. <i>Results:</i> 1 study of 94 Latino students found potentially positive effects for students staying/progressing in school, but stopped at grade 11. ⁴⁶
Talent Search: Targeted poor first-generation college students in middle/high school with activities promoting a college-going culture and 10 hours of intervention services/year. <i>Results:</i> 1 study of 5,000 students indicated potentially positive effects on high school completion. ⁴⁷
Check & Connect: Targeted high-need students beginning in grade 9 with mentoring, academic and behavioral monitoring, case management and other academic supports. <i>Results:</i> 1 study of 200 students found positive effect in retention, potentially positive effects in school progression, but no discernible effects on high school completion. ⁴⁸

2. Project Attempted on a Limited Scale with Promising Results Suggesting More Formal,

Systematic Study is Warranted. Two studies of TSIC have been conducted. The 2004 study⁴⁹

found TSIC to be a promising approach in improving high school graduation rates and promoting college access and success for economically disadvantaged, mostly minority students. The 2007

study⁵⁰ found TSIC participation resulted in positive impacts on students both academically and behaviorally. Although both reports had positive, promising results, they were on a limited scale: the 2004 study involved 114 students in Alachua County over a single program year while the 2007 study focused only on the mentoring component. Our 2008-09 pilot College Prep strategy in Miami-Dade showed promising results indicating a 22% increase in the number of students enrolling in postsecondary educational programs; however, no comparison group was utilized.

3. Project Will Have a Positive Impact as Measured by Importance or Magnitude of Effect:

TSIC outcome data to date indicate our strategies result in educational outcomes and attainment significantly higher than state and national averages in the low socio-economic student populations which typically post the worst educational outcomes. Over 100,000 Florida students failed to graduate from high school in 2009: their lost earnings over a lifetime will total an estimated \$27 billion dollars to the economy. If the high school graduation rate for males in our state could be increased by five percent, Florida’s economy would see a combination of savings and revenue of \$507 million per year in reduced crime spending and increased earnings.⁵¹ The overall lifetime savings and economic benefits per student (additional tax revenues plus savings in health, crime/incarceration and welfare) by educational attainment level are indicated below.⁵²

Table 6. Total Lifetime Public Savings per Person by Educational Level			
Education Level	High School Graduate	Some College	College Graduate
Public Savings	\$209,100	\$370,475	\$663,475

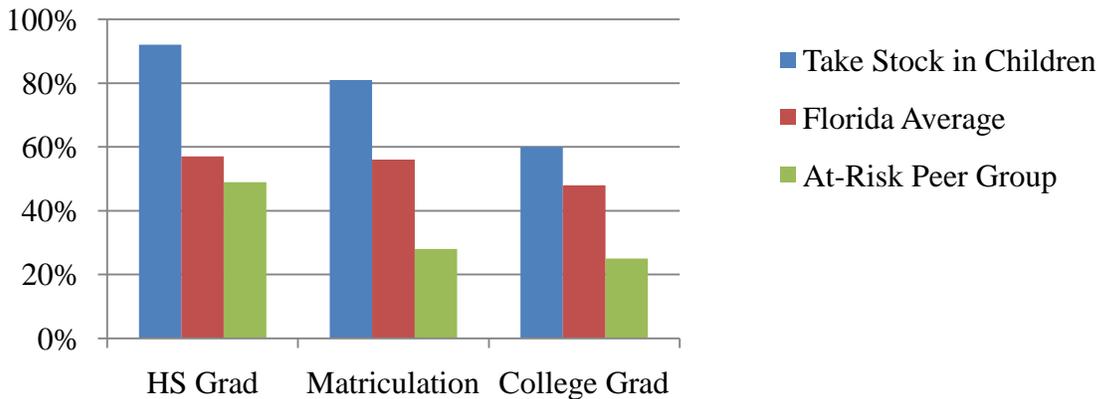
By increasing high school graduation and postsecondary educational attainment rates for high-need students, particularly for minorities with the lowest educational outcomes, *FLIGHT* has tremendous potential! Replication of a TSIC standardized Student Advocacy model across Florida and in other states would reap enormous economic returns to the public while also improving our nation’s ability to compete in the global economy of the 21st Century.

C. EXPERIENCE OF THE ELIGIBLE APPLICANT

1. Past Performance in Implementing Projects of the Size and Scope Proposed. Take Stock in Children (TSIC) began in Pinellas County in 1995; with an average annual growth in students served of 17%, TSIC now serves 8% of Florida’s high-need student population. Our sustainable growth is based on establishing public-private partnerships with a variety of operating entities including 26 Community Education Foundations, 21 Local School Districts, and 9 Community Colleges across the state. Currently, over 7,600 students in grades 6-12 currently receive TSIC program services. For students we have served, 92% earned their high school diplomas and 88% pursued postsecondary education and training. Due to our success, TSIC was included in the Florida 2010 *Race to the Top* application as an effective example of public-private partnerships working together to improve the academic achievement of struggling students. ► **LEA Experience:** Broward, Monroe, and Highlands each have extensive experience in conducting multi-million-dollar grant programs to enhance student achievement and advance district initiatives; examples include Teaching American History, Smaller Learning Communities, and Early Reading First.

2. Data Demonstrating Significant Improvement in Student Achievement, Attainment, and Retention through TSIC’s Work with LEAs State-Wide. TSIC receives funds from the FL-DOE as an effective provider of intervention for at-risk students in grades 6-12. There is substantial program data to verify TSIC’s success in promoting academic achievement and significantly higher educational attainment for low-income, mostly minority students. The FL-DOE provides information on student long-term outcomes such as employment, college or vocational school enrollment, and probation or incarceration records. Evidence of our history of success can be found in *Appendix H* but in summary, data demonstrates TSIC program participants perform better academically, achieve higher high school graduation rates, and pursue/achieve postsecondary education at higher rates than state averages and much higher rates than their at-risk peers as illustrated on Page 17 in *Figure 1*.

Figure 1. High School Graduation, Postsecondary Matriculation and College Graduation Rates



D. QUALITY OF THE PROJECT EVALUATION

1. Evaluation Methods Appropriate to Size and Scope of the Project. Underlying *FLIGHT's*

planned program evaluation is a scientifically sound logic model (*Appendix H*) explicating the mechanisms through which we will achieve desired outcomes. A clearly articulated logic model provides a disciplined way to state and test assumptions about how program activities are expected to lead to program outcomes.⁵³ The model will be revisited regularly to guide learning, reflection, and program adjustments.⁵⁴ We will utilize a quasi-experimental non-equivalent comparison group design to evaluate outcomes between the estimated 150 new students enrolled into *FLIGHT* each program year and a comparable cohort of 150 non-participating students identified in neighboring schools. Propensity-score matching will be used to minimize selection bias and ensure that each year, *FLIGHT* and non-*FLIGHT* cohorts are equated on key background, demographic, and preprogram measures. The program and comparison cohort groups will be compared at each program-year end to analyze differences in *FLIGHT* outcomes. Our mixed-methods approach will combine qualitative and quantitative techniques to triangulate multiple sources of data and significantly enhance the validity of the evaluation process.^{55,56} Sources of quantitative data include: student course grades (by quarter), grade point averages (quarter and cumulative), behavior records and standardized test scores, graduation rates, and postsecondary enrollment. Sources of qualitative data, instrumental in determining the fidelity of

project design, include: interviews, focus groups, open-ended survey questions, observations, meeting minutes, and documents such as IEPs, student postsecondary plans, and surveys of mentor-mentee and Student Advocate meetings. Data derived from multiple sources will be used to diagnose potential problems, generate solutions, and assess reactions to the program. Combining qualitative and quantitative methods will increase the depth of our information and provide feedback enabling us to make critical mid-course corrections and program adjustments in a timely manner. These methods include performance measures clearly related to assessing fidelity and outcomes. Quantitative data will be analyzed using descriptive statistics (means, standard deviations, frequencies, and percentages) and parametric and non-parametric inferential statistics (chi square, t-tests, ANCOVA), and effect sizes will be computed between groups. Qualitative data will be coded and analyzed thematically. Table 7 summarizes the type of quantitative and qualitative measures to be used to answer our primary evaluation questions while our program logic model and an example of power analysis and sample size estimates for our quasi-experimental design can be found in *Appendix H*.

Table 7. Primary Evaluation Questions for <i>FLIGHT</i>			
To what degree and in what manner has/have:	Implementation aligned with the program model?	Key elements & approach been described?	Participants made & maintained gains in proposed outcomes?
<i>Quantitative Measures</i>			
FLIGHT Fidelity Index	✓	✓	
TSIC Case Management Records	✓	✓	
Surveys: Close-ended Questions	✓	✓	
Student Academic Records: GPAs, FCAT/SAT/ACT Scores			✓
Student Conduct Records: Attendance, Referrals, Suspensions			✓

High School Graduation Rate			✓
Postsecondary Enrollment Rate			✓
<i>Qualitative Measures</i>			
TSIC Administrative Records	✓	✓	
On-Site Observations	✓	✓	
Focus Groups	✓	✓	
Surveys: Open-ended Questions	✓	✓	
Key Informant Interviews	✓	✓	

2. High-Quality Implementation Data, Performance Feedback, and Progress Assessment.

The extent to which any program achieves its desired outcomes is clearly linked to maintaining fidelity to the program model. To quantify implementation we will use ratings comparing best practices to existing practices based on project documentation, participant records, on-site observations, and key administrator interviews as well as surveys and interviews completed by those delivering or receiving services. Data collection will follow recommended practices such as the use of multiple data sources,⁵⁷ objective, behaviorally anchored criteria to reduce inference,⁵⁸ and dichotomous items rather than Likert rating scales to minimize subjective assessments.⁵⁹ Data will be compiled quarterly into a quantified Fidelity Implementation Index that will allow us to periodically assess the extent and quality of implementation of each key component. The index will serve as a guide to implement *FLIGHT* as intended⁶⁰ and allow supervising staff to monitor quality. ► **Performance Feedback:** To ensure continuous quality improvement and that program enhancements are guided by evaluation results, our logic model has a built-in feedback loop emphasizing the provision of timely, regular, and useful feedback to stakeholders for informed decision-making relative to needed changes in program activities. Upon compiling data from record reviews, interviews, and structured observations, the evaluator will promptly deliver results to project leadership and stakeholders. The evaluator will facilitate

quarterly meetings, engaging stakeholders through the effective communication of evaluation findings in a variety of user-friendly methods such as one-page “snapshots” depicting both implementation and outcome data in a straightforward, easy-to-read format. ► **Periodic Assessment of Progress:** Our program objectives (presented in Table 3) include benchmarks to enable us to monitor our progress, reflecting the annual increases anticipated as *FLIGHT* matures and service delivery becomes more refined. We will use short-term performance indicators to assess progress towards long-term intended outcomes and annual benchmarks to graphically chart actual progress against targeted progress. Evaluation methods such as surveys, interviews, and focus groups will be used to assess short-term changes in students’ knowledge, attitudes, skills, and perceived self-efficacy aspirations logically linked to long-term outcomes.

3. Sufficient Information about Key Elements and Approach to Facilitate Further Development/Replication/Testing: If our program is to be developed, tested, or replicated in other settings, we must fully describe its structure. For each key element we will describe: (1) service delivery according to length, intensity, and duration; (2) content, procedures, and activities subsumed under each key element; (3) roles, qualifications, and function of staff responsible for service delivery; and (4) inclusionary and exclusionary characteristics defining our target population. This will ensure—if *FLIGHT* produces expected outcomes—then these measures of structure will promote external validity by providing adequate documentation and guidelines for replication. We will also track and document the step-by-step implementation approach through a careful review of meeting minutes, the quality of the collaborative partnerships, and the contextual environment in which the program operates.

4. Sufficient Resources to Evaluate the Project Effectively. The Evaluation Group (TEG) will serve as the independent evaluator; TEG has more than 20 years of experience in planning, implementing, and evaluating large federal, DOE grant programs. Led by Joel Philp, Ph.D., the TEG team includes eight full-time evaluators, on-site assessment staff, a budget analyst, data

analyst, technology specialist, and a technical writer. A trained educational psychologist, Dr. Philp is familiar with school systems, school-based measurement, and school reform initiatives. The TEG team has expertise in all areas of evaluation, including research design, measurement, benchmarking, test and survey construction, data analysis, and reporting. TEG utilizes a multitude of data collection systems and online data collection software to match each program's performance requirements. TEG provides for web-based data collection with a management platform tailored to specific program evaluations and use SPSS (Statistical Package for the Social Sciences) to analyze quantitative data and Atlas Ti for qualitative data.

E. STRATEGY AND CAPACITY TO BRING TO SCALE

1. Number of Students to be Reached and Capacity to Reach Proposed Number. TSIC

currently serves over 7,600 students statewide including 397 in Broward, 259 in Monroe and 89 in Highlands. Through i3 funding we will serve new cohorts of approximately 150 additional students per year in Years 1, 2, and 3 representing an overall regional student increase of some 20% per year in these three LEAs. Additionally, we will serve approximately 110-115 students per year in their first three semesters of post-secondary education through our College Access and Success program. To support this planned growth, TSIC will provide each LEA with TSIC Student Advocates, Mentor Coordinators, and College Enrollment and Retention Advocates who will implement and sustain the ideal operational Advocacy Model built around five key program practices: (1) academic and behavioral monitoring via study of key data indicators; (2) mentoring and case management; (3) multi-year interventions beginning in middle school; (4) early commitment scholarships, academic support services, and parent and student engagement strategies; (5) establishing college-going cultures in middle and high school levels and providing continuing support to students during their first eighteen months of post-secondary education.

2. Capacity to Develop and Scale Proposed Practices and Strategies: Our strategies and capacity to achieve a standardized model and replicate the model in each of Florida's 67 counties

will be advanced by our project's resources, outlined in Table 8.

Table 8. *FLIGHT* Project Resources

Management: Overall leadership and program policy guiding actions to increase the number of students served while improving student success rates is led by TSIC President and Chief Executive Officer, Maria A. Sastre, and the TSIC State Board of Directors. Board members include executives and CEOs of nationally known corporations such as State Farm, IBM, Publix, and CSX, as well as key educational and political stakeholders including the Chancellor of the Florida State University System and Florida Governor Charlie Crist.

Qualified Personnel: The TSIC State office serves as an intermediary organization for our partner districts and provides services to county-level affiliates such as local sub-award funding; ensuring financial and operational compliance; training and technical assistance for program staff and student mentors; alliance and partnership management; program development and marketing; and information technology. In addition to State Office Staff, and the *FLIGHT* Project Director, we will employ a Regional Manager who will be responsible for providing technical assistance and oversight of program operations for our three partner LEAs. Local Staffing Model: Each *FLIGHT* LEA will have a County Coordinator, responsible for day-to-day program operations and supervision of our Student Advocates, CERAs, and Mentor Coordinators. LEAs will also benefit from the management and oversight of local boards made up of key community stakeholders from the public and private sector. Annual evaluations for each LEA, conducted by the State Office, will ensure adherence to program standards.

Financial Resources: TSIC's financing model is highly efficient: 94% of every program dollar goes directly to providing student services. 36% of our funding comes from annual dividend returns and over \$1 million a year in new endowments from corporate and private donors for student scholarships (matched dollar for dollar by the state), 27% of our operating budget comes from personal, corporate, and foundation contributions; 20% from corporate and

foundation grants; and 17% from the Florida Legislature to help fund student support services.

Database Expansion: TSIC’s current database allows the collection and analysis of student data. To deliver services more effectively and efficiently during scale up, we will enhance our technology platform to facilitate interactive information sharing, create integrated student and mentor applications, achieve greater interoperability, and promote enhanced collaboration between TSIC county, regional, and state office to advance best practices. New information enterprises will include web-based communities (e.g., dedicated web page for Student Advocates and CERAs), real-time access to student progress reports, web applications (e.g., scholarship and financial aid applications), social-networking (e.g., for TSIC graduates entering college), video-sharing, and blogs (e.g., virtual college tours).

3. Feasibility for Replication in a Variety of Settings and Student Populations. Our vision is to standardize, strengthen, refine, and replicate our regional Student Advocacy management model across the state using the lessons learned from our LEA Partners in Broward, Highlands and Monroe. Our approach offers an innovative strategy for using student data to ultimately close academic achievement gaps, increase high school graduation rates, and promote postsecondary educational attainment for high-need students, thus increasing our nation’s ability to compete in the new global, knowledge-based economy. Our comprehensive program evaluation will identify the most promising of practices and program strategies to facilitate further development and replication of our model in LEAs across our state or across the nation.⁶¹ Our partner LEAs have a combined student population greater than 10% of the K-12 population statewide, with demographics closely mirroring those of the state: White, TSIC 44% to State 44%; Black, 22% to 23%; Hispanic, 28% to 26%; Asian, both 3% and Multi/Other, both 4%. The districts also present differing geographical settings: Broward: large, suburban; Highlands: rural, and Monroe: remote. A detailed implementation study in these districts will strengthen our project’s potential for scalability and replication anywhere.

4. Start-Up Cost Estimates and Projected Operating Costs. To accurately estimate start-up and operating costs for *FLIGHT*, we engaged Eric Pickens, a financial analyst for Venture Architects, a firm devoted to assisting non-profits with financial models and projections. Estimated implementation costs for *FLIGHT* average \$1,651,418 per year, including 13.5 qualified staff members (Project Director, Regional Manager, County Coordinators, Student Advocates, CERAs, Mentor Coordinators, Technology Team Leader) plus fringe benefits, national and local travel, supplies, and contractual services including project evaluation. Costs per student are \$850 per student per year (exclusive of scholarship costs, provided 100% via a public-private partnership of individual, corporate, and foundation donors; see *Sustainability*). With the economy of efficiencies, program replication would cost \$823.89 per student for 100,000 students; \$806.81 per student for 250,000 students, and \$798.78 per student for 500,000 students (details for cost estimates, *Appendix H*).

5. Mechanisms to Broadly Disseminate and Support Development or Replication. Our plans are to share best practices nationally with others who want to replicate the *FLIGHT* Student Advocacy model. Best practices, how-to-program guides, brochures, fact sheets, and evaluation reports will be posted on the TSIC website which will include a message board and chat capacity to increase and enhance communication between TSIC affiliates. We will also participate in communities of practice with other i3 grantees to meet, discuss, and collaborate for problem-solving and success sharing and post best practices and results on the Open Innovation Web Portal. The TSIC State Office will continue to provide statewide branding and marketing services for *FLIGHT*. Creating stronger brand recognition for TSIC statewide will increase student, mentor, and donor recruitment opportunities and enhance program sustainability.

F. SUSTAINABILITY

1. Extent of Resources and Support of Stakeholders. TSIC is financed through a combination of private and public funding streams which include: individual and corporate donors; legislative

and government agencies; and other non-profit and for-profit corporate partners including Bank of America, AT&T, State Farm, and Comcast. These partnerships yield over \$1 million in private scholarship donations per year, matched dollar for dollar by the Prepaid Scholarship Foundation (19 states provide similar pre-paid scholarship programs, enhancing replicability). Because of our documented success in improving student outcomes, the FL-DOE provides an average of \$3.5 million per year in state funding to provide direct student services and cover program operational costs for our student advocacy model. ► **Financing FLIGHT:** TSIC has secured scholarship funding for our planned student expansion through our network of corporate, business, and private donors who have pledged over \$632,000 per year in matching funds. Volunteer mentors will donate their time estimated at \$506,630 per year. Additional details regarding match are provided in the *Budget Narrative* and *Appendix F*. The cost-savings realized by increasing the high school graduation rate and postsecondary educational attainment of high-need, minority subgroups is worthy of investment. Savings realized in remediation costs and increasing graduation rates could also be used to provide guaranteed early notification student scholarships or loans to high-need students as early as their middle school years. Additional funding could also flow from private-public partnerships similar to the current TSIC model as our nation seeks viable ways to compete in the knowledge-based economy of the 21st Century.

2. Potential and Planning for Incorporation of Project Purposes, Activities, or Benefits into the Ongoing Work of TSIC, Partner LEAs, and Other Partners.

TSIC will assist our three partner LEAs in standardizing ways to better integrate state, district, and local-level student data to identify high-need students and provide successful interventions designed to promote their chances for high school graduation and postsecondary matriculation. We will also expand, strengthen, and standardize the College Transition and Retention program component to maximize students' ability to prepare for, gain acceptance to, and successfully complete postsecondary educational programs. Standardization and institutionalization of these changes to

our current TSIC program model will result in a “best-in-class” regional program model that can be successfully replicated in partnerships with LEAs statewide. Our Task Force will assume responsibility for planning to sustain and replicate the *FLIGHT* model. As we launch *FLIGHT*, the task force will take inventory of our mutual resources and capacity to guide development of a written sustainability plan. Study of key evaluation findings will assist in identifying which program strategies have had the greatest impact so we can determine resource needs and potential funding sources including those from LEA, state, federal, private, and public funding streams. This process will result in a written sustainability plan by the beginning of Year 3 to ensure there are no gaps in program services. Thus, our successful model will serve as a guide to others nationwide seeking to increase high school graduation and postsecondary matriculation and attainment rates through similar private-public partnerships.

G. QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL

1. Clearly Defined Responsibilities, Timelines, and Milestones for Accomplishing Tasks.

FLIGHT program operations will be overseen by our Project Director, Judy Saylor, and supported by a Regional Manager, Ele Bautista-Bernard who will provide technical support for staff and LEA partners. The TSIC State Office will provide the required technology platform and operations system management, marketing and communications, employee training, and support services including annual program evaluations. Within each LEA, project implementation and daily program operations will be the responsibility of a local County Coordinator who will also supervise our Student Advocates, Mentor Coordinators, and CERAs. The Task Force will oversee overall project operations, meeting quarterly to assess progress towards program goals and ensure fidelity of program implementation. Task Force members will include: district/school administrators from our LEA partners; the TSIC President/CEO and other key State TSIC personnel; our independent evaluator; and the *FLIGHT* Project Director, Regional Manager, and County Coordinators. Other quarterly and ongoing activities throughout the grant period will

include evaluation team visits and reports, i3 sustainability planning and monitoring of student data indicators, and mentor recruitment. Each month, the Regional Manager will meet with local program staff in each LEA. The following timeline provides an overview of key responsibilities and milestones.

Table 9. Timeline, Milestones, and Responsibilities		
Year One: October 2010 – September 2011		
Date	Activity/Milestones	Person Responsible
QTR 1	<ul style="list-style-type: none"> ◆ Start up activities, place employment ads; ◆ Project Staff hired & trained ◆ Initiate Technology Platform integration ◆ Students in grades 6-8 selected for <i>FLIGHT</i> participation ◆ Quarterly Meetings with HS Seniors begin (1x/semester for Juniors; 1x/year for students in grades 9-10) ◆ Mentor Recruitment/Training/Matching begins 	<ul style="list-style-type: none"> ◆ Project Director ◆ Project Director ◆ IT Director ◆ Student Advocate ◆ CERA ◆ Mentor Coordinator
QTR 2	<ul style="list-style-type: none"> ◆ Student Monitoring Begins (ongoing) ◆ Mentoring component begins (mentor/mentee meet weekly) ◆ Quarterly Student Workshops begin ◆ Quarterly College Success Workshops begin ◆ Distribute Student Detail Progress Reports (repeats quarterly) ◆ Distribute LEA Aggregate Student Progress Reports ◆ College Tours for High School Juniors 	<ul style="list-style-type: none"> ◆ Student Advocate ◆ Mentor Coordinator ◆ County Coordinator ◆ CERA ◆ Student Advocate ◆ County Coordinator ◆ CERA
QTR 3	<ul style="list-style-type: none"> ◆ Annual Student Course Advisement Meetings ◆ Students selected for 2011-2012 <i>FLIGHT</i> participation ◆ Year-End Student Progress Reports distributed ◆ Distribute LEA Aggregate Student Progress Reports ◆ Launch of I-Mentor program platform 	<ul style="list-style-type: none"> ◆ Student Advocate, ◆ Project Director ◆ Student Advocate ◆ County Coordinator ◆ IT Manager
QTR 4	<ul style="list-style-type: none"> ◆ Annual <i>FLIGHT</i> Program Conference ◆ School year begins ◆ Begin monitoring student attendance, behavior, academics ◆ Quarterly Meetings with HS Seniors begin (1x/semester for 	<ul style="list-style-type: none"> ◆ Project Director ◆ Student Advocate ◆ CERA

	<p>Juniors; 1x/year for students in grades 9-10)</p> <ul style="list-style-type: none"> ◆Quarterly Student Workshops begin ◆Quarterly College Success Workshops begin ◆Weekly Mentor-Mentee meetings resume 	<ul style="list-style-type: none"> ◆County Coordinators ◆CERA ◆Mentor Coordinator
Year 2: October 2011 – September 2012		
QTR 1	<ul style="list-style-type: none"> ◆Student Progress Reports distributed (repeat quarterly) ◆Student Interim Report Data Analysis (repeat quarterly) ◆Distribute LEA Aggregate Student Progress Reports (repeats each semester) ◆Annual Evaluation Report submitted to USDOE & Task Force 	<ul style="list-style-type: none"> ◆Student Advocate ◆Student Advocate ◆County Coordinator ◆Ind. Evaluator
QTR 2	◆College Tours for HS Juniors	◆CERA
QTR 3	<ul style="list-style-type: none"> ◆Annual Student Course Advisement meetings begin ◆Students selected for 2012-2013 <i>FLIGHT</i> participation ◆Year-End Student Progress Reports distributed 	<ul style="list-style-type: none"> ◆Student Adv., CERA ◆County Coordinator ◆Student Advocate
QTR 4	<ul style="list-style-type: none"> ◆Annual <i>FLIGHT</i> Program Conference ◆School year begins ◆Quarterly Meetings with HS Seniors begin (1x/semester for Juniors; 1x/year for students in grades 9-10) ◆Quarterly Student Workshops begin ◆Quarterly College Success Workshops begin ◆Weekly Mentor-Mentee meetings resume 	<ul style="list-style-type: none"> ◆Project Director ◆CERA ◆Regional Manager ◆CERA ◆Regional Manager
Year 3: October 2012 – September 2013		
QTR 1	<ul style="list-style-type: none"> ◆Student Progress Reports Distributed (repeat quarterly) ◆Student Interim Report Data Analysis (repeat quarterly) ◆Distribute LEA Aggregate Student Progress Reports (repeats each semester) ◆Annual Evaluation Report submitted to USDOE, Task Force ◆Student Interim Report Data Analysis (repeat quarterly) 	<ul style="list-style-type: none"> ◆Student Advocate ◆Student Advocate ◆County Coordinator ◆Ind. Evaluator ◆Student Advocate
QTR 2	◆College Tours for HS Juniors	◆CERA
QTR 3	◆Annual Student Course Advisement Meetings begin	◆Student Adv., CERA

	<ul style="list-style-type: none"> ◆Students selected for 2011-2012 <i>FLIGHT</i> participation ◆Year-End Student Progress Reports Distributed 	<ul style="list-style-type: none"> ◆County Coordinator ◆Student Advocate
QTR 4	<ul style="list-style-type: none"> ◆Annual <i>FLIGHT</i> Program Conference ◆School Year begins ◆Quarterly Meetings with HS Seniors begin (1x/semester for Juniors; 1x/year for students in grades 9-10) ◆Quarterly Student and Parent Workshops begin ◆Quarterly College Success Workshops begin ◆Weekly Mentor-Mentee Meetings resume 	<ul style="list-style-type: none"> ◆Project Director ◆CERA ◆County Coordinator ◆Regional Manager ◆Mentor Coordinator

2. Qualifications in Managing Projects the Size and Scope of *FLIGHT*. Judy Saylor, TSIC’s Director of Special Projects will serve as *FLIGHT* Project Director and assume overall project management including recruiting, hiring, and supervising all program staff, providing input and oversight on program operations, managing and approving all program expenditures, working with the evaluator to ensure data is collected and reported in a timely manner and in ensuring evaluation reports are used to inform and refine program operations. Ms. Saylor has previously worked as a Program Director for Take Stock in Children, Duval County and Big Brothers/Big Sisters of Northeast Florida. She is certified in Nonprofit Executive Management by Georgetown University which included comprehensive training in strategic planning and evaluation, board development and staff relations, program financial management and accountability, fund development, issues advocacy, and strategic partnerships. She will be assisted by our Regional Manager, Ele Bautista-Bernard, who will be responsible for supporting program implementation at the LEA level and facilitating ongoing technical assistance at the County LEA level. Ele has over 10 years of experience in working with high-risk students, and for several years served as Executive Director for TSIC Broward. Support services from the TSIC state office will include (1) IT Director, David Kessler, PhD, with over 25 years of experience in information technology management and database development; (2) Comptroller and Director of Compliance, John

Locke, with over 20 years in financial management and oversight; and (3) Director of Program Development and Innovation, Grizel Arencibia (Ph.D. in Education with a concentration in Organizational Leadership), who will lead *FLIGHT* employee, LEA, and mentor training. Each LEA will benefit from the hands-on management and leadership of TSIC County Coordinators who will coordinate project activities, oversee TSIC and school collaboration, ensure program components are implemented with fidelity, and identify and document program logistics during implementation to ensure replicability of best practices as they also supervise our team of Student Advocates, Mentor Coordinators, and College Enrollment and Retention Advocates (CERAs). An Information Enterprise Team Leader, skilled in designing, developing, implementing and managing integrated data systems will increase our ability to bring *FLIGHT* to scale in all 67 of Florida’s LEAs. Key resumes and job descriptions are provided in *Appendix C*.

► **Balanced Scorecard:** To ensure *FLIGHT* is carried out efficiently and effectively, we will use the Balanced Scorecard approach recommended by education experts⁶² to provide quantitative data in four key areas: student outcomes, stakeholder satisfaction, internal program operations, and continuous program improvement. This will help articulate key student outcomes such as completion rates and enrollment and obtainment of postsecondary education, and translate into measures for improving operational efficiency for TSIC and our LEA partners.

Closing Statement: In these uncertain times when investments in our homes, automobiles, and retirement seem to be on shaky ground, there is one investment that is guaranteed to payoff in the long term—the investment we make in our young people to help them achieve academic success in high school and successful postsecondary attainment, empowering them for successful careers. We invite you to *Take Stock in Children* along with our partner LEAs in **Facilitating Long-term Improvements in Graduation and Higher Education for Tomorrow.**

**Please Note: Endnote Citations are located in Appendix H.*