

ABSTRACT NARRATIVE

Project Title: Increased Learning Time Model

Type of Grant Requested: Development

Number of Students Served: 6,711

Big Buddy is the lead applicant for this project, with Advance Baton Rouge serving as the official project partner. The Policy & Research Group will be an unofficial partner providing evaluation services. The partnering agencies have identified a need in the Baton Rouge community for innovative approaches that help in turning around persistently low performing schools (Absolute Priority #4) via the collaboration of a school system and a community-based organization to provide increased learning time for students. The proposed Increased Learning Time Model aims to improve student academic achievement by: 1) extending the school day and the school year; 2) offering enrichment activities; 3) allowing for additional teacher planning time and professional development; 4) using the additional teaching time and additional planning time to implement more instruction time in core academic subjects, which is interactive, individually-appropriate, and incorporates student performance feedback. Four schools managed by Advance Baton Rouge (ABR) will participate in the project: Lanier Elementary, Dalton Elementary, Glen Oaks Middle, and Prescott Middle.

Project Goal: To improve student achievement growth for high-need students, and ultimately turn around persistently low-performing schools through an increased learning time model.

Outcome Objectives: Increase student engagement of program participants; Increase college preparedness of middle-school program participants; Increase academic achievement of program participants; Implement a comprehensive increased learning time model at four persistently low-performing schools; Define and document the key elements of the increased learning time model implemented; Implement the model with fidelity in each of the four schools.

3. i3 Program Forms

To be eligible for an award under the Investing in Innovation Fund, eligible applicants **must** meet **all** the requirements listed below.

To ensure the fulfillment of all these requirements, eligible applicants must complete the form below. Check the corresponding box on the left side of the chart to indicate that you have met the requirement. Also, please provide the page number(s) where the specific component can be found in the application to support your eligibility.

Eligible Applicant: Big Buddy Program

To be eligible for an award under the Investing in Innovation Fund, eligible applicants **must** meet **all** the requirements listed below.

To ensure the fulfillment of all these requirements, eligible applicants must complete the form below. Check the corresponding box on the left side of the chart to indicate that you have met the requirement. Also, please provide the page number(s) where the specific component can be found in the application to support your eligibility.

Checklist for Partnership Applicants*	
<p>*A partnership applicant is an applicant that is a partnership between a nonprofit organization and (1) one or more LEAs or (2) a consortium of schools. The nonprofit organization in the partnership must meet the definition of “nonprofit organization” used in this program--i.e., the organization is an entity that meets the definition of “nonprofit” under 34 CFR 77.1(c), or an institution of higher education as defined by section 101(a) of the Higher Education Act of 1965, as amended.</p>	
Program Requirement	
<input checked="" type="checkbox"/> (pg.)3- 8	<p>Providing Innovations that Improve Achievement for High-Need Students: All eligible applicants must implement practices, strategies, or programs for high-need students (as defined in the Notice of final priorities).</p>
Eligibility Requirements	
<input checked="" type="checkbox"/> (pg.) 18-19	<p>(1) The Nonprofit organization has a record of significantly improving student achievement, attainment, or retention through the assistance it has provided to an LEA or schools.</p>
<input checked="" type="checkbox"/> (pg.)Applicant Info Sheet	<p>(2)The eligible applicant has demonstrated that the private sector will provide matching funds or in-kind contributions in order to help bring results to scale. (Evidence of the match will not need to be provided until after the peer review process is completed.)</p>
<input checked="" type="checkbox"/> (pg.) 6	<p>(3) The eligible applicant has described in its application the demographics and other characteristics of any additional LEAs or schools with which it intends to partner and the process it will use to select them as partners. (Eligible applicants must identify its specific partners before a grant award will be made.)</p>
Evidence Requirement	

<input checked="" type="checkbox"/> (pg.)18-19	I understand that to be an eligible for an i3 award, an application for a Scale-up grant must be supported by <u>strong evidence</u> ; an application for a Validation grant must be supported by <u>moderate evidence</u> ; an application for a Development grant must be supported by <u>reasonable hypothesis</u> . For further information on evidence requirements, see Table 1 in the Notice Inviting Applications (NIA).
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*For Nonprofit organizations applying in partnership, please provide appropriate evidence to document legal status in Appendix B.

**Office of Innovation and Improvement
i3 Applicant Information Sheet
FY 2010**

Instructions: Eligible applicants **must** complete and submit this information sheet with each application submitted. Completing this sheet will assist ED staff in assessing the needs of the i3 competition and provide staff with a better sense of the applicant pool.

Who is the Eligible Applicant? Nonprofit w/ consortium of schools (Please click to select from the drop down menu)

Are you the lead applicant on this grant? Yes No

Have you applied for more than one i3 grant? Yes No

Project Title: Increased Learning Time Model

Actual Project Location: Baton Rouge City LA State (Use two letter state abbreviation)

City State

If you have more than 10 project locations, please list them here with a semicolon separating each location:

Type of Grant Requested: Development (please click to select from the drop down menu)

Length of Requested Grant Award: 5 years (please click to select from the drop down menu)

Select the **ONE Absolute Priority** that you are addressing in your application.

AP4: Persistently Low-Performing Schools (please click to select from the drop down menu)

Select **ALL Competitive Preference Priorities (CPP)** that you are addressing in your application.

CPPs are optional and you may address one or more.

CPP 5: Innovations for Improving Early Learning Outcomes.

CPP 6: Innovations that Support College Access and Success.

CPP 7: Innovations to address the Unique Learning Needs of Students with Disabilities and Limited English Proficient Students.

CPP 8: Innovations that Serve Schools in Rural LEAs.

Project Description:

In 2000 characters, please provide a brief description of the project you wish to propose.

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Outcome Objectives: Increase student engagement of program participants; Increase college preparedness of middle-school program participants; Increase academic achievement of program participants; Implement a comprehensive increased learning time model at four persistently low-performing schools; Define and document the key elements of the increased learning time model implemented; Implement the model with fidelity in each of the four schools.

Project Partners:

Please list all organizations partnering with this project and the amount of Federal funds requested for each as part of your overall budget.

Partner Name	Budget Amount (numeric only)	Partner Type
1. Advance Baton Rouge	\$ \$5,493,310.00	<input checked="" type="checkbox"/> Official <input type="checkbox"/> Other
2. The Policy & Research Group	\$ \$500,000	<input type="checkbox"/> Official <input checked="" type="checkbox"/> Other
3.	\$	<input type="checkbox"/> Official <input type="checkbox"/> Other
4.	\$	<input type="checkbox"/> Official <input type="checkbox"/> Other
5.	\$	<input type="checkbox"/> Official <input type="checkbox"/> Other
6.	\$	<input type="checkbox"/> Official <input type="checkbox"/> Other
7.	\$	<input type="checkbox"/> Official <input type="checkbox"/> Other
8.	\$	<input type="checkbox"/> Official <input type="checkbox"/> Other
9.	\$	<input type="checkbox"/> Official <input type="checkbox"/> Other
10.	\$	<input type="checkbox"/> Official <input type="checkbox"/> Other

If you have more than 10 partners, please list them here with a semicolon between each location:

Private Sector Matching Requirement

Have you secured the 20% private sector match? YES NO

If YES, list the organization(s) that are providing the matching funds.

1. United Way
2. Junior Achievement
3. Volunteers through University Service Learning programs (Louisiana State University, Southern University)
4. Advance Baton Rouge
5. Corporate and church support
- 6.
- 7.
- 8.
- 9.
- 10.

If you have more than 10 entities helping to provide your match, please list them here with a semicolon separating each location:

Are you requesting a waiver for the 20% private sector match? YES NO

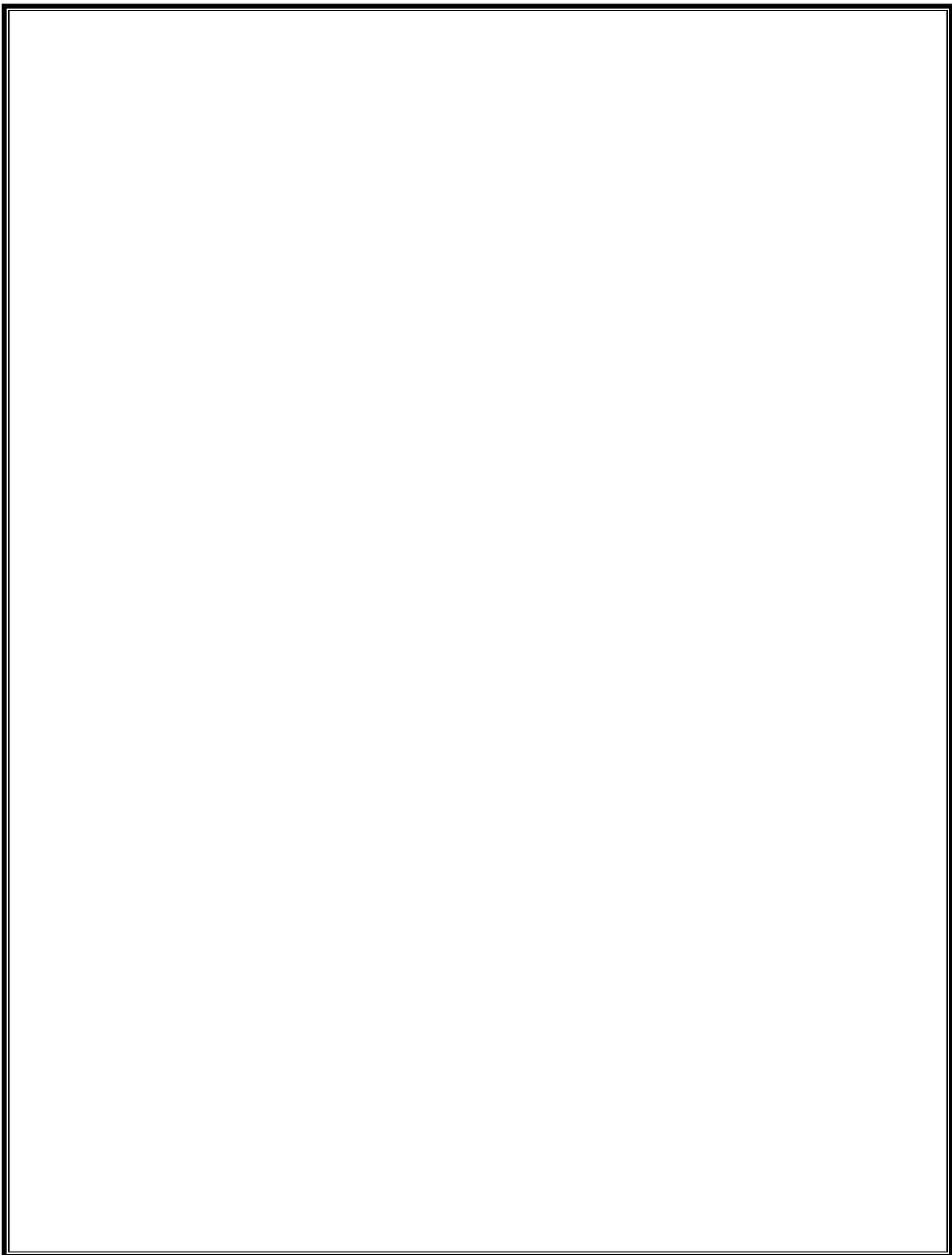
If, YES, please attach the necessary justification under the Appendix Narrative Attachments at the time of submission.

Open Innovation Web Portal

The Open Innovation Web portal is an online tool that provides an opportunity for i3 applicants to further develop their ideas, identify potential partners, and secure matching funds. Applicants to the i3 Fund will not receive additional points or gain any formal advantage over those applicants who do not post their ideas and related information on the portal. The portal is operated in partnership with an outside organization.

If you are interested in learning more about the Open Innovation Web Portal, please visit innovation.ed.gov.

Would you like your information to be transferred to the Open Innovation Web Portal? YES NO



i3 - Proposed Budget

YEAR ONE

Add Prescott

Title	No. Positions	Salary/yr.	Total for Position
Project Director *	1		
Project Coordinator	1		
Health and Guidance Specialist	3		
Arts Instructors (can be shared between 2 schools)	3		
Arts Coach (contract services)	1		
Finance/Human Resource Manager - (in-kind in year one)	1		
Program and Staff Development Director	1		
Taxes estimated at 20%			\$54,833.33
Medical Benefits	10	\$6,000.00	\$60,000.00
Supplies for Art Enrichment (\$50/student/yr) Prescott	296	\$50.00	\$14,800.00
Supplies for Health and Guidance Courses (\$25/student/yr) Prescott	296	\$25.00	\$7,400.00
Printing (\$200/month)		\$2,400.00	
Postage (\$50/month)		\$600.00	
Liability Insurance (\$3,000/year, pro-rated)		\$3,000.00	
Financial Audit (\$7,500/year - pro-rated)		\$7,500.00	
Training/Screening (background checks)/Professional Development Contracts			\$30,000.00
Evaluation			\$100,000.00

TOTAL YEAR ONE

\$554,700.00

Note: Total Year One takes into account monthly expenses and varied start dates; see breakdown by month for details.

*Please see final page for descriptions of each position

YEAR TWO - 2012

Add Dalton and Glen Oaks

<i>Title</i>	<i>No. Positions</i>	<i>Salary/yr.</i>	<i>Total for Position</i>		
Project Director	1				
Project Coordinator (Prescott)	1				
Project Coordinator (1 shared at Dalton and G.O.)	1				
Health and Guidance Specialist (Prescott)	3				
Health and Guidance Specialist (adding Dalton and G.O. - 3 per school)	6				
Arts Instructors (can be shared between 2 schools)	3				
Art Instructors (added 3 for 3rd school)	3				
Arts Coach (contract services)	1				
Finance/Human Resource Manager	1				
Program and Staff Development Director	1				
Taxes estimated at 20%				\$127,666.67	
Medical Benefits	20	\$6,000.00	\$120,000.00		
Supplies for Art Enrichment (\$25/student) Prescott	325	\$25.00	\$8,125.00		
Supplies for Art Enrichment (\$50/student) Dalton and Glen Oaks	785	\$50.00	\$39,250.00		
Supplies for Health and Guidance Courses (\$15/student) Prescott	325	\$15.00	\$4,875.00		
Supplies for Health and Guidance Courses (\$25/student) Dalton and Glen Oaks	785	\$25.00	\$19,625.00		
Printing (\$200/month)		\$2,400.00			
Postage (\$50/month)		\$600.00			
Liability Insurance (\$3,000/year, pro-rated)		\$3,000.00			
Financial Audit (\$7,500/year - pro-rated)		\$7,500.00			
Training/Screening (background checks)/Professional Development Contracts				\$30,000.00	
Evaluation				\$100,000.00	

TOTAL YEAR TWO **\$1,284,541.67**

Note: Total Year Two takes into account monthly expenses and varied start dates; see breakdown by month for details.

Year Two By Month

Start Month

Oct.10 Nov.10 Dec.10 Jan.11 Feb.11 Mar.11 Apr.11 May.11 Jun.11 Jul.11 Aug.11 Sept.11 Total Year 2

	Oct.10	Nov.10	Dec.10	Jan.11	Feb.11	Mar.11	Apr.11	May.11	Jun.11	Jul.11	Aug.11	Sept.11	Total Year 2
Prj Dir													
Prj Crd (Pres)													
Prj Crd (D&GO)													
H&G (Pres)													
H&G (D&GO)													
Arts Instr													
Arts Instr-2													
Arts Coach													
Fin/HR Mngr													
Prg/Stf Dir													
Taxes (20%)	\$7,250.00	\$7,250.00	\$7,250.00	\$7,250.00	\$7,250.00	\$7,916.67	\$13,916.67	\$13,916.67	\$13,916.67	\$13,916.67	\$13,916.67	\$13,916.67	\$127,666.67
Med Ben	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$120,000.00
Spls -Art (Pres)	\$677.08	\$677.08	\$677.08	\$677.08	\$677.08	\$677.08	\$677.08	\$677.08	\$677.08	\$677.08	\$677.08	\$677.08	\$8,125.00
Spls -Art (D&GO)									\$3,270.83	\$3,270.83	\$3,270.83	\$3,270.83	\$13,083.33
Spls-H&G-Pres	\$406.25	\$406.25	\$406.25	\$406.25	\$406.25	\$406.25	\$406.25	\$406.25	\$406.25	\$406.25	\$406.25	\$406.25	\$4,875.00
Spls-H&G (D&GO)									\$1,635.42	\$1,635.42	\$1,635.42	\$1,635.42	\$6,541.67
Printing	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$2,400.00
Postage	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$600.00
Liab Ins								\$3,000.00					\$3,000.00
Fin Audit								\$7,500.00					\$7,500.00
Train/Screen													\$30,000.00
Evaluation													\$100,000.00

\$1,062,125.00

YEAR THREE - 2013

Add Lanier

<i>Title</i>	<i>No. Positions</i>	<i>Salary/yr.</i>	<i>Total for Position</i>		
Project Director	1				
Project Coordinator (Prescott and adding Lanier, 1 shared between both)	1				
Project Coordinator (1 at each school Dalton and G.O.)	1				
Health and Guidance Specialist (Prescott)	3				
Health and Guidance Specialist (Dalton and G.O., 3 per school)	6				
Health and Guidance Specialist (added Lanier)	3				
Arts Instructors (can be shared between 2 schools)	3				
Art Instructors (can be shared between 2 schools)	3				
Arts Coach (contract services)	1				
Finance/Human Resource Manager	1				
Program and Staff Development Director	1				
Taxes estimated at 20%				\$168,000.00	
Medical Benefits	23	\$6,000.00		\$138,000.00	
Supplies for Art Enrichment (\$25/student) Prescott, GO, Dalton	1222	\$25.00		\$30,550.00	
Supplies for Art Enrichment (\$50/student) Lanier	377	\$50.00		\$18,850.00	
Supplies for Health and Guidance Courses (\$15/student) Prescott, GO, Dalton	1222	\$15.00		\$18,330.00	
Supplies for Health and Guidance Courses (\$25/student) Lanier	377	\$25.00		\$9,425.00	
Printing (\$200/month)			\$2,400.00		
Postage (\$50/month)			\$600.00		
Liability Insurance (\$3,000/year, pro-rated)			\$3,000.00		
Financial Audit (\$7,500/year - pro-rated)			\$7,500.00		
Training/Screening (background checks)/Professional Development Contracts				\$40,000.00	
Evaluation				\$100,000.00	

TOTAL YEAR THREE **\$1,473,155.00**

Note: Total Year Three takes into account monthly expenses and varied start dates; see breakdown by month for details.

YEAR FOUR - 2014

All Schools Fully Implemented

Title	No. Positions	Salary/yr.	Total for Position		
Project Director	1				
Project Coordinator (Prescott and Lanier)	1				
Project Coordinator (Dalton and G.O.)	1				
Health and Guidance Specialist (Prescott)	3				
Health and Guidance Specialist (Dalton and G.O., 3 per school)	6				
Health and Guidance Specialist (Lanier)	3				
Arts Instructors (can be shared between 2 schools)	3				
Art Instructors (can be shared between 2 schools)	3				
Arts Coach (contract services)	1				
Finance/Human Resource Manager	1				
Program and Staff Development Director	1				
Taxes estimated at 20%				\$188,000.00	
Medical Benefits	23	\$6,000.00	\$138,000.00		
Supplies for Art Enrichment (\$25/student) ALL FOUR SCHOOLS	1758	\$25.00	\$43,950.00		
Supplies for Health and Guidance Courses (\$15/student) ALL FOUR SCHOOLS	1758	\$15.00	\$26,370.00		
Printing (\$200/month)		\$2,400.00			
Postage (\$50/month)		\$600.00			
Liability Insurance (\$3,000/year, pro-rated)		\$3,000.00			
Financial Audit (\$7,500/year - pro-rated)		\$7,500.00			
Training/Screening (background checks)/Professional Development Contracts				\$50,000.00	
Evaluation				\$100,000.00	

TOTAL YEAR FOUR **\$1,486,320.00**

Note: Total Year Four takes into account monthly expenses and varied start dates; see breakdown by month for details.

Year Four By Month

	Start Month												
	Oct.10	Nov.10	Dec.10	Jan.11	Feb.11	Mar.11	Apr.11	May.11	Jun.11	Jul.11	Aug.11	Sept.11	Total Year 4
Prj Dir													
Prj Crd (P,Lan)													
Prj Crd (D&GO)													
H&G (Pres)													
H&G (D&GO)													
H&G (Lanier)													
Arts Instr													
Arts Instr-2													
Arts Coach													
Fin/HR Mngr													
Prg/Stf Dir													
Taxes (20%)	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$188,000.00
Med Ben	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$138,000.00
Spls -Art	\$3,662.50	\$3,662.50	\$3,662.50	\$3,662.50	\$3,662.50	\$3,662.50	\$3,662.50	\$3,662.50	\$3,662.50	\$3,662.50	\$3,662.50	\$3,662.50	\$43,950.00
Spls-H&G	\$2,197.50	\$2,197.50	\$2,197.50	\$2,197.50	\$2,197.50	\$2,197.50	\$2,197.50	\$2,197.50	\$2,197.50	\$2,197.50	\$2,197.50	\$2,197.50	\$26,370.00
Printing	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$2,400.00
Postage	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$600.00
Liab Ins								\$3,000.00					\$3,000.00
Fin Audit								\$7,500.00					\$7,500.00
Train/Screen													\$50,000.00
Evaluation													\$100,000.00
													\$1,499,820.00

YEAR FIVE - 2015

All Schools Fully Implemented

<i>Title</i>	<i>No. Positions</i>	<i>Salary/yr.</i>	<i>Total for Position</i>		
Project Director	1				
Project Coordinator (Prescott and Lanier)	1				
Project Coordinator (Dalton and G.O.)	1				
Health and Guidance Specialist (Prescott)	3				
Health and Guidance Specialist (Dalton and G.O., 3 per school)	6				
Health and Guidance Specialist (Lanier)	3				
Arts Instructors (can be shared between 2 schools)	3				
Art Instructors (can be shared between 2 schools)	3				
Arts Coach (contract services)	1				
Finance/Human Resource Manager	1				
Program and Staff Development Director	1				
Taxes estimated at 20%				\$188,000.00	
Medical Benefits	23	\$6,000.00	\$138,000.00		
Supplies for Art Enrichment (\$25/student) ALL FOUR SCHOOLS	1934	\$25.00	\$48,350.00		
Supplies for Health and Guidance Courses (\$15/student) ALL FOUR SCHOOLS	1934	\$15.00	\$29,010.00		
Printing (\$200/month)		\$2,400.00			
Postage (\$50/month)		\$600.00			
Liability Insurance (\$3,000/year, pro-rated)		\$3,000.00			
Financial Audit (\$7,500/year - pro-rated)		\$7,500.00			
Training/Screening (background checks)/Professional Development Contracts			\$60,000.00		
Evaluation			\$100,000.00		

TOTAL YEAR FIVE **\$1,503,360.00**

Note: Total Year Five takes into account monthly expenses and varied start dates; see breakdown by month for details.

Year Five By Month

	Start Month																								
	Oct.10	Nov.10	Dec.10	Jan.11	Feb.11	Mar.11	Apr.11	May.11	Jun.11	Jul.11	Aug.11	Sept.11	Total Year 5												
Prj Dir																									
Prj Crd (P,Lan)																									
Prj Crd (D&GO)																									
H&G (Pres)																									
H&G (D&GO)																									
H&G (Lanier)																									
Arts Instr																									
Arts Instr-2																									
Arts Coach																									
Fin/HR Mngr																									
Prg/Stf Dir																									
Taxes (20%)														\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67	\$15,666.67
Med Ben	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$11,500.00	\$138,000.00												
Spls -Art	\$4,029.17	\$4,029.17	\$4,029.17	\$4,029.17	\$4,029.17	\$4,029.17	\$4,029.17	\$4,029.17	\$4,029.17	\$4,029.17	\$4,029.17	\$4,029.17	\$48,350.00												
Spls-H&G	\$2,417.50	\$2,417.50	\$2,417.50	\$2,417.50	\$2,417.50	\$2,417.50	\$2,417.50	\$2,417.50	\$2,417.50	\$2,417.50	\$2,417.50	\$2,417.50	\$29,010.00												
Printing	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$2,400.00												
Postage	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$600.00												
Liab Ins								\$3,000.00					\$3,000.00												
Fin Audit								\$7,500.00					\$7,500.00												
Train/Screen													\$60,000.00												
Evaluation													\$100,000.00												

\$1,516,860.00

5-YEAR PROGRAMMING TOTAL**\$5,991,310.00****Required Travel, 2-day Project Director's Meeting in Washington, D.C.***4 persons (Project director, evaluator, 2 staff)*

Hotel (\$200 per night * 2 nights * 2 persons/room)

\$400

Travel (\$300 round trip airfare * 4 persons)

\$1,200

Per Diem (\$50/day * 2 days * 4 persons)

\$400

TOTAL TRAVEL**\$2,000****TOTAL COST FOR i3 IMPLEMENTATION OVER 5 YEARS****\$5,993,310.00**

Project Director (FTE): Start date October 2010. Works with partners to create a planning team at each school; facilitates planning process; develops partnerships with key stakeholders; provides oversight on project staffing, budget and evaluation.

Project Coordinator (FTE; 2 hired @ 2 per school): Start date 3 months prior to implementation. Ensures that implementation is coordinated at the school campus; coordinates and supervises staff; seeks and manages volunteers and community resources; spearheads parent involvement; coordinates between school and staff.

Health & Guidance Instructors (FTE; 12 hired @ 3 per school): Start date six weeks prior to implementation. Work as a team to develop curriculum aligned with core academics and teach project-based courses targeting 21st century skills and health and social emotional development which help to advance the school culture. Instructors will also coordinate intervention programs (i.e., school-based mentoring and peer mediation) or teach civic-engagement electives.

Arts Instructors (FTE; 6 hired @ 3 shared between 2 schools): Start date six weeks prior to implementation. Provide project-based arts instruction through short-term residencies rotating through grade levels; provide arts elective courses; design residencies to teach arts-specific skills and to also enhance core academic instruction.

Arts Coach (Consultant): Start date six months prior to implementation. Recruits high-quality arts instructors and works alongside key staff to lead professional development and aligned planning for Arts Instructors.

Finance/Human Resource Manager (FTE): Start date three months prior to implementation. Manages accounting and human resources through Big Buddy Program's administrative wing.

Program & Staff Development Director (FTE): Start date six months prior to implementation. Spearheads the research and development of innovative program methods and strategies; leads

teams (Health & Guidance and Art Instructors) in curriculum development; identifies and hires the Arts Coach and Health & Guidance Instructors; provides responsive professional development that aligns the learning & planning of Project Coordinators, classroom teachers, Health & Guidance Specialists, and Art Instructors.

Although ABR staff will not be on payroll for this project, both the Operations Officer, Joseph Neary, and the Curriculum Officer, Anna Caminita, will serve as ABR points of contact, regularly meeting with Big Buddy staff and performing site visits to help facilitate the implementation and evaluation of this project.

The Policy & Research Group (PRG) will conduct a rigorous, independent evaluation of the program. PRG has a staff of nine evaluation professionals. The evaluation staff assigned will include 0.20 FTE of senior staff time to oversee the project, and 0.43 FTE of junior staff time to implement the day-to-day activities of the evaluation. PRG will finalize an evaluation plan that includes a quasi-experimental research design. Specifically, PRG will: develop a blueprint for evaluation that includes an evaluation plan and an analysis plan; develop data collection instruments and a data collection plan; work in collaboration with program staff to obtain individual-level data from participating schools and school districts; analyze process and outcome data; monitor fidelity of program implementation; provide data and analytical feedback to program staff to continually improve the program; provide technical support and assistance with data collection; develop data agreements for participating schools; acquire IRB approval as necessary; analyze evaluation data; prepare PRG annual evaluation report; meet with program staff quarterly to present data; attend any required conferences, training or technical assistance; comply with the requirements of any evaluation of the program conducted by the Department; develop a dissemination plan; prepare presentations and articles summarizing research results.

Exempt Research Statement

(1) **Human Subjects Involvement and Characteristics:** *Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.*

The program participants are students at select schools. We anticipate approximately 5,000 students will participate over the five-year period. Those who will participate in data collection will be ages 9-14, and will likely be healthy. All students at participating schools will be invited to participate in voluntary surveys.

Given the population, there will clearly be children involved in the project, and likely children with disabilities. We do not anticipate that prisoners, institutionalized individuals, adults with disabilities, persons with mental disabilities, or pregnant women will be involved.

The student-level data to be used in the program evaluation are: standardized academic test scores and student self-reports of student engagement and college preparedness. Academic test scores will be provided by the schools. Student engagement and college preparedness will be obtained through voluntary student surveys.

This research does not involve human subjects because the researcher will not intervene or interact with the individuals (researcher will not be present for survey administrations) and the survey will not request any individually identifiable information from the subject. All data received by the external evaluator will be de-identified; a unique participant ID will be used.

(2) **Sources of Materials:** *Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.*

No individually identifiable will be obtained for research purposes as above.

(3) **Recruitment and Informed Consent:** *Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.*

All students at participating schools will be invited to participate. Parents will be provided passive consent forms for the student survey. Students will be informed verbally and in writing that their participation in the survey is voluntary, not required and that they are free to skip any question they do not want to answer.

(4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

The risks of participation are reasonable compared to the expected benefits. While there is an identified risk of potential emotional discomfort, the program seeks to increase the participant's quality of life through enhanced enrichment, academic and socio-emotional supports.

(5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

All data collected will be de-identified before it is submitted to the external evaluator. Teacher data collection procedures will include submitting the surveys in a sealed envelope. Teachers will be provided clear instructions that the surveys are to be anonymous. Students will be instructed on the survey that if anything on the survey upsets them, they are to tell the teacher; teachers will then get students an appointment with a counselor.

(6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

Knowledge gained from the project will contribute to the limited body of knowledge about strategies to improve academic achievement and student engagement in at-risk students. In the long-term, it intends to enhance the availability of evidence-based practices in helping other students in similar situations.

(7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Surveys will be administered in a school setting, at participating schools. Teachers will be provided detailed instructions about parental consent, and the voluntary nature of the surveys.

DEC-30-97 TUE 09:55 PM
INTERNAL REVENUE SERVICE

Department of the Treasury

District
Director

RECEIVED JUL 25 1984

Washington, DC 20548

Interlink Center for Community and
Social Justice
333 East Chimes Street
Baton Rouge, LA. 70802

Internal Revenue Service
RMP Tax Examiner
Department of the Treasury
(214) 767-1155
RMP:CSB:306:LD
Date: JUL 25 1984

RTN: 72-0904506

Gentlemen:

Our Records show that Interlink Center for Community and Social Justice is exempt from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code. This exemption was granted November 1981 and remains in full force and effect.

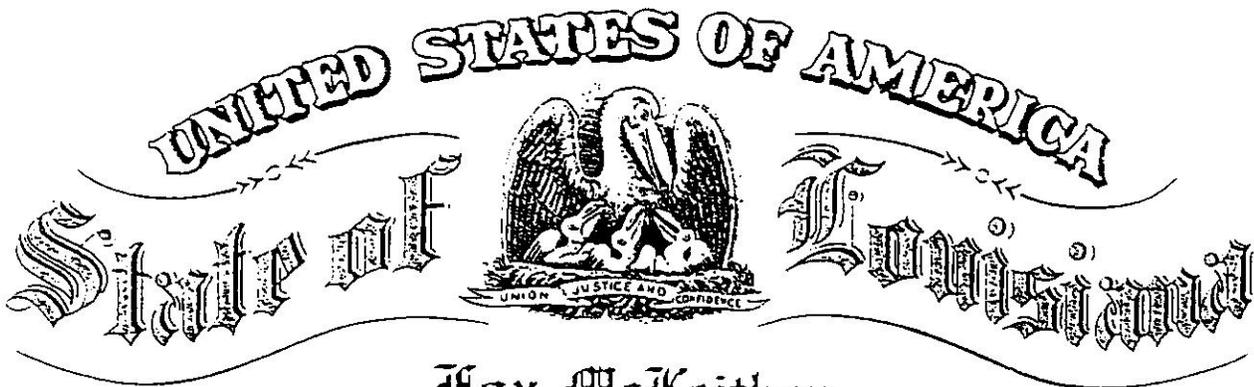
We have classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Internal Revenue Code because you are an organization described in section 170(b)(1)(A)(vi).

If we may be of further assistance, please contact the person whose name and telephone number are shown above.

Sincerely yours,



Shirley Bonannon
RMP Tax Examiner



Box McKeithen

SECRETARY OF STATE

As Secretary of State of the State of Louisiana, I do hereby Certify that

a copy of an Amendment to the Articles of Incorporation of

INTERLINK: CENTER FOR COMMUNITY AND SOCIAL JUSTICE

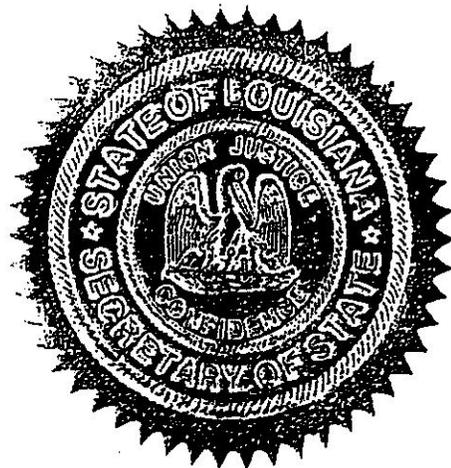
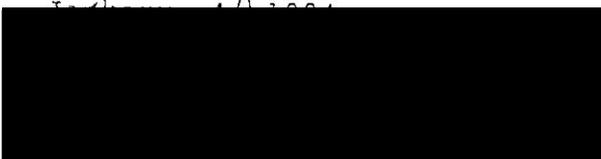
A Louisiana corporation domiciled at Baton Rouge, changing
the corporate name to

BIG BUDDY PROGRAM

Said Amendment executed on September 28, 1993, and
acknowledged on September 28, 1993,

Was recorded in this Office on January 4, 1994, the date
Amendment became effective, and filed in the Record of
Non-Profit Corporations Book 344.

*In testimony whereof, I have hereunto set
my hand and caused the Seal of my Office
to be affixed at the City of Baton Rouge on*



BGU

Secretary of State

Professional Profile

Gaylynnne McFarland Mack

Executive Director, Big Buddy Program 2001-present

- Responsible for overall maintenance of existing programs.
- Fiscal management practices.
- Oversight and management of a total program budget of over 1.4 million dollars.
- Development of new programs.
- Staff supervision and training.
- Board recruitment and development.
- Fundraising for all programs of the agency.
- Grant writing to maintain quality programs
- Reporting to funding entities and making presentations to potential funding groups.
- Community development on youth issues.

Assistant Director, Big Buddy Program 2000-2001

- Organize and implement staff training.
- Evaluate staff personnel annually at the end of each school year and make recommendations to the Executive Director and Board.
- Supervise staff teaching in-school programs.
- Develop new programs and refine existing programs.
- Maintain and increase the number of students receiving in-school programs.
- Set up and maintain an effective budgeting and accounting procedure for Big Buddy.

Program Director, Camp Fire Boys and Girls 1999-2000

- Responsible for recruiting, training, and motivating sponsors for Camp Fire programs throughout the Council's service area.
- Maintaining records and produce monthly, quarterly, and annual reports to the Council, United Way, and Camp Fire's National Office with regard to community program activities.
- Work as a team member to recruit, hire, train, and motivate volunteers throughout the Council's service area.
- Execute other general responsibilities assigned by the Executive Director.

Program Director, BOYS HOPE of Baton Rouge 1997-1999

- Ensure the effective administration of the home and the educational component of the program
- Identify, screen, hire, and supervise qualified residential and educational staff
- Direct ongoing case management for each student currently in the home and those in the after care program
- Develop and maintain professional relationships with service providers of the program.
- Identify, screen and make recommendations to the Program Committee in regards to new students placement in the program.

Acting Administrator, Children's Charter School 1998-1999

- Instrumental in flow of communication between all involved in the Children's Charter School.
- Facilitated beginning of the year preparation workshops.
- Implemented operational policies and procedures outlined by the board and faculty
- Actively recruited students for the 1997-1998 and 1998-1999 school years.
- Produced 1998-1999 Children's Charter School Handbook
- Negotiated teacher contracts and school calendar for the 1998-1999 school year.
- Search, screen and hire contract employees to help meet the need of our students.

Assistant Director, Big Buddy Program 1995-1997

- Coordinated the skills of staff, other youth agencies, and community organizations in developing and implementing special projects that benefited the children in the program.
- Authored and received funding for two \$10,000 Summer program grants from the Department of Health and Hospitals.
- Recruited, trained and placed volunteers in the program.
- Instrumental in organizing the Big Buddy Burger Bash, the annual scholarship fundraiser.

Coordinator, Community School Project 1994-1997

- Implemented the Community School concept at Park Elementary and University Terrace Elementary schools.
- Coordinated all components of the Community School concept: Early Literacy Model, Extended Day Program, Reading Specialist, and Volunteers.
- Sought creative funding sources and special programming opportunities which benefited children and families in the neighborhood.
- Encouraged community empowerment.

Program Coordinator, Extended Day 1991-1997

- Developed and implemented four Extended Day Programs in East Baton Rouge Parish Schools
- Consulted in the development of two community-based Extended Day Programs.
- Hired and maintained staff at each of the sites
- Develop and facilitate training for staff members.
- Managed material resources for all sites
- Managed financial resources for two sites.

Program Coordinator, Teens As Leaders 1996-present

- Instrumental in developing and implementing the Chamber of Commerce Junior Leadership Program, Teens As Leader.
- Encouraged community involvement to expose participants to issues that effect the Baton Rouge Community.
- Organized and facilitated Training Sessions for graduation from program.
- Supervised monthly service projects designed by participants.

Summer Program Director, Boys & Girls Club of Greater Baton Rouge 1993-1995

- Develop and implemented eight week summer programs
- Supervised 15 staff members, 12 volunteers, and 150 children.
- Planned field trips
- Coordinated with other agencies to provide special activities for summer program participants.
- Developed and facilitated training sessions for summer staff.
- Worked with other administrator to acquire funding for academic portion of the summer program.

Activity Instructor Supervisor, Big Buddy Program 1990-1993

- Formulated lesson plans for science classes to be taught in East Baton Rouge Parish Schools.
- Trained staff in the instruction of leadership, science, and self-esteem classes to be taught in the schools.

Community Involvement

- Louisiana After School Partnership Committee
- Heritage Ranch Advisory Member
- Founding Member and Past Board Member of Children's Charter School
- Teach for America, past Advisory Board member
- Past Member of YWCA Board of Directors
- Neely United Methodist Church, Youth Coordinator, 1990-1995
- Delta Sigma Theta, Incorporated

Honors and Awards

- Chamber of Commerce Leadership Class, 1997
- Delta Sigma Theta Sorority, Inc. , Cotillion Presentation Chairperson, 1996
- YWCA Young Woman Achievement Award, 1994
- Dean's List, Louisiana State University, 1989-1990
- Baton Rouge Business Report, Top 40 Under 40, 1996

Education

Louisiana State University, Baton Rouge, LA, December 1990 graduate
Bachelor of Science, Business Administration

Joseph E. Neary

• josephneary@advancebr.org

EXPERIENCE

Chief Operations Officer

ADVANCE Baton Rouge *Baton Rouge, LA*

April

2008 – Present

- Led development team that successfully launched 5 RSD charter schools with 1630 students in Baton Rouge and Pointe Coupee, LA including drafting charter applications, comprehensive start-up, systems development and government relations
- Ongoing responsibility for the operational management of the ABR Charter School Initiative including financial, budgetary, legal, contract performance, school operations, compliance with federal and state statutes and regulations, human resources and grants management
- Led academic and operational teams as ADVANCE Baton Rouge (ABR) transitioned from an organizational structure with several reform initiatives to one focused exclusively on school improvement
- Direct reporting responsibility for ABR operations team and general oversight for 145 school employees
- Direct financial responsibility for individual school budgets and network CMO budget totaling \$19.6 MM successfully managing the financial operations of the first three schools to a surplus of \$270K

DIRECTOR OF OPERATIONS

Harriet Tubman Charter School *Bronx, NY*

Sept

2007 – April 2008

- Led the operational management of K-8 school including financial, budgetary, legal, contract performance, school operations, compliance, human resources, grants management and advising Board of Trustees
- Successfully managed a projected budget deficit of \$1 million in beginning of the year to a modest projected surplus

DIRECTOR OF OPERATIONS, CHARTER SCHOOL DIVISION

Edison Schools Inc. *New York, NY*

July

2005 – Sept 2007

- Responsible for client relations and strategies for whole school improvement through the school renewal process
- Responsible for all aspects of coordinating the managed school renewal process for the charter school division (82 schools nationwide)
- Managed successful renewal of 4 school charters providing educational services to approximately 3,000 students
- Renewed 2 client contracts representing revenue of \$13 million

GENERAL MANAGER, NEW YORK REGION

Edison Schools Inc. *New York, NY*

July

2005 – Sept 2007

- Responsible for all aspects of school operations and client relationships for 5 school region including achievement management, professional development, staffing, financial management, compliance, and operations
- Set regional priorities; supervised and evaluated the school leaders; provided financial management oversight

BUSINESS SERVICE MANAGER

Edison Schools Inc. *New York, NY*

Aug

2000 – June 2005

- Responsible for all aspects of the business function related to managing a K-8 charter school including personnel, facility management, purchasing, budget management, contract management, grants management, and compliance with state and federal regulations
- Represented school administration in negotiations with teachers' collective bargaining unit
- Member construction management team for 90,000-sf facility

LOAN OFFICER

A Better Mortgage Inc. *Albany, NY*

Jan

1999 – Aug 2000

- Guided individuals through home purchase and financing process

BURSAR

Rensselaer Polytechnic Institute *Troy, NY*

Jan

1992 – Dec 1998

- Supervised seven individuals in the collection of student receivables and student registration; managed student receivables of approximately \$125 million annually and a student loan portfolio of approximately \$30 million
- Initiated implementation of Direct Lending at Rensselaer

- Planned and implemented the consolidation of the Registrar and Bursar offices
- Participated in every phase of the implementation of a new student record system

COLLECTIONS MANAGER

Key Corp, Credit Card Collections *Albany, NY*

Dec

1980 – Dec 1991

- Promoted from Assistant Insurance Officer to Collections Manager supervising 11 to 30 people
- Implemented collections system and advised on the purchase of automated telephone dialing system
- Responsibilities included managing a remote office in Dallas, TX and oversight for 40,000 automobile lease accounts

EDUCATION

B.S. Marketing Management, Siena College, Loudonville, NY, May 1983

Anna Faye Caminita


annacaminita@advancebr.org

Work Experience:

Advanced Baton Rouge Charter Schools, Chief Academic Officer
June 2009-Current
Alice M. Harte Charter School, Principal
August 2006-May 2009
Louisiana State Department of Education, Distinguished Educator
August 2003- 2005
Norco Elementary K-3 School, St. Charles Parish Public Schools
August 2000-2003, Administrative Assistant
Harry Hurst Middle School, St. Charles Parish Public Schools
August 1998-2000, Seventh & Eighth Grade
Physical Science, American History, and
Louisiana Studies Teacher
Estelle Elementary School, Jefferson Parish Public Schools
August 1993-1998, Fourth & Fifth Grade
Math, Science, & Social Studies Teacher
C.T. Janet Elementary School, Jefferson Parish Public Schools
January 1993, First Grade Teacher

Education:

Walden University
Ed.D Educational Leadership
University of New Orleans
Educational Leadership
Our Lady of Holy Cross College
Bachelor of Science in Elementary Education
Degree earned 12/92 GPA 3.50
Masters in Educational Administration
Degree earned 5/99 GPA 3.98
Honor Graduate

Professional Development:

- 2006-2009-** Certified Teacher Advancement Program Evaluator, Louisiana Teacher Assessment and Assistance Program Assessor, Student Assistance Team Chair, School Leadership Center 2007 Fellow
- 2005- 2004** Louisiana State Department Scholastic Audit Team Leader, Louisiana Comprehensive Curriculum Training, School Wide Positive Behavior Support, School Improvement, Thinking Maps Training, Differentiated Instruction, Strategic Instructional Models
- 2004-2003-** School Analysis Model, District Assistance Team Training (DAT), State Department Grade Level Expectations, Distinguished Educator Training, Direct Instruction, New Orleans Public School Leadership Team
- 2002-1997-** Questioning Techniques, Project Step, Research Based Practice, Multiage & Looping, Non-Violent Crisis Intervention, Writing Across the Curriculum, Challenge Masters, Elements of a Successful Lesson, Frameworks, Curriculum Compacting, The Writing Process, Louisiana Teacher Assistance and Assessment Assessor Program, Universal Precautions, Guided Discovery, Curriculum Mapping, Brain Research, Facilitative Leadership, Positive Discipline, Responsive Classroom, Academic Choice, Louisiana Systemic Initiative Program for Science

Accomplishments:

2006-2009- Opened and operated an evacuee school in Asses ion Parish after Hurricane Katrina, Principal of Alice M. Harte Charter School in New Orleans. Our Lady of Holy Cross College Alumni of the Year, Assisted Alice M. Charter School in making 13points of growth on school wide proficiency target, Assisted with moving the school SPS score from 49.9% to 83.4% in 2008.

The SPS score for Harte is projected to be in the 90's for 2009, Presenter for the 2009 Teacher Advancement National Conference. Advance Baton Rouge as a Distinguished Educator with the State Department of Education

2005-2003- Assisted Craig Elementary School in making its Growth Target three consecutive years. Chosen as a Distinguished Educator with the State Department of Education

2002-1993- Administration at Norco Elementary K-3 School which was recognized for Academic Growth, St. Charles Parish Administrative Assistance, Our Lady of Holly Cross Honor Student, Jefferson Parish Public School Bell South Mini-Grant recipient, Outstanding Educator, Mayoral Citation, Estelle Elementary Teacher of the Year, Jefferson Parish "Sallie Mae" Teaching Award, The American Petroleum Institute Teacher of the Year

Leadership Roles:

Accountability Commission for the Louisiana State Department of Education,
Chief Academic Officer of Advance Baton Rouge Charter Schools,
Principal of Alice M. Harte Charter School in New Orleans, Teacher Advancement Program Certified Evaluator, Louisiana Teacher Assessment and Assistance Program Evaluator, Louisiana State Department of Education Scholastic Audit Team Leader, St. Charles Parish Challenge Masters Facilitator, Norco Elementary K-3 Teacher Assistance Team, St. Charles Parish Testing Coordinator, St. Charles Parish District Vision of Inclusion Team, St. Charles Parish Crisis Management Team Leader, Norco Elementary K-3 School Improvement Team, Louisiana Teacher Assistance and Assessment Program Assessor, St. Charles Parish Administrator, Harry Hurst Middle School Discipline Committee, Norco Elementary Partners in Education Team Member, St. Charles Parish Positive Support Team for Special Education Students, St. Charles Crisis Response Team Member, St. Charles Parish Teacher Support Leader, St. Charles Parish Southern Association of Colleges and Schools Team Member, St. Charles Parish School Building Level Committee Member/ Chairperson, Harry Hurst School Building Level Committee (SBLC), Jefferson Dollars for Scholars School Representative, Board Member for Broadwork- New Orleans Hearing Impaired Institute

intends to use Hollygrove as a pilot project to examine strategies to enable resident engagement. PRG developed a resident survey that was conducted door-to-door in the Hollygrove neighborhood. The resident survey was used as a needs assessment for the project. In addition, PRG designed a project-level evaluation plan, and oversees data collection, provides analysis, and prepares reports. Responsibilities include developing a blueprint for evaluation, developing data collection tools and protocols, and oversight of data analysis and reporting.

Research Director for a five-year *Evaluation of Community Substance Abuse and HIV/AIDS Treatment Services for Traditionally Underserved Communities*. The program is designed to enhance and expand substance abuse treatment and/or outreach/pretreatment services in conjunction with HIV/AIDS services in traditionally underserved communities. Traditionally underserved communities include African-American, Latino/Hispanic, and other racial or ethnic communities affected by substance abuse and HIV/AIDS. PRG will design and implement the evaluation plan, provide analysis and prepare reports for two grantees, one located in New Orleans, Louisiana and one in Palm Beach, Florida. Responsibilities include developing a blueprint for evaluation, developing data collection tools and protocols, and oversight of data analysis and reporting.

Research Director for a five-year *Evaluation of Prevention of Substance Abuse and HIV for At-Risk Racial/Ethnic Minority Subpopulations Cooperative Agreement*. The purpose of the program is to build a solid foundation for delivering and sustaining quality and accessible state of the science substance abuse and HIV prevention services. Specifically, the program aims to engage community-level domestic public and private non-profit entities to prevent and reduce the onset of substance abuse and transmission of HIV/AIDS among at-risk racial/ethnic minority subpopulations. PRG designs and implements the evaluation plan, provides analysis, and prepares reports for two grantees, one located in Tampa, Florida and one in Palm Beach, Florida. The Tampa-based program targets minority re-entry populations (racial/ethnic minorities who have been released from prisons and jails within the past two years). The Palm Beach-based program targets youth. Responsibilities include developing a blueprint for evaluation, developing data collection tools and protocols, and oversight of data analysis and reporting. The project involves two grantees, one located in Palm Beach, Florida and one in Tampa, Florida.

Research Director for a five-year *Evaluation of Services in Supportive Housing*. The program, funded by the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration, is designed to serve chronically homeless individuals and families by enhancing existing permanent supportive housing programs and other resources. The programs will provide intensive individualized support services designed to reduce psychiatric symptoms and empower people to regain stability. PRG designs and implements the evaluation plan, provides analysis, and prepares reports for Unity of Greater New Orleans, a nonprofit organization dedicated to ending homelessness and rebuilding an equitable New Orleans. Responsibilities include developing a blueprint for evaluation, developing data collection tools and protocols, and oversight of data analysis and reporting.

Research Director for the *Statewide Needs Assessment of Persons Living with HIV/AIDS*. The purpose of the statewide survey is to identify the service needs of persons living with HIV/AIDS across Louisiana to appropriately allocate Ryan White funds. The project is funded by the Louisiana Office of Public Health. Responsibilities include oversight of survey development, analysis and report preparation.

Research Director for a one-year *Evaluation of the Safe Harbor Project* planning grant funded by the U.S. Bureau of Justice Assistance Justice and Mental Health Collaboration Program. The project, implemented by the Louisiana Office of Youth Development, is a 12-month initiative to design a strategic, collaborative plan to improve access to quality mental health and substance abuse services; the project targets youth at risk of entering or who are involved with the juvenile justice system. The evaluation of Safe Harbor Project consists of document review and online surveys for key stakeholders and planning board members. Responsibilities include developing a blueprint for evaluation, developing data collection tools and protocols, and oversight of data analysis and reporting.

Research Director for the *Evaluation of Southern University's Individual Development Accounts Program*. The purpose of the program is to help first-time home buyers who meet income eligibility guidelines to purchase a home using matching funds from the Temporary Assistance to Needy Families program. The program

is funded by the Louisiana Department of Social Services and operated by Southern University. Responsibilities include developing a blueprint for evaluation, developing data collection tools and protocols, and oversight of data analysis and reporting.

Research Director for the *Evaluation of Early Childhood Supports and Services*. The purpose of the program is to identify children (ages 0-5) in need of mental health services and provide case management, referrals and mental health treatment to prepare these children for school. The program is operated by the Louisiana Office of Mental Health. Responsibilities include developing a blueprint for evaluation, developing data collection tools and protocols, and oversight of data analysis and reporting.

Research Director for the *Final Evaluation of the Katrina Aid Today Project* operated by the United Methodist Committee on Relief. The project is funded by FEMA to provide case management to Hurricane Katrina evacuees across the country. The project aims to manage over 100,000 cases with 135 community-based agencies over a 29-month period. Operations have been implemented in 35 states where FEMA registrations have demonstrated a significant need. KAT has worked with nine Consortium partners to establish case management offices in both impacted and “host” states nation-wide. The evaluation will involve review of existing data, the development and administration of an online survey and the conduct of key informant interviews. Responsibilities include developing a blueprint for the evaluation, selecting appropriate instruments and developing unique survey tools; conducting all quantitative analysis to measure program outcomes; preparation of evaluation reports.

Research Director for a five-year *Evaluation of the American Public Health Association Affiliate Capacity Project*. The project is funded by the Kellogg Foundation and seeks to increase the capacity of the 53 APHA state and regional public health associations and the APHA grassroots policy network. The purpose of the project is to improve the public’s health through policy, programs, professional development, public education and research-to-practice knowledge transfer. The project will also strengthen the network’s ability to implement the APHA Get Ready Campaign designed to help American’s prepare for serious health threats such as the pandemic flu. Responsibilities include developing a blueprint for the evaluation, selecting appropriate instruments and developing unique survey tools; conducting all quantitative analysis to measure program outcomes; preparation of evaluation reports.

Research Director for a four-year *Evaluation of the Baton Rouge Safe Schools/Healthy Student Program*. The \$8.4 million program operates under collaborative funding from the federal Departments of Education, Health and Human Services and Justice. The program is expected to draw upon best practices of education, justice, social services, and mental health systems to offer prevention programs and pro-social services for students. Although the initiative is wide-reaching, principal objectives involve creating a pervasive safe-school environment, reducing student use of alcohol, tobacco and drugs, decreasing violent and delinquent behavior, and improving school-based mental health services in all schools. Responsibilities include developing a blueprint for the evaluation, selecting appropriate instruments and developing unique survey tools; designing a student survey sample; conducting all quantitative analysis to measure program outcomes; preparation of evaluation reports.

Senior Research Analyst for the *Evaluation of the Louisiana Family Recovery Corps*. Working in partnership with the Berkeley Policy Associations, the purpose of this evaluation is to assess the effectiveness of the LFRC in connecting families displaced by hurricanes Katrina and Rita to needed resources. Responsibilities include contributing to design of evaluation and data collection tools; participating in data analysis and report preparation.

Research Director for a three-year *Evaluation of the Louisiana Office of Mental Health Youth Suicide Prevention Program* funded by the U.S. Department of Health and Human Services Substance Abuse and Mental Health Administration. The project aims to increase awareness about youth suicide, provide gatekeeper training and conduct targeted screening of youth who are deemed at risk. Responsibilities include developing a blueprint for evaluation, developing data collection tools and protocols, data analysis and reporting.

Research Director for a three-year *Evaluation of the Baton Rouge AIDS Society Technical Assistance and Capacity Development Demonstration Program* funded by the U.S. Department of Health and Human Services Office of Minority Health. The initiative intends to develop and improve service delivery capacity for HIV prevention and treatment in organizations that work closely with minority populations impacted by HIV/AIDS to improve minority access to prevention, testing and support. Responsibilities include analysis of third-party data sets obtained from the Louisiana Office of Public Health and overall evaluation plan design; analysis and reporting.

Research Director for the *Louisiana Budget Project* and *Mississippi Economic Policy Center* funded by the Kellogg Foundation. This initiative aims to produce high-quality research on state budget and tax policies. In addition, the projects work to promote a better understanding of and engagement in public policy issues that impact low-wealth and working individuals and families, so that low and medium income families may receive a more equitable share of the state's discretionary spending. Responsibilities include developing a blueprint for evaluation, reviewing policy reports, developing survey instruments; analysis and reporting.

Research Director for a three year state-wide study to measure the *Academic Impact of Louisiana's 21st Century Community Learning Centers*. The 21st Century Community Learning Centers provide out-of-school time programming for at-risk students. Responsibilities include development of a quasi-experimental, pre-/post-test design; use of regression analysis to determine if program participants show greater academic growth during the school year than non-participants, controlling for pre-test scores, race/ethnicity, gender, and eligibility for free/reduced lunch; overall analysis and reporting.

Research Director for an *Evaluation of the Metro Health Sisters Informing Sisters on Topics about AIDS (SISTA) Program* funded by the U.S. Conference of Mayors. The SISTA program is a peer-led program to prevent HIV infection among young adult, minority women. Responsibilities include developing a blueprint for evaluation, developing data collection tools, data analysis and reporting.

PUBLISHED PAPERS

Eric Jenner, Lynne Woodward Jenner, Maya Matthews-Sterling, Jessica Butts & Trina-Evans Williams. (2010). "Awareness Effects of a Youth Suicide Prevention Media Campaign in Louisiana." Paper accepted by *Suicide and Life-Threatening Behavior*. In press.

Christopher Kenny and Eric Jenner. (2008). "Direction Versus Proximity in the Social Influence Process." *Political Behavior*, 30(1), 73-95.

Eric Jenner and Lynne W. Jenner. (2007). "Results from a First-Year Evaluation of Academic Impacts of an After-School Program for At-Risk Students." *Journal of Education for Students Placed At Risk*, 12(2), 213-237.

John Maxwell Hamilton and Eric Jenner. (2004). "Redefining Foreign Correspondence." *Journalism* 5(3): 301-321.

John Maxwell Hamilton and Eric Jenner. (2004). "Foreign Correspondence: Evolution, Not Extinction." *Nieman Reports* 58 (3): 98-100.

John Maxwell Hamilton and Eric Jenner. (2003). "The New Foreign Correspondence." *Foreign Affairs*, September/October.

John Maxwell Hamilton and Eric Jenner. (2003). "Redefining Foreign Correspondence." Working Paper #2003-2, Published by The Joan Shorenstein Center on the Press, Politics and Public Policy at the John F. Kennedy School of Government at Harvard University.

Eric Jenner. (2001). "Social Norms Marketing and High Risk Drinking." *Business Research Yearbook*, 8: 693-697.

WORKS IN PROGRESS

Eric Jenner “Visual Communication and Political Influence in Environmental Policy.” Paper to be submitted to *American Journal of Political Science*.

Christopher Kenny, Michael McBurnett, Eric Jenner and David Bordura, “The Role of the NRA in House Elections: Endorsements, Members, and Turnout.” Paper to be submitted to *American Journal of Political Science*.

RECENT EVALUATION REPORTS

Eric Jenner, Lynne Woodward Jenner & Carrie Ullman (2009) Comprehensive AIDS Program of Palm Beach County, Inc. HIV Outreach and Substance Abuse Capacity and Expansion Project Year One Report. The Policy & Research Group.

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Eric Jenner, Lynne Woodward Jenner & Rebekah Leger (2009) AARP Hollygrove Livable Communities Year One Report. The Policy & Research Group.

Eric Jenner, Lynne Woodward Jenner & Channing Guidry (2009) Louisiana Budget Project Evaluation: Year Three Report. The Policy & Research Group.

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Eric Jenner, Lynne Woodward Jenner, Eva Silvestre & Carrie Ullman (2009) American Public Health Association Affiliate Capacity Building Project Evaluation: Year Three Report. The Policy & Research Group.

Eric Jenner, Lynne Woodward Jenner, Rebekah Leger & Eva Silvestre (2009) AARP Hollygrove Livable Communities Survey Summary Report. The Policy & Research Group.

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Eric Jenner, Lynne Woodward Jenner, Rebekah Leger (2009) Evaluation of Early Childhood Supports and Services Preliminary Report. Louisiana Department of Health and Hospitals Office of Mental Health. The Policy & Research Group.

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Eric Jenner, Lynne Woodward Jenner & Emma Kirkpatrick (2008) Louisiana Budget Project Evaluation: Year Two Report. The Policy & Research Group.

Eric Jenner, Lynne Woodward Jenner & Emma Kirkpatrick (2008) Mississippi Economic Policy Center Evaluation. The Policy & Research Group.

Eric Jenner, Lynne Woodward Jenner, Eva Silvestre & Maya Matthews-Sterling (2008) Katrina Aid Today Final Evaluation. The Policy & Research Group.

Berman, Jacqueline, Yasuyo Abe, Eric Jenner, Lynne Woodward Jenner, Jessica Smith (2007) "They are Thinking of Today, Not Tomorrow:" Evaluation of the Louisiana Recovery Corps' Case Management Program and Human Recovery Coordination. Berkeley Policy Associates.

Eric Jenner, Lynne Woodward Jenner & Emma Kirkpatrick (2007) Louisiana Budget Project Evaluation: Year One Report. The Policy & Research Group.

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Eric Jenner, Lynne Woodward Jenner & Tara N. Townsend (2007) East Baton Rouge Parish School System Safe Schools/Healthy Students Evaluation: Year Two Report. The Policy & Research Group.

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Eric Jenner & Lynne Woodward Jenner (2006) Baton Rouge Summer Collaborative Evaluation: Final Report. The Policy & Research Group.

Eric Jenner & Lynne Woodward Jenner (2006) Pointe Coupe Parish School System 21st Century Community Learning Center Program Evaluation 2005-2006. The Policy & Research Group.

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Eric Jenner & Lynne Woodward Jenner (2004) Academic Outcomes in Louisiana's 21st Century Community Learning Centers: First-Year Report. The Policy & Research Group.

PRESENTED RESEARCH PAPERS

Christopher Kenny and Eric Jenner. "Strategic Nature of Interest Group Decisions." Paper presented at the Southwestern Political Science Association Annual Conference in Las Vegas, Nevada, March 12-15, 2008.

Christopher Kenny, Michael McBurnett, Eric Jenner and David Bordura. "The Role of the NRA in House Elections: Endorsements, Members, and Turnout," Paper presented at the Midwest Political Science Association's Annual Meeting in Chicago, Illinois, April 7-10, 2005.

Christopher Kenny and Eric Jenner. "Direction Versus Proximity in the Social Influence Process." Paper presented at the Southern Political Science Association's Annual Conference in New Orleans, Louisiana, January 8-11, 2004.

Eric Jenner and Anne Cunningham. "Advertising Theory Beyond the Context of Advertising: An Integrated Model of Political Behavior." Paper presented at AEJMC Annual Conference in Kansas City, MO, July 30-August 2, 2003.

Eric Jenner and Christopher Kenny. "Political Discussion: Social Networks and Competing Models of Political Behavior." Paper presented at the Midwest Political Science Association's Annual Meeting in Chicago, Illinois, April 3-6, 2003.

John Maxwell Hamilton and Eric Jenner. "Redefining Foreign Correspondence." Paper presented at the Shorenstein Center on the Press, Politics, and Public Affairs at Harvard University, December 2, 2002.

Eric Jenner. "Environmental Groups and Competing Theories of Political Behavior." Paper presented at the Southern Political Science Association's Annual Conference in Savannah, Georgia, November 8-10, 2002.

Eric Jenner. "Political Engagement and the Digital Divide." Paper presented at IAMCR and ICA Symposium on the Digital Divide in Austin, Texas, November 16-17, 2001.

Eric Jenner. "Social Norms Marketing and High Risk Drinking." Paper presented at IABD Annual Conference in Orlando, Florida, April 5-7, 2001.

BOOK CHAPTERS

Eric Jenner. "Political Engagement and the Digital Revolution." In Emily Erickson and W. David Sloan, eds., *Contemporary Media Issues*, Northport, AL: Vision Press, 2004.

MEMBERSHIPS

Association for Public Policy Analysis and Management



Big Buddy Program

1415 Main St., Baton Rouge, LA 70802
Ph. (225) 388-9737 Fax (225) 346-8441

Memorandum of Understanding for the Investing in Innovation Fund between Big Buddy Program and Advance Baton Rouge

Big Buddy Program and Advance Baton Rouge, applicant and co-applicant, respectively, are committed to implementing a comprehensive initiative that provides meaningful academically based activities and extended learning opportunities for children and families at Advance Baton Rouge schools. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of dynamic educational opportunities for youth and their families.

The collaborators will strive to accomplish the goals and objectives of the Investing in Innovation Fund initiative being proposed. The above-named entities pledge to collaborate to provide the following resources to succeed in this process:

Big Buddy agrees to:

- Maintain open lines of communication with the schools and the surrounding community.
- Provide staffing and student services as outlined in the I3 grant application.
- Participate in evaluation activities as outlined in the I3 grant application.
- Operate with high standards and high quality program components.
- Lead the implementation process and operations of the initiative.
- Keep the key school district officials informed of activities and events related to the initiative.
- Maintain all staffing issues as they relate to the operation of the initiative. This includes: payroll disbursement, evaluations, hiring, terminations, etc.
- Provide information about the activities and events of the initiative to the community and abroad.
- Present periodic performance reports to all stakeholders.
- Maintain accurate financial and program management records that align with the approved budget and program goals.

Advance Baton Rouge agrees to:

- Assist the efforts of the program to provide access to resources necessary in implementing and operating a successful initiative.
- Permit Big Buddy access to all four campuses where program activities will take place.
- Collaborate with Big Buddy to facilitate scheduling as outlined in the I3 grant application.
- Implement professional development program component as outlined in the I3 grant application.
- Participate in evaluation activities as outlined in the I3 grant application.
- Provide access to teachers and specialist.
- Provide access to community supporters for recruitment of volunteer tutors, mentors and representation on the Advisory Council.
- Host Advisory Council meetings.

Proposer Organization: [Redacted] Marylynne M. Mack Executive Director
 Date: 5/11/10 [Redacted] Typed Name Title

Co-Proposer Organization: [Redacted] Henry Shepard CEO
 Date: 5/11/10 [Redacted] Typed Name Title



The
Policy & Research
Group

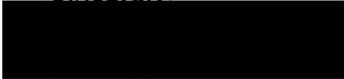
May 11, 2010

Big Buddy Program
Attn: Gaylyne Mack
1415 Main Street
Baton Rouge, LA 70802

Dear Ms. Mack,

Please accept this document as a letter of commitment for the U.S. Department of Education Investing in Innovation Grant Program (84.396 C Development grants) submitted by the Big Buddy Program. If funded, The Policy & Research Group agrees (PRG) to conduct the activities of the independent evaluator as outlined in the application narrative. In addition, PRG agrees to cooperate with any technical assistance provided by the Department or its contractor.

Sincerely,


Lynne W. Jenner
Director of Projects
The Policy & Research Group

Prescott Middle School

May 10, 2010



4055 Prescott Road
Baton Rouge, L.A.
70805

Phone
(225) 357-6481
Fax
(225) 355-2672

Perry Daniel, Ed.D
Principal

Reginald Douglas
Assistant Principal

Gaylynne Mack
Big Buddy Program

Dear Ms. Mack

Please accept this letter as my commitment to work with the Big Buddy Program and to make it an integral part of the educational experience at Prescott Middle School. I agree that the program offers great promise to enhance the lives of our students through tutoring, enrichment activities, and mentoring.

I know that you are committed to make this project a success and that Prescott will benefit greatly from such an intense immersion in all facets of the Big Buddy Program. I know I speak for not only myself but for all of us at Prescott Middle School when I tell you that, together, we will make this work to help our students succeed and to affect significant, long-term improvement at Prescott and in our community.

Please feel free to contact me with any questions. I thank you for your efforts on behalf of Prescott Middle School.

Cordially,



Perry Daniel, Ed.D.
Principal



Mission Statement
We Believe in Prescott
Middle School