

Innovation Grant Application
 Program: College & Career

PART 1: APPLICANT INFORMATION

Name:	School Site:
Role/Job Title:	Years Worked at School:
Project Title: An intervention for Freshman who have been identified as being at risk of not graduating from high school	

PART 2: PROJECT DESCRIPTION

Please answer the following six questions using no more than two pages total (approximately 10,000 characters). Your budget narrative can be on the third page. Equal attention should be given to each section as they are all weighted equally during selection.

1. **Overview:** Briefly describe the project or program you would like to fund with an Innovation Grant. *500 character limit.*

This project serves as a targeted intervention for freshmen who have been identified by SFUSD’s Early Warning System (EWS) as being at risk of not graduating from high school. We recognize that helping participants with their homework and teaching them study skills is not be enough if they do not *believe* that they are able to succeed; thus, the PST model addresses the whole person. The program does this by strengthening their personal connection to their own education, as well as deepening their relationship with their high school and exploring postsecondary options. Over the course of 20 weeks, participants engage in a workshop series focused on 1) personal growth and transformation, 2) building successful educational habits, and 3) team-work and community-driven learning. The program culminates in college visits, a service-learning project, and the creation of personal and academic action plans.

2. **Outcomes:** What are your intended outcomes for this project? What are the knowledge, attitudes, skills and behaviors you expect to influence? *2000 character limit.*

By the end of their participation in the program, our intended outcomes are:

- 80% of participants will report increased confidence in their ability to set and achieve personal and academic goals;
- 80% of participants will report feeling more connected to school and having a better sense of resources that are available to support them;
- 80% of participants will have developed a plan for what they want to do after high school; and
- 80% of participants will have participated in the development and execution of a service-learning project.

Furthermore, we expect to see improvements in school attendance and in the grades of the participants. Above all, by participating we hope that students leave the program feeling empowered, confident and ready

to actualize post-secondary plans. Moving forward, we plan to track program participants through their high school careers in hopes of measuring the rates in which program participants graduate from high school and continue on to college compared to freshmen on the EWI list who do not participate in our program.

2.1. Rationale: Why do you expect your project to influence the above stated outcomes?

By being a part of a team in which everyone's stories are shared and heard, we strive to create an environment within their school that feels nurturing. We relate our personalized and transformative workshops back to participants' relationship to school and the service-learning project is rooted in their educations. Also, throughout the workshops, the facilitators intentionally advance the idea of self-advocacy, replacing negative beliefs with positive ones, leveraging resources and other services that are available to students at the school and within the community, and learning how to set goals and follow through.

2.2.Rationale: How does this project support or relate to the needs statement (above) and the mission of the San Francisco Education Fund. (*The San Francisco Education Fund is dedicated to increasing the number of San Francisco public school students – in particular those from underserved communities – who graduate ready for college, careers and civic responsibility*).

This program directly targets underserved youth, predominantly of color, who have been identified by SFUSD's Early Warning System (EWS) as being at risk of not graduating from high school. As previously described, the program supports participants in building their connection to their school, to their education, and to their potential through a curriculum of personal growth workshops and a community service project. Through these activities, participants also learn habits of mind and other noncognitive skills that have been proven to positively impact academic achievement. Furthermore, the program teaches participants like skills, such as self-advocacy and expression, organization, and short and long term goal setting. We intend to help students recognize their own potential while having them dig more deeply into their education, their communities, and their post-secondary options. Lastly, participants will leave the program with a clearer sense of what they will do after college and the steps necessary to get there.

3. Conditions: What must happen – internally or externally – in order for your project to produce the desired outcomes? *1500 character limit.*

In order for this program to be successful, the following must be in place:

- Dedicated staff to facilitate the program: Several staff will be involved in the facilitation of this program. We believe it is important for the participants to have the opportunity to connect to multiple adults to increase the likelihood of them forming a strong bond with a caring adult.
- Strong curriculum: This is the third year in which our staff has run this program. Over the last two years, we have developed an evidence-based curriculum that consists of three six- or eight-week units. The first six-week unit focuses on personal transformation workshops, with a focus on cultural competence and better understanding our roots; the second six-week unit then focuses on participants creating and planning their service-learning project; and in the last eight-week unit, participants complete their project and take the skills learned through the project and apply to them to personal and academic growth by developing personal action plans. This year we will continue to refine our already strong curriculum.
- Support from our high school: There needs to be a clear line of communication among the program facilitators and the teachers, support staff and administrators. All stakeholders are dedicated to the support of these students, and we all need to be on the same page in terms of support being provided and progress towards goals to avoid the duplication of services or participants getting mixed messages from the various stakeholders. Also, school day buy-in for this program is necessary so that participants are able to leave their elective class period once per week to attend the program.

4. **Outputs:** What population do you plan to serve or influence? Consider grade/age level, ethnicity, gender, language spoken, academic performance; students as well as school staff members, parents, and families. *1000 character limit.*

This program targets freshmen who have been identified by SFUSD's Early Warning System (EWS) as being at risk of not graduating from high school. District wide, students of color are disproportionately identified. Last year, this program was composed of 58% Latino(a) students, 21% African American students, 5% Samoan, 5% Filipino, and 10% Multiracial students, and was 37% female and 63% male.

- 4.1. **Rationale:** What is the specific need or gap in service you've identified among this population? What data demonstrates this need? (Use school-specific data if possible). (1000 characters)

Our organization works closely with the high school's Wellness Center. This year, we have launched the Student Support Services Collaborative, which is composed of representatives from our organization, the Wellness Center and TARC. Our collaborative meetings immediately follow the school's Student Assistance Program (SAP) meetings and provide an opportunity for the school's various case managers to offer support to each other, review cases, and better align our services.

In a recent meeting, we discussed all of the freshmen on the Early Warning Indicator list and the capacity of Project Arrive, the Wellness Center and our organization will be able to support this year. Similar to our program, Project Arrive supports freshmen who are on the EWI list. When comparing the number of freshmen that need these support groups with the number of Project Arrive groups that we have capacity for, it is clear that there is great need for our group. Furthermore, the creation of the Student Support Services Collaborative will ensure that all students in need of such support are connected to the appropriate services and will help avoid the duplication of services.

- 4.2. **Rationale:** What is the sustainability of your project beyond the grant cycle? i.e How might the work continue to impact your population after the grant funding ends? (1000 characters)

Our organization is committed to the success of all students, and especially to the success of our most underserved and vulnerable students. As previously mentioned, we intend to track program participants throughout their high school careers. Our organization offers an array of programs and services that we can leverage to continue to provide them the support and resources they need to be successful in high school and continue on to college post-program participation. Additionally, we work hard to make our program a transformative experiences for the young people involved and to teach them skills that will continue to serve them throughout their lives.

5. **Activities:** Describe the specific activities and resources that will be used to implement your project or program. *2000 character limit.*

Bootcamp: Full-day workshop the Friday before school starts that is specifically designed for students who have been labeled as EWI freshmen. During this workshop, participants complete a series of activities that focus on teambuilding and personal and academic growth. This year, 18 students attended Bootcamp and were invited to participate in the program.

Curriculum implementation: For the past two years, our organization has facilitated two cohorts of this intervention, one during first semester and the other during second semester. Traditionally, during the fall semester, the first six-week unit of program focuses on personal transformation workshops, with a focus on cultural competence and better understanding our roots; the second six-week unit then focuses on participants creating and planning their service-learning project; and in the last eight-week unit, participants

complete their project and take the skills learned through the project and apply to them to personal and academic growth by developing personal action plans.

This year: Due to changes in leadership and bring in new team members, our PST program was not able kick off as early in the semester as the past two year. However, the Puma Success Team will be launched within the next two weeks (by October 23rd). The team will complete the first unit of the curriculum by winter break and will complete the second two units during spring semester. In mid-January, we plan to launch a second Puma Success Team comprised of freshmen not already in Puma Success Team or a Project Arrive group and who had low first semester grades and/or several absences from school. This second team will go through the same three units. In the spring semester, both teams will go on the college trip.

Family engagement: Throughout the school year we will stay in frequent contact with the parents of our students. Parent inclusion has been shown to increase students' academic success. In addition to all of the activities outlined above, we will have family dinners with each team to celebrate success and connect them to additional resources.

5.1. If applying as a team (more than one applicant group), describe your strategy for collaboration. What will your team's different roles be in implementation of funds?

Although not formally applying as a team, our organization the school's Wellness Center work closely with each other. The Student Support Services Collaborative supports our continued collaboration and support of each other's projects. As has been done in the past, and if needed this year, we will offer the Wellness Center materials and/or funds as available to support their work with freshmen on the Early Warning Indicator list.

5.2. What is your timeline for work to be completed before June 28, 2016?

8/14/15	Freshman EWI Boot Camp
8/14/15 – 10/23/15	Freshmen EWI Case Management
10/26/15 – 12/18/2015	First Cohort of Intervention: Introduction, Team Building & Personal Transformation
1/4/16 – 2/12/2016	Second Unit of Intervention: Personal Transformation and Cultural Competency
1/18/16 – 2/26/15	First Unit of Session 2: Introduction, Team Building & Personal Transformation
01/21/2016	Tentative Date for Parent Dinner 1 for Cohort 1
2/15/16 – 4/15/2016	Third Unit of Intervention 1: Community Issues, Project Planning and Goal Setting
2/29/16 – 4/8/16	Second Unit of Intervention 2: Personal Transformation and Cultural Competency
3/17/16	Tentative Date for Parent Dinner 1 for Cohort 1
4/09/2016	Tentative Date for College Tour
4/11/16 – 5/27/16	Third Unit of Intervention 2: Community Issues, Project Planning and Goal Setting
5/19/2016	Tentative Date for Celebration/Closure Dinner with Parents

6. **Other (Optional):** If there is anything else you would like us to consider when reviewing your application please feel free to explain it here. *1000 character limit.*

PART 3: BUDGET NARRATIVE: Provide a brief narrative that shows evidence of thoughtful planning and research into your specific project. The budget should explain the rationale for the project's expenses. It is helpful to be precise. Include the sources used to arrive at your final expenses (see example below).

Note: Be sure to consider taxes, shipping & handling for any items you are purchasing, and factor those costs into your amount requested.

Amount Requested: \$5,458

Rational: Puma Success Team will use the money for a college tour to San Jose State University and UC Santa Cruz with bonding time at the Santa Cruz Beach Boardwalk. We will spend money on food for the meetings, parent dinners and end of the year celebration. For the service-learning project, we will buy t-shirts for participants to give awareness to the cause and provide food for the event in order to encourage more people to come and see what program students have organized. This year we would like to thank the staff who helped facilitate the program by giving them a gift card.

Activity/Supplies	Cost	Source used to arrive at expensive
COLLEGE VISITS		
Bus Transportation for 20 students and 4 staff	\$1000	UC Santa Cruz Dining Hall http://www.ucsc.edu/ Santa Cruz Beach Boardwalk http://beachboardwalk.com/fun days/
Dorm Food for 20 students and 4 staff	\$12 per person = \$540	
Snacks	\$150	
Team Bonding Activity for 20 students and 4 staff	\$25 per person = \$600	
Total for College Visits	\$2,290	
FOOD		
Food for Meetings	\$25 per meeting * 40 meetings = \$1000	
2 Family Dinners	\$250 per dinner = \$500	
End of Year Celebration for Families	\$400	
Service Project Event Food	\$300	
Total for Food	\$2,200	
Supplies and Materials		
24 Shirts	\$14.50 each = \$348	customink.com
Supplies for Meetings and Service Project (such as Post it Easel Pad 6 Pack, markers, whiteboard markers, binders, copy paper, lined paper, etc.)	\$500	staples.com
Total for Supplies and Materials:	\$848	
Incentives for Facilitators		
4 Staff Appreciation Gift Cards	\$30 each = \$120	Target.com