

**Memorandum of Understanding
Regarding Participation in the Research Phase of the
Academic Instruction for After-School Programs Study**

THE SCHOOL BOARD OF PALM BEACH COUNTY

This Memorandum of Understanding describes the second year of the Academic Instruction for After-School Programs Study and the terms and conditions under which the School Board of Palm Beach County, Florida ("Board") agrees to participate in the second year of this project. West Gate Elementary School will be using "Mathletics", the after-school curriculum in math developed by Harcourt School Publishers. Village Academy will be using "Adventure Island", the after-school reading program developed by Success for All Foundation, Inc. (the "Success for All Foundation").

The After-School Programs Study

The U.S. Department of Education (the "Department") has commissioned the Academic Instruction for After-School Programs Study ("After-School Study") to evaluate whether after-school programs can significantly boost reading and math proficiency of students in grades two-to-five using a curriculum designed specifically for the after-school environment. The Department has contracted with the Success for All Foundation to adapt its Success for All reading program and with Harcourt School Publishers to adapt Harcourt Math and Intervention materials for use in this study.

The study team includes MDRC; Bloom Associates, Inc; Public/Private Ventures; and the Survey Research Management ("Study Team"). MDRC (www.mdrc.org) is a non-profit and non-partisan research organization in New York and Oakland that is experienced in conducting rigorous and objective studies aimed at enhancing the effectiveness of education and other social policies and programs. MDRC is responsible for evaluating the impact of the enhanced academic curricula during school year 2005-2006 and during the second year 2006-2007. Attachment A summarizes the evaluation plan. Bloom Associates is responsible for implementation of the after-school curriculum at each of the 50 study after-school centers during the full demonstration in 2005-2006 and at sites that will continue for a second year 2006-2007. Public/Private Ventures and the Survey Research Management will be assisting MDRC in collecting and analyzing the evaluation data. The Study Team is conducting the project for the U.S. Department of Education's Institute of Education Sciences.

Academic Curriculum Provided for the Research

The academic curriculum to be used by after-school centers in the study is based on curricula now in use during the school day. These materials were pilot tested in 8 sites during the 2004-2005 school year and implemented in 50 sites in 2005-2006. The curriculum contains the following features:

- Materials consistent with evidence-based research on effective models for reading/math improvement;
- Student assessment integral to the program;
- Content geared to struggling students at multiple grade and/or skill levels;
- Instruction in small group format, in classes of approximately 10:1 student:teacher ratio;
- Lessons of 45-minute duration;
- Curriculum that can complement the in-school instruction but does not depend upon coordination with in-school lessons or materials;
- Content and delivery that is fast-paced and engaging;
- Materials that are appropriately challenging and tied to standards;
- Lessons that are appropriate for students from diverse economic and cultural backgrounds; and
- Instruction that recognizes the limited amount of time that after-school staff can devote to preparation.

Harcourt School Publishers' *After-school Program for Math* is a comprehensive and balanced mathematics curriculum. It is built around five mathematical strands: Numbers and Operations; Measurement; Geometry; Algebra and Functions; and Data Analysis and Probability. This interactive program includes games, hands-on activities, projects, and centers, as well as paper-and-pencil practice and applications. Students use a Daily Fitness Plan to guide them through their activities. These activities include warm-up problem solving activities; focused instruction and practice in math skills; spiral review and test preparation; board and card games; multi-day projects for application of math skills; and vocabulary activities. The program offers computer activities for guided instruction, practice, or enrichment. Pretests are available to help the teacher individualize instruction, and posttests monitor progress.

Adventure Island, published by Success for All Foundation is adapted from its existing reading programs, Reading Roots and Wings. The curriculum for students at the 1st grade reading level focuses on providing students with a strong and comprehensive base for literacy with FastTrack Phonics and Shared Story lessons. FastTrack Phonics is a fast-paced and systematic phonics program that builds students' skills in phonemic awareness, letter-sound correspondence, word-level blending and segmenting. During Shared Story lessons students read progressively more complex, engaging and interesting stories with guidance from the teacher, with partners, and finally individually. At the 2nd grade and above, the after-school curriculum utilizes Treasure Hunts,

which are lessons based on authentic fiction and nonfiction texts that provide instruction in vocabulary, advanced phonics, fluency, reading comprehension strategies, and story elements. Brief video segments help the teacher model critical tasks. A key component of the curriculum is its comprehensive assessment model.

Continuation of the After School Research for Year 2

The Department of Education has decided to continue this research for a second program year in order to answer two questions:

1. What are the effects of the enhanced academic program once the after school staff have been operating it for a year? There may be different results for the start-up year versus a year when program administrators and their teachers are more experienced.
2. Do students do better with a second year of service? This examines whether students need a 'double-dose' to make a statistically significant gain on the achievement tests.

Responsibilities of the Study Team and of the Participating School Districts and After-School Programs

Major responsibilities and expectations for both the Study Team and for participating school districts, after-school programs, and individual study centers are listed below.

THE AFTER-SCHOOL STUDY TEAM AGREES TO:

1. Provide school districts with help in strengthening the academic component of their after-school programs, as evidenced in items listed below.
2. Provide after-school programs with replacement materials or full curriculum, if needed, at discount prices.
3. Provide professional development conferences for after-school teachers:
 - Two-day professional development conference in September 2006 for four teachers providing after-school instruction, plus one permanent substitute for each after-school center
 - Two-day training conference in January 2007 for any new teachers hired (or teachers who are assigned to teach a new curriculum level) after the September training
 - All costs of travel and substitute teachers (if needed for the September training conference) will be covered by the Study Team.

4. Pay for one part-time After-School Reading or Math Coordinator (“Coordinator”) for each school with responsibility for helping to implement the new curriculum in the after-school centers.
 - A list of the tasks and responsibilities of these Coordinators is provided in Attachment B.
 - The Study Team will hold a 2-day planning meeting with these two Coordinators in August and will provide additional professional development opportunities during the 2-day Fall training conference in September and the 2-days at the Mid-Year Meeting in January.
5. Provide on-going technical assistance to support implementation of the new curriculum. This includes:
 - On-site visits by Bloom Associates and the curriculum developers;
 - Regularly-scheduled phone meetings with the Coordinators
 1. Calls will begin weekly; After one month, calls will be held every-other-week; and
 - Access to curriculum developers and Study Team members, as needed by phone or email.
6. Keep all student information strictly confidential, only making the information available among the Study Team for the purposes of research and refining the curriculum, training, and technical assistance. All members of the Study Team must sign data confidentiality agreements.

THE SCHOOL BOARD AND AFTER-SCHOOL PROGRAMS AGREE TO:

1. Identify Margaret Carlson as the District Point Person to be the key contact at the district level responsible for the second year of the Academic Instruction for After-school Programs Study.
 - The District will pay for her attendance at the August, September and January training conferences.
 - The District Point Person will coordinate the on-site visits by the curriculum developers and the Study Team.
 - She will participate in the two regularly-scheduled phone calls (1 for reading, 1 for math) with Coordinators, Bloom Associates, and (occasionally) the curriculum developers.
 - The District Point Person will supervise the work of the Coordinators, together with Bloom Associates.
2. Identify candidates for the positions of After-School Reading and Math Coordinators.
 - After consultation with Bloom Associates, the District will rehire or replace the Coordinators who worked during School Year 2005-2006.
 - These are part-time positions, funded by the Study Team.

- If new Coordinators are to be hired, Bloom Associates will interview the candidates and clarify the roles and responsibilities before finalizing the arrangement.
 - Participating school districts and after-school programs will assure that the Coordinator is able to devote 8 hours per week for each school to meet the responsibilities of this position (described in Attachment B) .
 - The Coordinators will work under the direction of Bloom Associates and the District's Point Person responsible for the Academic Instruction for After-school Programs Study.
2. Make the Coordinators available for two days of meetings in Boston in August 2006; two days of training in September 2006, and a 2-day Mid-Year Meeting in January 2007.
 3. Purchase curriculum materials that are being made available to the research sites at a discounted rate by the curriculum developers. This involves replacing consumable materials used in 2005-2006. The District agrees that these materials will only be used in the research classrooms—they will not be offered to control group members or used during the school day. [The curricula may be used in other, non-research schools if the District wishes to expand beyond the existing after school program locations.]
 4. Purchase classroom supplies and materials needed to operate the program. This involves consumable materials such as pencils and notebooks.
 5. After consultation with Bloom Associates, the Board will rehire or replace the four certified teachers and one permanent alternate to teach the enhanced curriculum in each of the after-school centers.
 6. After consultation with the District, SRM will rehire or replace the After-school Data Collection Coordinator for each school. The District will help identify additional candidates, if needed.
 - This is a part-time hourly position, as outlined in Attachment D.
 7. Assume the usual costs of operating the after-school program, including paying the teachers. Teachers will be paid for 45 minutes of instruction using the SFA Reading or Harcourt After-school Math curriculum and 45 minutes of preparation per day for four days of instruction each week.
 8. Release the after-school teachers who will use the new curriculum so that they can attend a two-day training in September and a professional development session during one of the on-site visits during the year.
 9. The staff will implement an attendance incentives plan which will consist of individual prizes and classroom rewards for excellent attendance.

10. Work to recruit and re-enroll students from the research sample who participated in the study during 2005-2006 and to identify new 2nd graders and additional students to join the study for 2006-2007. These students will be in grades 2-5 who are not meeting local academic standards, who will receive either the enhanced academic instruction (the Program Group) or the regular after-school services (the Control Group), according to the research plan shown in Attachment A.

11. Inform parents/guardians about the study and the opportunity to enroll (or reenroll) their children in the program and receive strengthened academic instruction, the importance of consistent attendance, and any special attendance incentives. The Study Team will assist center staff in informing parents/guardians of these topics and the existence of the study and its data collection procedures by providing enrollment materials, including a brief study application form, a written consent form to be signed by parents/guardians of participating students, and a contact information form.

12. Provide the Study Team access to the school district data listed in Attachment A and cooperate in the collection of additional research data.

Compensation

In keeping with the Memorandum of Understanding, Bloom Associates agrees to compensate the Board as follows:

- \$18,828 to cover the cost of two After School Curriculum Coordinators;
- \$800/school to fund the attendance incentives; and
- \$100/classroom to cover the cost of special supplies and materials

The total amount of \$ 21,228 will be paid to the Board in three equal payments of \$7,076 on October 15, February 15, and June 15.

Survey Research Management will pay the two Data Collection Coordinators on an hourly consulting basis at a rate of pay to be determined.

In addition, upon submission of an invoice, we will also reimburse the Board for any substitute teachers required during the Fall teacher training conference. Travel costs to training sessions will be paid directly by the Study Team.

Signatures

The following people have read this Memorandum of Understanding and agree to the terms and conditions of participation.

Arthur C. Johnson, Superintendent, The School District of Palm Beach County Date

Thomas E. Lynch, School Board Chair Date

Ann Killets, Chief Academic Officer Date

Signature of Legal Services Designee Date

Alison Adler 7/26/06

Alison Adler, Chief of Safety and Learning Environment Date

JoAnne Beckner 7/25/06

JoAnne Beckner, Director of After School Programming Date

Thais Villaneuva 7/27/06

Thais Villaneuva, Principal, West Gate Elementary School Date

Tammy Ferguson, Principal, The Village Academy Elementary School Date

Fred Doolittle 7/27/06

Fred Doolittle, MDRC Date

Susan Philipson Bloom 7/24/06

Susan Philipson Bloom, Bloom Associates Date

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Ann Killets, Chief Academic Officer Date

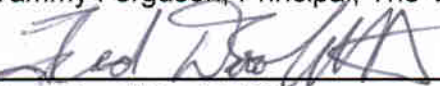
Signature of Legal Services Designee Date

Alison Adler, Chief of Safety and Learning Environment Date

JoAnne Beckner, Director of After School Programming Date

Thais Villaneuva, Principal, West Gate Elementary School Date

Tammy Ferguson, Principal, The Village Academy Elementary School Date



Fred Doolittle, MDRC 7/27/06
Date



Susan Philipson Bloom, Bloom Associates 7/25/06
Date

RESEARCH REQUIREMENTS**STUDENT RECRUITMENT FOR THE STUDY**

1. After-school program staff will attempt to re-enroll all of the 2nd, 3rd, and 4th grade students from the Year 1 research sample. This includes both children who were assigned to the treatment group and in the control group.
2. In a few cases, program staff may not wish to reenroll students with disruptive behavior, poor attendance, or who cannot be appropriately served with the enhanced curriculum. A list of such students will be provided to the study team, along with a rationale for excluding them.
3. Any student who has moved out of the District will be considered ineligible, however any children who return to the District over the summer can be reenrolled into the Year 2 study sample.
4. The program staff will enroll a new cohort of eligible 2nd graders for the study.
5. Additional eligible students in grades 3-5 may be recruited and enrolled into the Year 2 research sample.
6. The students in the study sample will be draw from students who are in need of academic intervention in reading or math and apply for and are admitted to the after-school program in the study after-school centers.
7. As part of the after-school program recruitment and application process, program staff will provide information on the study to parents/guardians using the project description and informed consent form developed by the study team.
8. After-school program staff will include the study application form and contact sheet in the application materials for the after-school program.
9. For each after-school center included in the study, the project can support approximately 10-13 students in each of grades two through five, for a total of approximately 40-52 children.
10. After-school program staff will work with the study team to identify a study sample of students that is approximately twice as large as can be served in the enhanced academic classrooms. Students in this study sample will meet the following requirements:
 - Students are academically eligible—i.e. their reading or math scores are below grade level, but not more than two years below and the school staff believes they will benefit from intervention using the new after school curricula.
 - Students are attending the after-school program in the fall of 2006
 - Parents/guardians have signed an informed consent form stating they understand the study procedures and agree for their child to

be part of the study and this form has been provided the study team;

- Parents/guardians have provided contact information to facilitate follow up data collection and this form has been provided the study team;
- Parents/guardians have completed the study application form and this form has been provided the study team; and
- New students who were not in the sample in 2005-2006 have completed the baseline achievement test(s) administered by the study team, as described in the Data Collection section of this Attachment.

11. The identification of this study sample will be completed no longer than two weeks following the September training.

CREATION OF A PROGRAM AND CONTROL GROUP THROUGH USE OF A LOTTERY

1. The study team will randomly assign students in the study sample to either the program group (which will receive instruction using the enhanced curriculum) or the control group (which will continue to receive the usual after-school program services) Random assignment is similar to a lottery or drawing where all students in the study sample have the same chance of being selected to receive the special instruction. Their chances will be the same whether or not they were in the treatment or the control group last year. All students will go through the lottery—including newly recruited 2nd graders and other students who did not participate last year in either the treatment or control group.
2. The study team will quickly conduct the lottery as soon as the study sample is identified. Only the study team will determine whether a student is assigned to the program group or to the control group.
3. The after-school program staff and study team will develop procedures to inform student and parents/guardians of the results of this lottery and the services to be offered each group of students.
4. Throughout school year 2006-2007, the after-school program staff will provide services to students based on the results of the study lottery,.
5. The program staff will do everything possible to ensure good attendance by students in the program group who are receiving the enhanced curriculum.
6. The program staff will avoid providing members of the control group the special instruction. In order to fill any vacancies that may exist during the year, only students who are not part of the study sample may be added to the classes using the new curriculum. The decision to add students will be discussed with the research team prior to enrolling new students.
7. The District agrees not to change the services to the control group without prior consultation with the research team.

DATA COLLECTION FOR THE STUDY

Data collection for the study will be conducted as outlined in the Data Collection Summary Chart on the following page. This chart lists the key data sources, the reason for collecting the data, the staff involved in collecting the data, and the timing of data collection.

Academic Instruction for After-School Programs Study: DATA COLLECTION SUMMARY CHART, YEAR TWO

Source	Objective of Data Collection	Nature of Data Collected	Staff Involved in Collecting Data	Timing Collected
Baseline study form	Characteristics of the students in the study sample	Basic background information on students and their family circumstances	After-school program staff include application in the materials used to recruit students for the program	Summer and prior to random assignment.
Baseline contact	Facilitate follow-up data collection (student and teacher survey, and achievement testing) if the study is not attending the after-school program in the spring of 2006.	Contact information such as listing of relatives who will know where the family lives, should they move. In addition, school district records on addresses and transfers across schools and districts.	Parent/guardian fills out short form as part of application. Study Data Collection Coordinator works with school district to update contact information for students not attending after-school program.	Initial contact collected (or re-application) in the fall of 2006.
Timing of student	Initial academic achievement of students new to the study sample	Approximately 60 minute group-administered test of reading or math achievement, using standardized test.	After-school Data Collection Coordinator will work with after-school program staff to conduct tests. Study team will collect and arrange for scoring of the tests.	Fall of 2006 and the after-school program prior to random assignment and sample.
Program data	Extent of participation in the overall after-school program and in the enhanced instruction using the new curriculum.	Daily attendance for each student in the study sample.	After-school program staff take attendance daily as part of the usual operations of the program. Data provided weekly to the District Coordinator.	Weekly throughout school year.
Staff and of after-school brief staff	Characteristics of the services received by the program and control groups and issues in implementing the curriculum.	Information on the local context, services offered in the after-school programs, implementation of the enhanced curriculum, implementation lessons.	After-school program staff will be interviewed and surveyed and activities will be observed by study team.	Multi-day field visit may be scheduled mutually convenient in early 2007
Survey	Student reactions to the academic support provided by the after-school program and information on other out-of-school academic support they may be receiving.	Information on how students in the program and control group experience the academic support after-school program (engaging, challenging, different from regular school) and on any other academic support they receive	After-school Data Collection Coordinator will work with program staff to administer the survey to students. Survey takes approximately 5 minutes to complete and will be read to groups of students during after-school time.	December of 2006 or spring of 2007
Control day teacher	Academic performance of students in the study	Teacher assessment of the academic performance of students	After-school Data Collection Coordinator will work with	Spring of 2007

Source	Objective of Data Collection	Nature of Data Collected	Staff Involved in Collecting Data	Timing Collected
	sample and any special academic support members of the study sample receive during the school day	and listing of any special, individualized support students received during the school day.	program and school staff to identify regular school day teachers, provide teachers the short survey (approximately 5 minutes), and collect the surveys.	
Achievement	Academic achievement of students in the study sample at the end of school year	Approximately 60 minute group-administered test of reading or math achievement, using standardized test, plus individually-administered reading tests (for reading sites only)	After-school Data Collection Coordinator will work with after-school program staff to conduct tests Study team will collect and arrange for scoring of the tests.	Spring of 2007
Academic records	Student academic performance	Grades, attendance, promotion/retention, district-administered test scores	Study team will work with local school district to receive student records in automated format, if possible	Fall of 2007, records available for school year 2006-2007

STUDY RESULTS

Study findings will be presented in written reports and briefings without identifying results for any individual school district or after-school program. Information on individual students or staff members will not be presented.

The study team will provide school districts and after-school programs participating in the study information on the results for their program in a confidential memo. It is likely that the sample size in any individual study site will not be large enough to produce statistically significant findings, but these confidential results can be used locally by program administrators.

**TASKS AND RESPONSIBILITIES:
FOR AFTER-SCHOOL READING or MATH COORDINATORS**

OVERALL:

- Serve as the primary point of contact between the District and the participating schools to ensure that all needed supports are being provided
- Work under the direction of Bloom Associates and the District's point person responsible for the Research Phase of the Academic Instruction for After-school Programs Study
- The After-School Reading or Math Coordinators will be identified as soon as possible after the Memorandum of Understanding is signed; all District Coordinators will be hired by August 1, 2006.

PLANNING AND START-UP TASKS:

The Coordinators will spend approximately 10 hours per week from August 1, 2006 until the start of the academic component of the after-school program on the planning and start-up tasks listed below.

1. If requested, work with the principal and after-school programs/centers to recruit and select after-school staff for academic instruction. Provide candidates with information about the curriculum and project expectations.
2. Work with the after-school programs to establish a schedule and hours for the academic component of the after-school program. (Instruction will be delivered [three or four] days/week, immediately after snacks.)
3. Help the after-school programs arrange for classroom space, equipment, computers, etc as required for high quality implementation.
4. Together with the study team, help staff at each center/school to develop strategies for recruiting and enrolling students to meet the research sample requirements.
5. Together with the study team, work with local staff to develop strategies to encourage and reward student attendance. Review attendance incentives program design and tailor it for use locally.

6. Work with the principal and after-school program staff to develop family information to advertise the availability of the program and obtain informed consent for participation in the research; to encourage regular attendance and to reinforce learning
7. Receive all curricula materials ordered from the curriculum developer.
8. If requested, help to order classroom supplies as needed.
9. Be sure the school arranges for substitutes while teachers are away at training.
10. Arrange travel with Bloom Associates and accompany teachers to training.
11. Work with the school to notify students, parents, and staff regarding which students will receive the enhanced academic curriculum and which will receive regular after-school services.

ON-GOING TASKS:

During the school year, spend at least two days on-site at each of the schools during the after-school hours to accomplish the following tasks:

1. Help after-school program staff establish and maintain a positive learning environment.
2. Distribute all curricula materials and supplies to the classrooms; and replenish them, as needed, during the school year.
3. Maintain a master set of all curriculum materials.
4. For Reading Sites Only: Assume responsibility for the curriculum-related testing component. (This refers to the Word Meaning and Word ID Tests used for initial diagnostics and to form classroom groupings.) If needed, help after-school program staff administer and/or score these reading tests which are provided by the developer as part of the curriculum.
5. Use attendance information to monitor which students are participating and refine supports/sanctions to encourage good attendance
6. Monitor program operations to be sure that students in the program group are not attending the recreational portions of the after-school program unless they attend the academic classes. Also monitor to be sure that control youth are not attending the enhanced academic classes.

7. Observe classrooms at least two days per week at each school as follows:
 - Visit classrooms for the full period on a pre-scheduled basis.
 - Conduct one full-class observation each week at each after-school center. This will result in seeing every teacher once per month.
 - Visit all classrooms on an informal and unannounced basis each week.
8. Schedule time after class or on the day following scheduled observations to provide constructive feedback to instructors.
9. Serve as a coach for teachers in the after-school centers to reinforce training and problem solve.
10. Teach model lessons in teachers' classrooms, if needed or requested.
11. Serve as a monitor to ensure that the curriculum is being faithfully and fully implemented
 - This will involve completing observation forms prepared by Bloom Associates and the developers
 - Identify any staff members who are not effectively implementing the curriculum and determine whether additional training and support is needed, or if a replacement should be hired
12. Provide orientation and training to new staff, in case of turnover.
13. Hold regularly-scheduled meetings of the after-school teachers for the purpose of peer support and additional training. Plan agendas, prepare minutes of the meeting, and submit them to Bloom Associates. Initially meetings will be held weekly; after one month meetings can be held every-other-week, if preferred.
14. Prepare for and participate in technical assistance phone calls with Bloom Associates and (occasionally) the curriculum developers (approximately 1/week for the first month; every-other-week thereafter).
15. Prepare for and participate in site visits with Bloom Associates, the developers and the study field research team.
16. Prepare for and attend Mid-Year Meeting for all sites. Arrange for attendance by any new staff hired after the September training conferences.
17. At the end of the program, collect curriculum materials and surplus supplies for future use

REPORTING REQUIREMENTS:

The After School Reading or Math Coordinators will be responsible for obtaining the operational data required for the project. They will coordinate with the Data Collection Coordinator (DCC) to provide the research data needed, as well.

Specific data reporting responsibilities include:

1. The DCC will complete regular reports that document participation (attendance) for members of the program and control group.
 - The DCC will submit attendance reports to the study team every week, based on an approved system of daily attendance monitoring.
 - The DCC will submit tracking postcards that document students who leave the program and any known information about a new residence or school.
 - The Reading or Math Coordinators will submit Student Tracking Forms that describe reasons why students have stopped attending and attempts to "recapture" them.
2. Submit classroom observations for the purpose of continuous improvement efforts. Checklists and rating scales will be developed and provided by the study team to assist in the collection of these observations. Three fully-completed observations will be submitted on an agreed-upon schedule for each teacher throughout the year.
3. Provide information to the study team regarding the success and challenges of the continued implementation of the Harcourt or SFA curricula from a local perspective, in the form of individual discussions, feedback forms, etc.
4. Prepare recommendations for curriculum revisions, staff training, and program modifications
5. The Coordinator will be responsible for insuring that the teachers keep careful documentation of student progress, as specified in the curriculum. This will be explained fully in the August 2006, September 2006 and January 2007 training sessions.

QUALIFICATIONS:

Critical skills needed for the position include: experience with elementary grade reading or math instruction; experience serving as a coach or facilitator; strong organizational skills and careful attention to detail; familiarity with the school district policies, personnel, and population served.

**TASKS AND RESPONSIBILITIES
FOR DATA COLLECTION COORDINATOR**

Survey Research Management
4909 Nautilus Court North Suite 220
Boulder, Colorado 80301
303-998-0376

The Data Collection Coordinator will serve as the primary on-site person responsible for research data collection between August 2006 and October 2007. The Coordinator will work under the direction and supervision of Survey Research Management who is responsible for the Data Collection Phase of the After-School Programs Study. He/she will work closely with the Point Person and District Coordinator who are responsible for the successful implementation of the enhanced curriculum at the study centers.

PLANNING AND ON-GOING TASKS:

1. Survey Research Management will work with each Point Person to determine if the Data Collection Coordinator from year 1 will be hired again for year 2 of the study. It is expected that most Coordinators will return to work for the project and will be hired by Survey Research Management by August 1, 2006.
2. Survey Research Management will work together with the study team to establish a baseline and follow-up testing and survey schedule and work with all appropriate program staff to coordinate the effort.
3. Coordinators will participate in a training session conducted by Survey Research Management (SRM).
4. The Coordinator will work at one after-school program center with approximately 84 students in grades 2-5.
5. Together with SRM staff, the Data Collection Coordinator will work with the Point Person and District Coordinator and local staff to:
 - collect and process all program applications, contact information, and consent forms.
 - collect current attendance records.
 - organize and collect student tests and surveys and teacher surveys.
 - locate students who have left the program and whose address is no longer known by the school district.
 - collect student records.

6. The Data Collection Coordinator will receive and distribute all survey and testing materials and purchase locally supplied items, as needed. These locally supplied incidental items (for example, pencils, envelopes, student snacks,) to be paid for by Survey Research Management. In addition, the Coordinator may be involved in scoring some of the completed tests and/or surveys. They will take responsibility for processing and shipping completed tests and surveys to SRM.
7. The Data Collection Coordinator will be required to participate in weekly calls with SRM staff.
8. In accepting the position the Coordinator will commit to working the following number of hours per week:
 - September-- 20 hours per week organizing and collecting baseline student tests for students who were not part of the research sample in year 1 and student program application forms, contact information and consent forms for all students in the year 2 research sample, and processing student random assignment. There will be no baseline testing in the Fall of students who return and were already in the research sample.
 - December—2 weeks, 20 hours per week organizing and administering approximately 84 student surveys.
 - April/June—10 hours per week organizing and administering follow-up student tests and surveys (approx 84 students) and teacher surveys (approx. 24 teachers).
 - October-May 2006—4 hours per week collecting program attendance records and locating students who move
 - September/October they will work a total of 10 hours with the schools to obtain student records and ship them to Survey Research Management.

SKILLS REQUIRED:

1. Critical skills necessary for the position include strong organizational skills, proven record following direction with good comprehension, attention to detail, conscientious, strong problem solving skills, ability to work independently, good people skills, dependable, bi-lingual--Spanish speaking may be desirable in some locations,
2. Experience working in a school environmental is desirable.
3. Experience administering standardized achievement tests is desirable.

COMPENSATION

Data Collection Coordinators will be paid on an hourly basis at a rate to be determined.