



### Agenda Item Details

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Meeting	Jun 09, 2015 - Regular Meeting of the Board of Trustees
Category	L. ACTION ITEMS (Non-Consent)
Subject	2. 14/15-1367 Consultant Agreement - CA State University, Dominguez Hills (Project Reach & K-2 Initiative) (Educational Services-Elementary) ***APPROVED***
Access	Public
Type	Action
Preferred Date	Jun 10, 2015
Absolute Date	Jun 10, 2015
Fiscal Impact	Yes
Dollar Amount	1,220,000.00
Budgeted	Yes
Budget Source	Various Funds - SPED: 01.0-65000.0-11100-10000-2920-7630000 and LCFF - Con/Supp.: 01.0-08000.0-11100-10000-2920-7880000
Recommended Action	Approval of Consultant Agreement with CA State University, Dominguez Hills to recruit, select, train, and place college students to serve as tutors in CUSD schools effective July 1, 2015 through June 30, 2016.

### Public Content

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#### GOAL:

Student Success

#### BACKGROUND:

In the 2014-15 school year, we began **K-2 initiative**, with the goal that all second students being reading at grade level at the end of the school. Our recent AIMSWEB data shows that 56% of our students met this goal. The problem begins way before 2nd grade. What happens to children from ages 3 to 8 is critical to their educational outcomes and life prospects (Foundation for Child Development, 2010). In Compton, based on beginning assessments, about 80% of our children start Kindergarten significantly lower in Math and Reading than their peers in surrounding school districts such as Long Beach and Torrance where many of their peers are more advantaged. "Without quality pre-kindergarten and Elementary programs which build on each subsequent year of learning, these children often never catch-up" (Foundation for Child Development, 2010), unless there is tiered intervention to bridge and fill-in those gaps. More recent research also show that about 90% of all students enter Kindergarten behind, unprepared for the rigor of Kindergarten. Therefore, it is critical that we attend to the first 2-3 years of school when foundational skills are being built.

Likewise, in 9<sup>th</sup> through 12<sup>th</sup>, reading, comprehending complex text, writing explanatory and argumentative pieces are the expectations of Common Core in readiness for post-secondary learning. Science, Math and Social Science have discipline-specific literacy demands (PCG's Center Resource Management, 2009). Besides being discipline-specific, they are heavily dependent on reading, writing and research skills. They require students to follow rules, find evidence, make conjectures, identify text types and structures, learn from concise text, understand technical vocabulary, and respond to problem situations and other high analytic and evaluative skills. Vocabulary development and critical thinking skills are heavily relied upon for success. According to Student Success Scorecard Trend Report for the Compton Center given at the May 20, 2014 Compton Community College Board Meeting, "90% of students coming out of high schools are unprepared for college." Students take as many as three remedial courses before taking basic/prerequisite Math and English classes. Therefore it is important to ensure that our high school students do not

fall into this group needing remediation. Providing extra help in the classroom is a strategy that will provide extra assistance for struggling students.

**ANALYSIS:**

**K-2 Initiative:** All students reading fluently at grade-level by the end of second grade.

- Target foundational skills and key components of literacy through explicit direct instruction
- Utilize ongoing progress monitoring to guide literacy instruction
- Implement intervention strategies – early and promptly
- Provide additional support to strengthen Tier 1 – good first teaching.

**Project Reach:** Prepare high school students to be successful in college, reduce the need for remediation classes in college and increase graduation rates in CUSD.

Grades: 9<sup>th</sup> - 12<sup>th</sup>

- To provide needed in-school and in-class support
- To provide early intervention in class to ensure learning - additional support in the classroom for struggling students, early enough to 'nip problems in the bud'
- To provide in-class support to be successful from the on-set, instead of remediation

**Training:**

- Project Reach Tutors will be AVID trained and coached on subject specific instructional strategies to implement
- K-2 Tutors will be trained on intervention strategies to implement based on identified deficiencies
- Both groups will receive on-going training and guidance from classroom teacher

Programs	Tutors Per Program
Project Reach (9 <sup>th</sup> - 12 <sup>th</sup> , TK - 2)	90
EL Services	25
Special Needs	10
QuickStart	2
<b>Total# of Tutors</b>	<b>127</b>

**STUDENT ACHIEVEMENT IMPACT:**

Early intervention does improve student performance.

College students will be placed into targeted classrooms to serve as tutors who will assist students daily during ELA instruction time. Their purpose is to provide intervention support for the students and improve student outcome. Coaches will train the tutors on specific strategies to enhance literacy. Tutors are expected to continue on with the targeted goals even when the coach is not present.

Data will be utilized - informal, formative, and summative assessments to guide various decisions regarding student performance. Teachers will use data-based decision-making to determine core curricular changes, intervention strategies to be utilized and groupings, areas of weaknesses, strengths, and student proficiency level of skills and standards. The data collected will be used to help the teacher determine the students' learning needs and modify instruction accordingly. Coaches, teachers and tutors will use a variety of data to target individual classroom intervention and modeling needs.

**FISCAL IMPACT:**

Total cost: Not to exceed \$1, 220, 000 to be split between SPED: 01.0-65000.0-11100-10000-2920-7630000 and LCFF - Con/Supp.: 01.0-08000.0-11100-10000-2920-7880000



Proposed Budget for Project RISE for the 2018-2019 School Year (1 Year).

Project RISE Annual Budget for 2018-2019 (September 2018 through June 2019)									
PROJECT RISE (Weekdays)									
Cost of Tutors: Compensation for 60 tutors by CSI <sup>3</sup> per year (September 2018-June 2019)									
Dates	Students Served	School	Personnel	Number	Hours/week	# of weeks	Total Hours	Rate/Hour	Total Cost
Sep - June	All	Elementary	Tutors	60	15	33	29,700	\$15	
Sep - June	Cost of Tutors: Total compensation of 60 tutors								\$445,500
Sep - June	Cost of Mandatory Taxes at 10.65%** : SS, Medicare, Unemployment, Insurance, Workers Comp Insurance, etc.								\$47,446
Sep - June	Total Cost of Tutors & Mandatory Taxes:								\$492,946
Cost of Project Management & Coordination by CSI <sup>3</sup> (CSI3 Fee, Training, Evaluation, Background checks, etc.)									
Sep - June	Project Management & Coordination Fee								\$0
Sep - June	Training & Support: training, preparation, & support of tutors provided by CSI <sup>3</sup> /CSUDH prior to & during placement								\$7,500
Sep - June	Project Evaluation (Vital Research): conducted by external evaluator to assess progress, teacher & tutor satisfaction								\$10,000
Sep - June	Other Cost: Background checks, materials, supplies, meetings, etc. (\$225 per tutor)								\$13,500
Sep - June	Total cost of project management & coordination:								\$31,000
Cost of Foundation for Accounting Activities at 8%: manage budget, process timesheets, issue paychecks, new employee training, etc.									
Sep - June	Total Cost of Foundation Accounting Activities								\$41,915
Total Cost Per Year								\$565,861	

\*Tutors are released from their duties two weeks before the end of the school year;

\*\*Cost of mandatory taxes paid by the employer (CSI3) for Social Security, Medicare, Unemployment Insurance, Workers Compensation Insurance, etc.



**Proposed Budget for Project REACH for the 2019 – 2020 School Year (July 1, 2019 through June 30, 2020).**

<b>Project REACH Annual Budget for July 1, 2019 – June 30, 2020 (Includes Summer School)</b>								
<b>Timeline</b>	<b>Cost of Tutors: Compensation for 170 tutors by CSI<sup>3</sup> per year (July 1, 2019 - June 30, 2020)</b>							<b>Total Cost</b>
	<b>School/Grades</b>	<b>Personnel</b>	<b>Number</b>	<b>Hours/week</b>	<b># of weeks</b>	<b>Total Hours</b>	<b>Rate/Hour</b>	
June - July	All	Tutors	100	15	32	48,000	\$15	\$720,000
June - July	All-Summer School	Tutors	70	12-15	5	4,875	\$15	\$73,125
June - July	<b>Cost of Tutors: Total compensation of 170 tutors</b>							\$793,125
June - July	<b>Cost of Mandatory Taxes at 10.65%*: SS, Medicare, Unemploy, Insurance, Workers Comp Ins, etc.</b>							\$84,468
June - July	<b>Total Cost of Tutors &amp; Mandatory Taxes:</b>							<b>\$877,593</b>
	<b>Cost of Project Management &amp; Coordination by CSI<sup>3</sup> (CSI3 Fee, Training, Evaluation, Background checks, etc.)</b>							
June - July	<b>Project Management &amp; Coordination Fee</b>							\$99,000
June - July	<b>Training &amp; Support:</b> training, preparation, & support of tutors provided by CSI <sup>3</sup> /CSUDH prior to & during placement							\$6,500
June - July	<b>Project Evaluation (Vital Research) :</b> conducted by external evaluator to assess progress, teacher & tutor satisfaction, prepare reports, etc.							\$12,500
June - July	<b>Other Cost:</b> Livescan, background checks, materials, supplies, meetings, etc. (\$225 per tutor)							\$22,500
June - July	<b>Total cost of project management &amp; coordination</b>							<b>\$140,500</b>
	<b>Cost of Foundation for Accounting Activities at 8%:</b> manage budget, process timesheets, issue paychecks, training, etc.							
June - July	<b>Total Cost of Foundation Accounting Activities</b>							<b>\$81,447</b>
June - July 20	<b>Total Cost Per Year</b>							<b>\$1,099,540</b>

\*Cost of mandatory taxes paid by the employer (CSI3) for Social Security, Medicare, Unemployment Insurance, Workers Compensation Insurance, etc.

**PROJECT REACH- A CSUDH & CUSD Partnership – Recruiting, training, placing, and supporting tutors in CUSD classrooms – California STEM Institute for Innovation and Improvement (CSI<sup>3</sup>)**

**Scope of work:**

- California State University Dominguez Hills (CSUDH) Foundation, through the California STEM Institute for Innovation and Improvement (CSI<sup>3</sup>), will develop and implement a recruitment plan to recruit college students to serve as tutors in Compton Unified School District (CUSD) schools.
- As part of the recruitment plan, CSI<sup>3</sup> will conduct interviews of each tutor candidate, administer a basic skills test, select and notify qualified candidates.
- Once selected, CSUDH Foundation and CSI<sup>3</sup> will conduct on-going orientations for the hiring process of tutors and will hire qualified tutors.
- CSI<sup>3</sup> Project Reach personnel will offer on-going training for tutors in AVID strategies, and present an overview and project expectations of tutors.
- CSI<sup>3</sup> Project Reach personnel will monitor tutor attendance and collaborate with CUSD personnel to address any attendance or performance related concerns.
- CSI<sup>3</sup> Project Reach personnel will provide reports on Project Reach when requested by CUSD.
- CSI<sup>3</sup> Project Reach personnel will submit timesheets to CSUDH Foundation and the CSUDH Foundation will pay tutors directly.