

**Final Draft** 10/8/2007

# **Instructional System Design**

*Suncoast Workforce Board, Inc.*

*Planning, Design and Evaluation  
Support for Academic Component –  
Project Return USDOL High Growth  
Offender Initiative*

*[August 2007 – September 2008]*

Submitted by



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This document contains the FINAL DRAFT of the Instructional Design component of an overall strategy to address the academic skills needs of youth offenders as described in the HGYOI supplemental grant technical proposal. This design component contains deliverables # 1 - # 4 described in the agreement between SWDB and the PDG, as described in the Phase I proposal of support for the overall project – including a needs-based design, development, and implementation support for a successful academic skills component. **Phase I** spans the period from August through October. The first deliverable (**#1**) described the schedule of interviews and data collection activities for the design phase (**Appendix A**).

#### **Addressed in this document:**

1. Analysis of academic assessment data and other educational profile descriptors of potential target population of youth. Identifying **participants** for receiving academic skills services according to cooperatively developed criteria from project stakeholders.
2. Identification of appropriate service **locations/settings** for delivery of recommended services and efficient development/pilot-testing of interventions
3. Design of **instructional strategies/systems** to meet the identified needs of targeted youth offenders
4. Recommend **instructional materials** and/or **software** systems required to support academic skills development

#### **Target population and need**

The initial proposal in the grant application included a review of 235 students/clients enrolled in Project Return. Of this population, 202 were not high school graduates and would be identified as pursuing the goal of acquiring a high school diploma through one of the available routes (course credits, GED, work credit), including the possibility of a Special Diploma. From interviews, we determined that approximately 50% of these students are enrolled, at least intermittently, in a regular or alternative school in Manatee or Sarasota County. It is not known at this time how many of the Project Return students are classified as **disabled** (receiving or have received special education services), or what percentage may have been pursuing a Special Diploma as their goal in the school program. Once an initial list of targeted students is identified, additional information on academic and special education services will be obtained from school officials.

The grant application identified 95 students (who were assessed with standardized grade level assessments), 68% scored at least 2 grade levels below grade 9 in **mathematics** (44% scored below grade 5); 54% scored at least 2 grade levels below grade 9 in **reading** (31% scored below grade 5).

The median age of project return students is 17; approximately 70% of the students are male. The median math grade level is **5.6** and the median reading grade level is **5.4** (includes data from graduates).

### **Existing Educational Approach**

At the current time, clients enrolled in Project Return receive academic instructional services from three basic sources in a variety of locations including:

- GED Labs provided through Manatee or Sarasota County Schools
- Alternative High Schools in Manatee or Sarasota County
- Mainstream High Schools in Manatee or Sarasota County

During the first phase of this project, PDG staff conducted multiple structured interviews with both staff and students at each of the types of sites noted above to assess the level of remedial assistance available to individual clients. Further, the interview setting and on-site observation of classes were employed to assess the strengths and weaknesses of the existing placements with regard to the delivery of instruction as well as availability of appropriate instructional strategies and curriculum materials geared to the remedial student. Results of the interviews and on-site visits provided the following synopsis of educational services and settings for Return clients.

- GED Labs provide the setting for a majority of Return Clients who are past the age of 16 (18 in Manatee County) or have been expelled from a public school setting for a period of time that would inhibit normal graduation. The GED labs observed were located at One-Stop Centers although several students mentioned other locations where GED labs were available. Interviews with staff at the GED labs revealed that while they are pleased to serve the Project Return clients, they find them to be a challenge due to attendance patterns and maturity level. In at least two interviews, GED staff indicated that they felt the Return students could benefit from more one-to-one time with instructors and that several students were inappropriately placed in the labs due to the level of material available for their use. GED lab personnel were quite supportive of the Return Project but indicated they were not staffed to adequately support the remedial instructional needs of some of the students attending the labs. Interviews with GED supervisory personnel in Sarasota County indicated that the trend of fewer personnel in GED labs and increasingly difficult GED examinations is anticipated to continue through 2010-2011.
- Alternative High School settings in both school districts were visited individually by PDG staff for the purpose of interviewing staff and observing the location and setting, curriculum, and instructional program available to

Return students enrolled in these facilities (**Appendix H**). Staff interviews revealed a willingness of the instructional personnel at each facility to provide services to the Return clients as regular students during the normal instructional day. In agencies serving a majority of DJJ students the instructional day is extended past academics for behavioral instruction each day. Staff at each facility was aware of Project Return and the services provided, although, at the time of the interviews at least two locations were not serving Return students (possibly due to the fact that interviews and visits were conducted during the first week of classes). Each school used a variety of means to address the academic needs of the students enrolled including Computer Assisted Instruction for mathematics and reading and intensive reading labs operated under block scheduling to assure 90 minutes of instruction. Each school expressed interest in the concept of supplemental educational services for Return students. Teachers and administrators were open to the provision of tutorial services either within the school day or in after-school settings. Alternative school personnel were also proponents of a mentoring system for the Return students citing a general lack of family support and positive role models for a continuing cycle of depressed academics and school completion. Most of the staff at the facilities visited preferred that support services delivered to their students be offered through the school site and coordinated between the school and the student's case manager.

### **Mainstream High Schools**

The campuses of Booker High School and Central (formerly Community High School) were visited in Sarasota and Manatee counties respectively. On the occasion of each visit, the Principal of each school and critical staff members were accessible and open regarding the remedial program available at their school. Both settings offered extensive CAI remediation labs using READ 180, Ed Options, Plato, Novel Star and FCAT remediation software. Central High has a specialized reading teacher and two dedicated reading labs. All students needing remediation at Central attend not only a 90 minute block of instruction in either intensive reading or intensive math, but an additional 45 minute lab in the specific subject area where a deficiency may occur. The principal and assistant principal of the school both felt that the major problem with the students assigned to this campus was regular attendance and the need for a stable home environment. The reading and math scores at this school are very low and the dedicated staff is currently investigating the addition of a third CAI system to their arsenal, New Century Education, due to the fact that this system is based on learning gains and shows immediate reinforcement to students for educational progress.

At Booker High the Return program operates within the dropout prevention program but students may also have access to the Performance Based Diploma program which has certain features (additional social work support, smaller classes, and home school liaisons) provided by the district to enhance these student's opportunities for success. Both schools have dropout prevention

programs that function as units within the school and offer a variety of opportunities for credit retrieval as well as remediation including the state mandated intensive reading course. The major needs of the school settings centered around the need for consistent student participation and the need for more parental or family support services. Although this need is being approached by additional guidance and social work personnel, program staff at both locations noted the desirability of intensive and on-going support for the students in the community.

### **Implications for Instructional Design**

To adequately address the academic needs of Project Return students, it will be necessary to take into consideration the unique characteristics of this population. In essence, the Project Return client is involved with the project on a voluntary basis. Each student interviewed displayed a desire to complete school and find gainful employment. Each student was also complimentary of the Return staff and expressed a sense of gratitude for the opportunities being provided them. Yet, each student has made a number of mistakes both in and out of school and has a significant number of external social problems and influences that place limits on the consistency of their behavior.

From the interviews it does seem apparent that each student has a vocational goal and sees *employment as a primary objective*. Although some of the students made the direct connection between improved academic skills and vocational advancement, this was not a universal concern. This leads to a most significant challenge – *motivation*. Most research indicates that given adequate time and materials most learners will progress well if they have an internal or external motivation to do so. It is the challenge of the designer to isolate those motivators that hold value for the student and to make those motivators available to the instructional staff. At the current time, the most consistent motivators mentioned by staff and students alike are quality instructional settings with *rewards and individual attention* to each student's problems. It is not beyond the scope of this Project to address these matters quickly with a design that is responsive to the motivational and learning needs of each individual learner, but it will require a cooperative atmosphere to implement the most effective solution in a timely fashion.

### **Specific needs or gaps addressed**

Most Project Return clients exhibit reading and mathematics skills which are 2 or more grade levels below grade 9, or the entry level for GED or regular school instruction. *The goal of educational intervention is to assist these students in accelerating their attainment of skills in reading and/or mathematics, thereby allowing them to begin (or advance in) GED preparation, or to advance their progress in credit courses in the school setting.* (The school setting may include regular classroom instruction, GED preparation labs, or computer-assisted

instruction in a Web-based learning lab). Student needs generally fall into one or a combination of the following categories:

- A. Reading/writing or mathematics remediation in conjunction w/credit courses **in high school** (regular or alternative school)
- B. Reading/writing or mathematics remediation or other career/living competencies for students who have **dropped out of school**, working or not
- C. Basic skills instruction for students in GED track, but who need to master prerequisites **before qualifying for GED lab (ABE – Adult Basic Education )**
- D. Tutoring in conjunction w/ GED preparation for students who qualify for GED lab and are enrolled **in GED prep program**
- E. Reading, math or other career/living competencies for students who are in a special diploma track at any school or have dropped out of school but are seeking a **special diploma**.

### **Learner characteristics**

#### **Academic**

Project return students display one or more of the following characteristics:

- Tested reading levels range from grades 2-3 to 12+ (median **5.4**)
- Tested mathematics levels range from 2-3 to 12+ (median **5.6**)
- Approx. **50%** are enrolled in an alternative or regular high school in Manatee or Sarasota County
- As many as **40%** may exhibit one or more disabilities affecting their ability to learn (learning or emotional disability); the percentage of males with a disability is likely higher than females (an estimated 70% of clients overall are male)
- Interviews with students and teachers revealed insights into **learning styles** (which vary across students, but overall themes emerged)
  - Students are easily **distracted in large classroom settings**; seem to do better in classes of <15 where they can get extra help when needed
  - Students want and seem to continue to progress when they can get frequent help on academic tasks

- Students seem to be goal oriented and may be able to **self-manage** the instructional process if interacting with organized lessons and tasks (e.g., computer assisted/managed instructional systems) **and** if student progress is **frequently monitored** according to an overall plan and assessment results
- Students become quickly disinterested if exposed to continuous drill & practice or reading material they describe as **irrelevant/uninteresting** in light of their own life experiences
- Specific learning and/or emotional disabilities, which should be specified in the student's most recent **Individual Education Plan**, may reveal specific strategies for individual students

### **Behavioral/lifestyle**

- Students are goal-oriented and have **employment** as their primary goal in life at this time. Students also make the connection between completing high school (via credits or GED) as a necessary, enabling step toward a stable job and livable wages
- Students' goal orientation and motivation to finish high school is a strong motivator for academic success, however, students may not be aware of several factors affecting their **resilience and persistence** in pursuing academic work: their current (low) skill levels in reading and mathematics, their lack of learning habits and strategies, the connection between continuous attendance and progress, and the availability or accessibility of supplemental academic support services.
- Students' own persistence and resilience in pursuing academic remediation is supported in most cases by at least one **significant older adult** in their lives. Students mentioned specific parent(s), grandparents, other relatives, teachers/administrators, and Project Return staff as believing in them and coaching them on to succeed (and to avoid negative influences).
- Students exhibited only a **limited level of trust** for adults and the "system" – this was especially evident in students who were in the more restrictive school environments or who had dropped out of school altogether. A combination of extrinsic rewards (e.g., cash cards, positive behavior tokens) and intrinsic rewards (course credits/grades), along with the threat of punishments keeps students *generally* on track and in compliance with rules. Their levels of trust seem to be interrelated with their **sense of fairness**. In several cases, it seems that students were confused about the connection between their behavior and the resulting consequences (in the academic setting). The system of consequences or rewards tied to behavior or performance, assumed to be transparent to adults and "the system," seemed unfair to the students. This confusion may, in some cases, be a manifestation of the student's learning

disability or an inevitable learned confusion from multiple past experiences in different school, home or criminal justice environments.

### **Goals & objectives**

**Overall Goal:** Provide adjudicated youth ages 16-19 with a non-traditional educational program that focuses on the critical academic knowledge and skills that lead to success in school and a path to self-sufficiency (DOL 10/07).

**Educational service goals** include:

- Address individual needs and stabilize the educational process
- Provide support for gaining credits toward a high school diploma or GED
- Provide support, instruction, and counseling to assist students in career planning, achieving a high school diploma, and continuing into post-secondary training
- Provide support and instruction to insure gains in reading and mathematics
- Provide support and instruction in learning strategies and study skills
- Reinforcement and integration of work habits, employability and job readiness skills

### **Instructional system and strategies**

Several variations of remedial settings have been discussed with various staff from Project Return and current educational service providers. These include:

- Tutorial Services (one-to-one)
- Tutorial Services (small group instruction or special topics tutorials)
- Establishment of regularly scheduled Reading Labs with CAI components
- Tutorial support services within existing instructional settings (personnel and materials)
- GED Lab support personnel for those labs serving Return students

While there are advantages to each of these remedial settings, to employ a single approach to the design of a model of services would be too limiting to the clients involved. The unique characteristics of the Return student population dictates the design of a strategy that provides options for a variety of types of learners at multiple levels of competencies with individual needs for motivation to participate in the educational arm of the program. Building from the established intake and service patterns already established within Project Return the implementation of such additional support strategies for academic improvement may be integrated into current case management procedures with a minimum of disruption in the service pattern.

The diagram below indicates the manner in which an individualized education option may be integrated into the existing Project Return service delivery Model.

# Project Return

## – Optional Education Service Model –

### Intake Process

Qualification

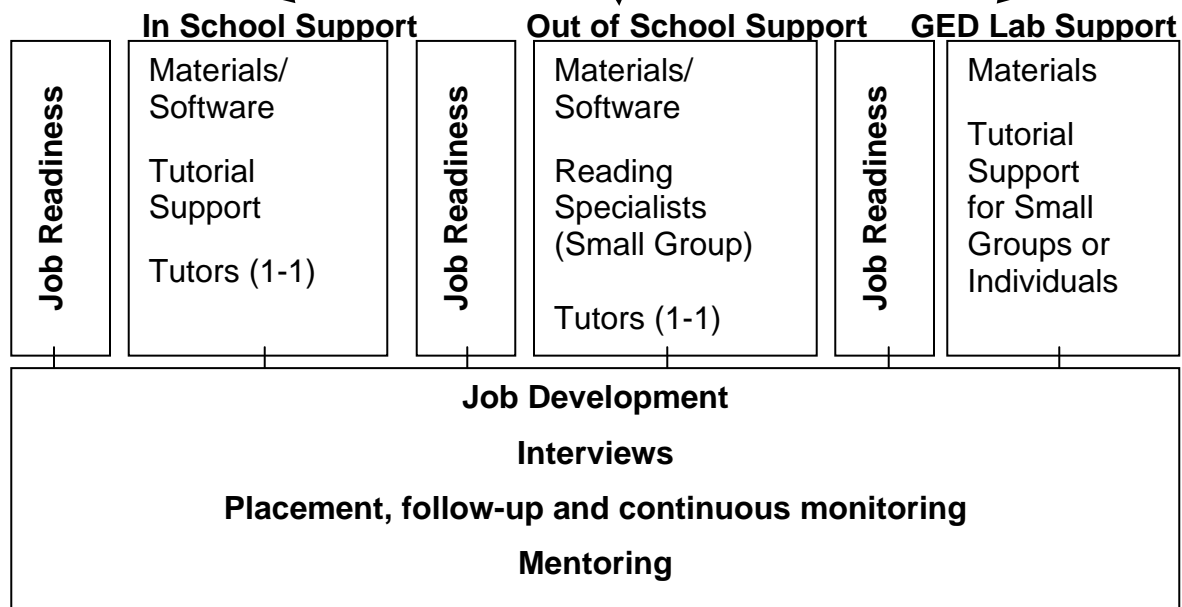
Diagnostics  
Testing

### Case Management

Support Plan

Career Plan

Education Plan



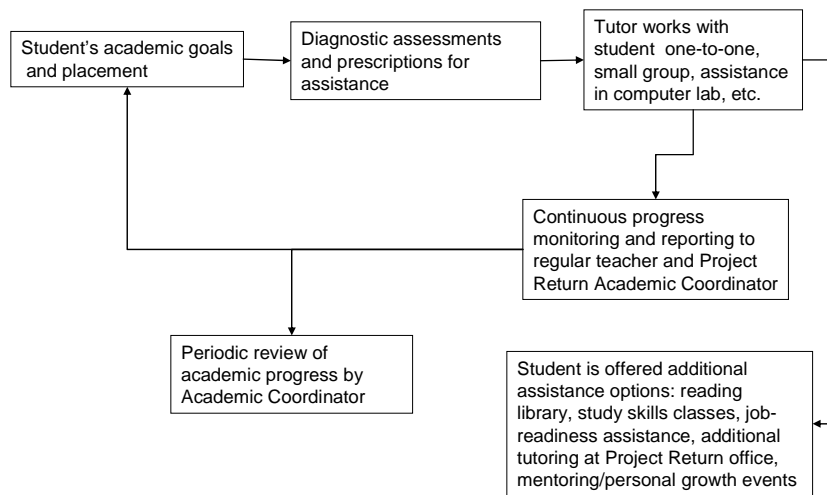
The Project Return **Academic Coordinator** will establish and maintain an academic case file and academic database on all students receiving academic assistance through the project, including students in-school and out of school. The academic file will contain assessment and placement data sufficient to assist tutors and other educational specialists in designing instructional interventions for the students. Information for the file will be updated periodically with new data from school and Project Return personnel.

**Note on recruitment and screening of personnel:** Every adult working with students will undergo a criminal background check and be approved as a “Level II” screened contractor (MCSB or SCSB) or staff, including all tutors and/or mentors.

## In-School Support

Once Project Return students have been identified as being enrolled in school, the Academic Coordinator will communicate with the designated school contact to establish an academic file and determine each student's placement and academic goals. The Academic Coordinator will contact the student's teacher(s) to offer and plan tutorial assistance. Once a tutor has been assigned to the student, the tutor, teacher and student will plan a schedule for interaction with the tutor. The tutor and teacher will decide the areas of assistance based on the teachers' assessment of student needs and/or the tutor may utilize diagnostic assessments to assist in prescribing instruction. Tutors will coordinate assessments and instructional materials with the teachers, but all tutors will have instructional assessments and materials available to them in addition to any provided by the school. The Academic Coordinator will collect attendance, case notes, and academic progress notes from tutors, including meeting with tutors at least every 60 days to review student progress and determine the appropriateness of educational interventions.

### **In-School Tutoring/Support Process**



In discussions with school staff, several options exist for **scheduling** tutorial assistance: during regular scheduled classes in or near the classroom, during special/elective periods scheduled during the day (usually afternoons), immediately after school in a classroom or library. Some school facilities have limited space for tutoring during the school day, but most seem to have adequate facilities and flexibility.

In addition to offering students additional assistance options off-site, in-school support may also include providing students with level-appropriate, high interest **reading materials** (loan or free) to augment reading instruction.

## Out-of-School/GED Lab Support

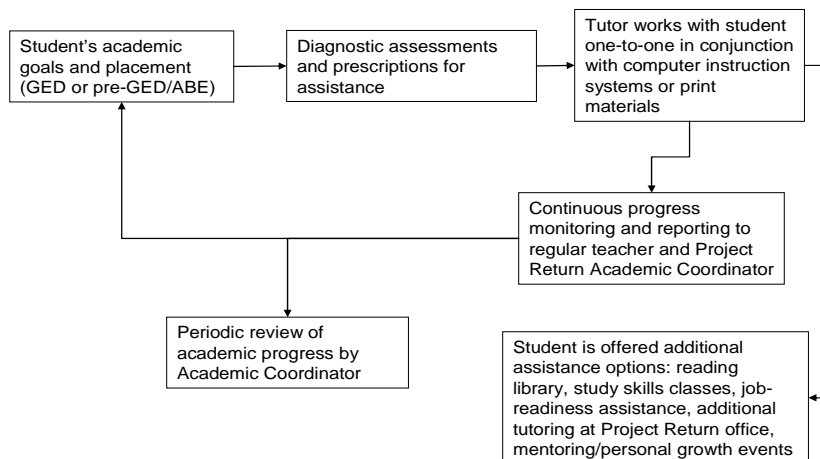
A large number of Project Return students (clients) are not currently enrolled in school. These students have left school because of age eligibility and may or may not have pursued additional educational options in the interim. Some of these students are enrolled in GED preparation in the GED labs located in the Jobs Etc. facilities. A number of these students are employed, at least part-time. Most, if not all would like to acquire a GED/high school diploma.

**Strategy #1:** Tutors will be assigned to Jobs Etc. GED labs based on enrollment of Project Return students to work with one-to-one rotating from student to student in the lab. Tutors will assist students with **GED preparatory** lessons. These tutors/teachers will be familiar with the computer assisted instruction and assessment programs used in the labs and will *coordinate assistance* with the GED Lab Manager and other instructional staff. Tutors will also be familiar with print materials utilized in the labs. In addition, these tutors will be able to bring supplemental materials into the instructional context to provide students **high interest print and multi-media materials** as an alternative to their usual materials.

**Strategy #2:** Tutors will be assigned to Jobs Etc. GED labs assisting students with **Adult Basic Education skill development** as a pre-GED strategy. Many of the above strategies will be utilized with students, especially the use of high interest and multi-media materials in addition to print materials.

As with the In-School Support, the **Academic Coordinator** will assign tutors, review progress, and maintain academic progress records for each student, including a review of student progress with tutors and/or GED lab staff on a regular basis.

### **Out of School/GED Lab Tutoring/Support Process**



## **Strategies to Be Developed/Explored for In School and Out of School**

- **Classroom/behavior management system:** Tutors and other instructional personnel will employ behavior management strategies necessary to insure a productive instructional environment with students, individually and in small/classroom groups. Tutors will be briefed in school discipline procedures and will support those procedures in interactions with students.
- **Reward/recognition system:** A system of recognition and/or rewards will be developed in conjunction with schools, tutors and the Project Return staff connected to academic progress (including school or class attendance). The system will be compatible with any system in place at schools, but will also be separate, administered by Project Return tutors and the Academic Coordinator. Rewards will include cash value cards or items needed by the student, including school supplies, reading materials, etc. Recognition certificates or similar items noting academic accomplishments.
- **Adult and/or peer mentoring:** As an additional support for school/training success, additional adult mentors will be recruited, trained and paired with students. Mentors may be educators, employers, community/business leaders, or other trained adults.
- **Family involvement:** Activities designed by Return staff to bolster the family support system including meetings with family members and reward and recognition ceremonies. Such activities may also be used as motivational meetings to “gear-up” the support system for individual students.
- **Special topics tutorial sessions:** Students will be offered special instructional sessions targeting areas of need to complement academic tutoring. Anticipated topics include study skills, test taking strategies, CRISS strategies, organization and time management, GED preparation, post-secondary training opportunities, getting what you need out of school/teachers, and computer/Web-based instruction. As appropriate, *project-based* and *cooperative learning* strategies will be employed in instructional settings.
- **Lending library:** Establishment of a lending library for student use is seen as a vital component of the tutorial strategy. The library will contain high interest, age-appropriate reading materials and will be catalogued by reading levels to facilitate PR staff recommendations. This strategy will require ordering materials to replicate the library in three One-Stop locations for easy access by students and staff.
- **Field Trip Experiences:** Lack of exposure to various employment and social experiences tend to limit the scope of opportunities for students such as those in Project Return. Such experiences need not be expensive or long distance travel oriented and may be worked into the fabric of rewards for accomplishment of educational goals. Field experiences and/or guest

facilitators or speakers may involve local business/government/community leaders who have a relationship with the Workforce Board and Project Return.

## **Locations and settings**

### **In-school**

Many teachers have agreed to have PR tutors assist as an adjunct to classroom instruction by working with selected students, **one-to-one, within the classroom** or computer lab, or in an adjoining classroom, library, or similar area of the school. PR tutors work with students on skills or tasks assigned by the teacher. Tutors may work from materials designated by the teacher and/or may bring materials to supplement the school's instruction. At one or two schools, teachers/administrators felt that PR tutors could work with students during a **elective class period** or during "DJJ time." This strategy would involve small group instruction and one-to-one assistance in a designated classroom/computer lab on campus – still under the supervision of school staff. As a third option, several schools indicated that space and time would be available immediately **after school** to assist students in one-to-one tutoring, individually or in a small group. This option would not be viable in schools where most students leave school immediately at the end of classes via bus transportation.

### **Jobs Etc./Project Return Facilities**

One-to-one tutoring and small group instruction will be offered to students as an adjunct to instruction through the GED lab for those students enrolled in this program according to the lab schedule. In a separate classroom (to be established), one-to-one tutoring and small group instruction will be offered to students who are in school or out of school. All such activities will be coordinated with the school (when appropriate) and/or as part of a prescribed set of strategies outlined in the student's PR Education Plan – which may include transitioning to the GED lab/program.

### **Community/neighborhood centers**

(Potential community tutoring locations will be identified in a subsequent document.) One-to-one tutoring and small group instruction will be offered to students who are in school or out of school. All such activities will be coordinated with the school (when appropriate) and/or as part of a prescribed set of strategies outlined in the student's PR Education Plan – which may include transitioning to the GED lab/program.

### **Employer sites**

(Potential employer tutoring locations will be identified in a subsequent document.) To be explored if more than one PR students is employed – larger employers may co-sponsor these activities along with mentoring activities.

### **Other school/community education centers**

The availability of learning labs and GED centers throughout the two county area is not limited to the One-Stop sites. Expansion of the tutorial model to alternative sites that may be more conveniently located for staff and students is a possibility that needs to be explored. (e.g., MCC, MTI, SCTI, elementary/middle schools, adult education centers)

### **Instructional materials/media**

Regardless of location, a critical component of the tutorial instructional system outlined in this design will be the quality and availability of age, interest and grade level appropriate instructional materials. The use of **high interest** and **multi-media** materials in addition to print materials will enhance the likelihood of student engagement in remedial activities. Yet, the tutorial model must not simply be seen as a replication of classroom activities that have failed to improve significantly the academic levels displayed by the student. Often, it is the instructional setting itself that does not do justice to either the student or the instructional materials employed. Fidelity to the prescribed manner of presentation of instructional materials is often missing as classroom teachers adapt their style to cope with varying numbers of students at varying instructional levels. This is the advantage of both the one-to-one and small group tutorial design.

Both Manatee and Sarasota County schools employ a variety of instructional materials for the instruction of reading and mathematics at the high school level for the purpose of both general instruction and remediation. PDG staff interviewed reading specialists in both counties and reading coaches from alternative school settings to assess the type and frequency of instruction being offered in classrooms and to gain insight into the instructional strategies that are employed with each type of material. The types of instructional materials observed included integrated computer assisted instructional programs (Read 180, Plato, Ed. Options, Novel Star, and New Century), individual computer assisted remediation programs such as FCAT Explorer) as well as individually paced instructional materials and reading series (Voyager Passport and Voyager Journeys, SRA and SRI materials, Contemporary). High interest graphic novels are also used in some settings (e.g., Bluford, Heroes, Manga) along with standard literature texts such as Bridges to Literature, Scholastic Publications and critical reading materials from Jamestown Press).

Remedial instruction in mathematics follows a similar path as that of reading. Both districts rely heavily on state adopted texts within the secondary schools for various math credit offerings ranging from consumer math to calculus. These materials are sequenced and require classroom instruction. A list of the publishers of the texts includes:

Glencoe/ McGraw Hill  
Holt, Rinehart and Winston  
Pearson Prentiss Hall  
John Wiley and Sons  
Key Curriculum Press  
American Guidance Services  
Globe Fearon

In the remedial settings visited by PDG staff, there was a heavy reliance on CAI based remedial instruction for mathematics employing the Plato and Ed Options software packages (in addition to FCAT Explorer). New Century software was also in place and Novel Star software was employed for credit retrieval in Manatee County. The GED settings have text materials available from the Contemporary Series available which is published by McGraw Hill. Further review of materials will be forthcoming prior to recommendations for purchase of tutorial materials.

### **Procedures for Communication and Personnel/Resource Management**

The Project Return Project Manager will supervise all activities related to the Project Return Academic Component. The Academic Coordinator, reporting to the Project Manager, will coordinate all personnel and activities of the academic component: scheduling, assignment and placement of tutors, communication with schools, monitoring and two-way communication with tutors and other instructional staff. The Academic Coordinator will work with Project Return staff and the education consultants (PDG) to implement the design and implementation plan and will coordinate data collection activities detailed in the plan. Tutors and other instructional/support personnel will establish an **e-mail communication** link with the Academic Coordinator and education consultants to facilitate frequent two-way communication and reporting and to receive critical project updates. Tutors and other instructional personnel will have access to **Internet/Web resources** and will be skilled in technology applications necessary to implement the education design.

## **Staffing and Training for the Proposed Model**

### **Year 1: Initial Implementation Plan**

During Year 1 (October 2007 – September 2008), the goal of the Project Return Academic Component is to serve at least **80** youth clients. A companion goal is the development and refinement of an effective academic services model. Background information was gathered from eight (8) alternative school sites, all of which may be involved as the project develops over several years. Initially, three **(3) school sites** and each of the three **(3) Jobs Etc. /Project Return sites** will be involved in the pilot service program. Tutoring and instructional services will require up to **5** contracted personnel, plus up to **3** contracted specialists in reading, mathematics and instructional strategies. A draft job description has been developed for the contracted Instructor/Tutors (**Appendix J**) and Specialists (**Appendix K**). A detailed training plan will be developed in **Phase II**, once trainers have been identified.

#### **Schedule and Management Plan for Year 1:**

A schedule and management plan has been developed for Year 1 (**Appendix L**). In addition, an initial training plan has been developed (**Appendix M**).

#### **Detailed budget, materials ordering, and tutoring prospects:**

A detailed **budget spreadsheet** is included as a separate file. An initial list of **instructional materials to be purchased is found in Appendix I**, and a list of **tutoring prospects** to be contacted along with the tutor posting has been submitted as a separate document.

**Appendices Available on request: [performgrp@comcast.net](mailto:performgrp@comcast.net)**

