



U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003
Exp. 02/28/2011

Check only one box per Program Office instructions.

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: U083A090048
(Block 5 of the Grant Award Notification - 11 characters.)
2. Grantee NCES ID#: 2102990
(See instructions. Up to 12 characters.)
- 3 Project Title: Promoting Readiness in Science and Math (PRISM)
(Enter the same title as on the approved application.)
4. Grantee Name *(Block 1 of the Grant Award Notification.)* Jefferson County Public Schools
5. Grantee Address *(See instructions.)* Ahrens Educational Resource Center, 546 South First Street, Louisville, KY 40202
6. Project Director *(See instructions.)* Name: Linda K. Witt Title: Director, Louisville Education Employment Partnership (LEEP)
 Ph #: (502) 485-3787 - Ext: () Fax #: (502) 485 - 3811
 Email Address: linda.witt@jefferson.kyschools.us

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 10/01/2009 To: 9/30/2010 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	\$116,870.70	
b. Current Budget Period	\$32,048.39	
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 10 To: 06/30 / 2011
 Approving Federal agency: ED Other *(Please specify):* _____
 Type of Rate *(For Final Performance Reports Only)*: Provisional Final Other *(Please specify):* _____
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification *(See instructions.)*

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? 12/01/2011

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Linda K. Witt

Title: Director, LEEP

Name of Authorized Representative:

Date: / /

Signature: _____



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): U083A090048

(See Instructions)

Promoting Readiness in Science and Math (PRISM) is a program provided to 7th and 8th grade students attending Frederick Law Olmsted Academy South, Jefferson County Public School's only all girls' school. Olmsted South was reconfigured as an all girls' school in 2007-2008. Olmsted South has an enrollment of 777 students which includes a student body of 64% minorities. 89.1% of Olmsted South students qualify for free or reduced lunch. State testing scores for 2009 for the entire school showed that 47% of students were proficient in math and 48% were proficient in science. The overarching goals of PRISM are: (a) to improve proficiency in math and science scores for the 7th and 8th grade students through the utilization of state of the art instructional technology devices and improved instruction, and (b) to identify a minimum of 70 7th and 8th grade at-risk girls (i.e. low attendance, below proficiency in math or science) with interests in STEM content areas and provide them with increased awareness and knowledge of non-traditional career options in math, science, engineering, and technology where women and minorities are underrepresented. Applications to STEM-related high school magnets are expected to increase by 5% each year as a result of targeted activities with the 70 PRISM students (Measure 2a.). With the exception of Measure 2a., all measures for PRISM reflect school-wide performance of the 7th and 8th grade students at Olmsted South. Measure 2a. reflects performance of the targeted 70 (minimum) high risk population who will be referred to as the PRISM LEEP students. The Louisville Education Employment Partnership (LEEP) supports this initiative by providing a model that promotes academic success, school connectedness, and career awareness via mentors, shared peer experiences, and real-world opportunities. A primary goal of the Partnership is dropout prevention. Evaluation is focused on how the Partnership has affected students' academic performance, attendance, graduation, transition to employment, postsecondary education/training, or the military. Continuous monitoring of participants' grades and attendance provides benchmarks in determining student progress. Annual assessments determine whether the Partnership has met its goals for students who otherwise might not have graduated from high school.

This report provides an update for all 2009-2010 academic data which were not available until October 2010. 2009-2010 was selected as the baseline year since grant funding was not received until October which delayed hiring of the Coordinator and technology purchases. Measures 1a. (GPRA 1) and 1b. (GPRA 3) measure the number of proficient students in math and science. Measures 1c. (GPRA 5a) and 1d. (GPRA 5b) test for a statistically significant improvement for PRISM students in math and science when compared to a control group. Kentucky requires students to be tested statewide using the KCCT in science in grades 4, 7, and 11. The outcomes are used to determine whether schools are meeting their state academic goals. Because using 4th grade KCCT scores as the science baseline would introduce too much of a time gap between pre and post-test measurements, outcomes from the district's benchmark assessment for science provide the pre-test data. This assessment, known as CASCADE, has been found to be highly correlated with KCCT scores. CASCADE provides cumulative performance assessments for students in the form of performance categories (i.e., novice, apprentice, proficient, and distinguished) and scale scores, designed to be aligned with the KCCT. CASCADE data is housed on a secure district server, accessed using a web-based tool, and maintained by the JCPS Accountability, Research, and Planning Department. CASCADE science items were developed by science specialists to help the district assess progress toward learning state core content. Recent analyses showed a strong correlation of $r(6013) = .63, p \leq .01$ between the cumulative 2009-2010 6th Grade CASCADE science assessment (pre-test for PRISM science) and 2007-2008 4th grade KCCT science results for the same group of students. Reliability analysis of the 90 item 6th grade CASCADE science assessment shows a point-biserial correlation (measure of quality) of .325 and a p-value (measure of difficulty) of .65. Cronbach's alpha was .92. Both the final administration of CASCADE and the KCCT are given in the late spring.

Kentucky requires students to be tested statewide using the KCCT in math in grades 2 – 8 and 11. Therefore, recent KCCT data are available to serve as a baseline measure of math proficiency for 7th and 8th grade girls. As stated in the paragraph above, 443 girls in the 7th grade (N=255) and 8th grade (N=188) are served by the grant. The data indicate that 38.8% of the girls scored proficient or higher (i.e., 130 scored proficient and 42 scored distinguished) on the KCCT in math. KCCT data are provided to the district through the state’s accountability office.

Kentucky requires students to be tested statewide using the KCCT in science in grades 4, 7, and 11. The outcomes are used to determine whether schools are meeting their state academic goals. Because using 4th grade KCCT scores as the science baseline would introduce too much of a time gap between pre and post-test measurements, outcomes from the district’s benchmark assessment for science provide the pre-test data. This assessment, known as CASCADE, has been found to be highly correlated with KCCT scores. CASCADE provides cumulative performance assessments for students in the form of performance categories (i.e., novice, apprentice, proficient, and distinguished) and scale scores, designed to be aligned with the KCCT. CASCADE data is housed on a secure district server, accessed using a web-based tool, and maintained by the JCPS Accountability, Research, and Planning Department. Both the final administration of CASCADE and the KCCT are given in the late spring. Baseline data is taken from the 2008-2009 5th grade CASCADE cumulative science assessment data for the girls who are students in the 7th grade at Olmsted South during the 2009-2010 school year. Both 7th and 8th grade girls are served by the grant. The data indicate that 48.1% of last year’s 6th grade students (i.e., this year’s 7th grade students) were proficient or higher in science.

Comparison group pre-test data was collected for performance measures 1c and 1d (GPRA 5). For both science and math, students were matched on grade, performance level, ethnicity, and a socioeconomic status proxy (Free/Reduced or Paid lunch status). There are 270 7th grade students in the comparison group for science. CASCADE cumulative assessment data for science was used as described for Measure 1a. The math comparison group includes 227 current 7th grade students and 170 current 8th students. The Wilcoxon ranked sign analysis showed a significant advantage for WEEA math students ($p \leq .000$) but no significant difference for science students.

This report also provides available baseline data on school-wide 7th and 8th grade student ratings of school climate (Measure 1e.) and educational quality (Measure 1f.), and the number of 8th grade PRISM students applying to STEM-related career magnet high school programs (Measure 2a). This year 67.56% of 7th and 8th grade students agreed with the statement “My school provides a caring environment for students” (Measure 1e.) and 81.46% of students agreed with the statement “Teachers at my school provide effective teaching” (Measure 1f.). 21.21% of 8th grade PRISM students applied to STEM-career related high school magnets (Measure 2a.).

Progress to date on program strategies is also provided. This year, 75 PRISM students were recruited. The PRISM girls participated in two STEM-related field trips and attended three presentations delivered by professionals from STEM career areas. So far, 65 potential mentors have been identified for the 2010-2011 school year. Teachers have completed 9 hours of professional development (PD) on purchased technologies. Another 9 hours of PD focused on integrating technology into instruction will be completed this summer. Examples of technology addressed in the first set of PDs include classroom performance system clickers, flip video cameras, Wiki spaces (on-line posting of student work), Mobi (wireless tablets) devices, and ProScopes. Other accomplishments this year include establishment of an Advisory Board primarily composed of community partners who provide external support and guidance. The Advisory Board meets bi-monthly. The primary purpose of the Advisory Board is to provide an external oversight mechanism to PRISM that monitors progress towards critical goals, offer suggestions/resources for program improvements, and provide opportunities for community engagement. An Implementation Committee, primarily composed of internal stakeholders, was formed to monitor program implementation, execution of planned strategies, and identify and access needed to internal resources that will ensure that teachers and students receive the necessary tools and instruction to reach the program’s goals. The Implementation Committee meets bi-monthly. Both the Advisory Board and Implementation Committee will serve key roles in disseminating the information on program operations and outcomes.

All baseline data have been reviewed by the Project Director, Coordinator, and Evaluator. The Project Director and Coordinator will use the baseline data to assist with planning for next year. The Evaluator will use the data to identify any additional data collection needs. For instance, a project measure (Measure 2b.) will be added next year to provide pre and post qualitative data from the PRISM students on the PRISM program, knowledge of STEM career choices and likelihood of pursuing a STEM career.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): __U083A050014__

SECTION Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

Objective 1: To support learning and increase students' academic performance through increased availability of classroom technology, the integration of technology directly into the teaching of math and science, and increased use of on-line instructional resources.

1.a. Performance Measure	Measure Type	Quantitative Data					
<p>The percentage of female students served by the WEEA program who achieve proficiency on state math assessments (GPRA 1).</p> <p><i>The Program Officer agreed to let 2009/2010 data serve as the baseline. The scores presented under "Actual Performance Data" represent Year 1 baseline data.</i></p>	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						172/443	38.8

1.b. Performance Measure	Measure Type	Quantitative Data					
<p>The percentage of female students served by the WEEA program who achieve proficiency on state science assessments (GPRA 3).</p> <p><i>The Program Officer agreed to let 2009/2010 data serve as the baseline. The scores presented under "Actual Performance Data" represent Year 1 baseline data.</i></p>	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						139/289	48.1

1.c. Performance Measure	Measure Type	Quantitative Data					
<p>The percentage of WEEA projects whose female students demonstrated a statistically significant higher mean increase in math achievement compared to the mean increase of a comparison group, based on pre- and posttest data (GPRA 5a).</p>	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						/	

I.d. Performance Measure	Measure Type	Quantitative Data					
The percentage of WEEA projects whose female students demonstrated a statistically significant higher mean increase in science achievement compared to the mean increase of a comparison group, based on pre- and posttest data (GPRA 5b).	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
							/

I.e. Performance Measure	Measure Type	Quantitative Data					
Implementation of PRISM will lead to improvements in student ratings of school climate each year on the District's Comprehensive Survey. The Program Officer agreed to let 2009/2010 data serve as the baseline. The scores presented under "Actual Performance Data" represent Year 1 baseline data.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		>67.56		277 /410

I.f. Performance Measure	Measure Type	Quantitative Data					
Implementation of PRISM will lead to improvements in student ratings of educational quality each year on the District's Comprehensive Survey. The Program Officer agreed to let 2009/2010 data serve as the baseline. The scores presented under "Actual Performance Data" represent Year 1 baseline data.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		>81.46		334 /410

Explanation of Progress (Include Qualitative Data and Data Collection Information)

PERFORMANCE MEASURES: A change in the program's time line was requested and approved because the grant money was awarded in October 2009, which delayed the hiring date of the Program Coordinator and the purchase of equipment. This delay minimized any expected impact of the program for the 2009-2010 school year. Thus, math and science scores reported serve as the baseline for 2010-2011 KCCT measures. Measures 1a. (GPRA 1) and 1b. (GPRA 3) address the number of proficient students in math and science at Olmsted South. The goals for measures 1c. (GPRA 5a) and 1d. (GPRA 5b) are to find a statistically significant different improvement between Olmsted student improvements in math and science when compared to a control group. The goals for measures 1e. (Project Measure) and 1f. (Project Measure) are to increase student ratings of school climate and educational quality each year as measured by the district's annual Comprehensive Survey which is administered at all schools. Only middle school girls participate in this WEEA program. The WEEA program which serves 7th and 8th grade girls school-wide is known as Project Readiness in Science and Math (PRISM). A subset of this group participates in the Louisville Education and Employment Partnership (LEEP) component of PRISM which is designed to increase STEM career-interest and likelihood of attending a STEM career-related high school magnet program. Data for the LEEP girls is reported under Measure 2.a.

PRELIMINARY FINDINGS:

Kentucky requires students to be tested statewide using the KCCT in math in grades 2 – 8 and 11. Therefore, recent KCCT data are available to serve as a baseline measure of math proficiency for 7th and 8th grade girls. The KCCT math scores of girls enrolled at Olmsted South during the 2010-2011 school year will be compared to their 6th and 7th grade 2009-2010 KCCT math scores to measure growth. As stated in the paragraph above, 443 girls in the 7th grade (N=255) and 8th grade (N=188) are served by the grant. The baseline data indicate that 38.8% of the girls scored proficient or higher (i.e., 130 scored proficient and 42 scored distinguished) on the KCCT in math. KCCT data are provided to the district through the state’s accountability office. The number of students who scored at each level, as per data provided by the Jefferson County Public School District Accountability Department, is provided in the table below:

#Served	#Tested	Grade	#Novice	#Apprentice	#Proficient	#Distinguished
255	255	7	65	85	74	31
188	188	8	50	71	56	11

Kentucky requires students to be tested statewide using the KCCT in science in grades 4, 7, and 11. The outcomes are used to determine whether schools are meeting their state academic goals. Because using 4th grade KCCT scores as the science baseline would introduce too much of a time gap between pre and post-test measurements, outcomes from the district’s benchmark assessment for science provide the pre-test data. This assessment, known as CASCADE, has been found to be highly correlated with KCCT scores. CASCADE provides cumulative performance assessments for students in the form of performance categories (i.e., novice, apprentice, proficient, and distinguished) and scale scores, designed to be aligned with the KCCT. CASCADE science items were developed by science specialists to help the district assess progress toward learning state core content. Recent analyses showed a strong correlation of $r(6013) = .63, p \leq .01$ between the cumulative 2009-2010 6th Grade CASCADE science assessment (pre-test for PRISM science) and 2007-2008 4th grade KCCT science results for the same group of students. Reliability analysis of the 90 item 6th grade CASCADE science assessment shows a point-biserial correlation (measure of quality) of .325 and a p-value (measure of difficulty) of .65. Cronbach’s alpha was .92. CASCADE data is housed on a secure district server, accessed using a web-based tool, and maintained by the JCPS Accountability, Research, and Planning Department. Both the final administration of CASCADE and the KCCT are given in the late spring. Baseline data is taken from the 2009-2010 6th grade CASCADE cumulative science assessment data (N=289) for the girls who are students in the 7th grade at Olmsted South this school year (2010-2011). Both 7th grade girls (289 have baseline CASCADE data) and 8th grade girls (179 have baseline CASCADE data) are served by the grant. However, only the seventh grade girls are required to take the state assessment and that is why the reported denominator is 289 instead of 468. The baseline data indicate that 48.1% of last year’s 6th grade students (i.e., this year’s 7th grade students) were proficient or higher in science (i.e., 84 girls scored proficient and 55 girls scored distinguished). The number of students who scored at each level, as per data provided by the Jefferson County Public School District Accountability Department, is provided in the table below:

#Served	#Tested	Grade	#Novice	#Apprentice	#Proficient	#Distinguished
468	289	7	25	125	84	55

Comparison group pre-test data was collected for performance measures 1c and 1d (GPRA 5). For both science and math, students were matched on grade, performance level, ethnicity, and a socioeconomic status proxy (Free/Reduced or Paid lunch status). There were 270 7th grade students in the comparison group for science. CASCADE cumulative assessment data for science was used as described for Measure 1a. The math comparison

group included 227 current 7th grade students and 170 current 8th students. The Wilcoxon ranked sign analysis showed a significant advantage for WEEA math students ($p \leq .000$) but no significant difference for science students.

CASCADE cumulative assessment data for science was used as described above for Measure 1a. Pre-test and post-test data for the comparison group were available because CASCADE and KCCT are assessments that are given to all eligible students in JCPS. CASCADE is administered at six week intervals with each student receiving a cumulative score in the content area each spring. KCCT is administered in the spring of each year. Both CASCADE and KCCT data are available from the district's accountability department. KCCT data are provided to the Accountability Department from the State. CASCADE is a district-wide assessment designed predictive of performance on the KCCT and only available within JCPS. CASCADE science items were developed by science specialists to help the district assess progress toward learning state core content. Recent analyses showed a strong correlation of $r(6013) = .63$, $p \leq .01$ between the cumulative 2009-2010 6th Grade CASCADE science assessment (pre-test for PRISM science) and 2007-2008 4th grade KCCT science results for the same group of students. Reliability analysis of the 90 item 6th grade CASCADE science assessment shows a point-biserial correlation (measure of quality) of .325 and a p-value (measure of difficulty) of .65. Cronbach's alpha was .92.

The number of control and PRISM students by subject, grade, and assessment is provided in the table below:

Group	#Served	#Pre-Tested	#Post-Tested	#Grade7	#Grade 8	Pre-Test Assessment	Post-Test Assessment
Math Control	NA*	397	397	227	170	KCCT	KCCT
Math PRISM	443	424	424	239	185	KCCT	KCCT
Science Control	NA*	270	270	270	NA**	CASCADE	KCCT
Science PRISM	468	252	252	252	NA**	CASCADE	KCCT

*Control students, by their very nature, were not served by the WEEA grant. **The state does not require 8th grade testing in science.

Did the female WEEA project students demonstrate a statistically significant higher mean increase in mathematics achievement compared to the mean increase of the comparison group, based on pre- and posttest data? Yes.

<u>Requested Information- Mathematics</u>	<u>Response</u>
# females in WEEA group with both pretest and posttest mathematics scores used in the analysis	424
# in comparison group with both pretest and posttest mathematics scores used in the analysis	397
p-value from the statistical test (<i>mathematics</i>)	0.00
Statistical calculation (<i>mathematics</i>)	Wilcoxon

Did the female WEEA project students demonstrate a statistically significant higher mean increase in science achievement compared to the mean increase of the comparison group, based on pre- and posttest data? No.

<u>Requested Information - Science</u>	<u>Response</u>
# females in WEEA group with both pretest and posttest science scores used in the analysis	252
# in comparison group with both pretest and posttest science scores used in the analysis	270
p-value from the statistical test (<i>science</i>)	.7077
Statistical calculation (<i>science</i>)	Wilcoxon

Baseline data for performance measure 1e. was drawn from the following item on the Comprehensive Survey: “My school provides a caring environment for students”. In the spring of 2010, 67.56% of 7th and 8th grade students at Olmsted South agreed with the statement addressing school climate. The item selected to represent educational quality for performance measure 1f. was “Teachers at my school provide effective teaching”. The ratios for the targeted values for measures 1e. and 1f. can’t be specified because the denominator (number of students for next year) is unknown.

PROGRESS TOWARD GOALS: Student access to technology in math and science classrooms will be substantially enhanced next year with the purchase of the technologies listed in Appendix A such as document scanners, flip cameras, proscopes, graphing calculators, laptop carts, and Ipod Touch units.

Twenty-three teachers have received 6 hours of professional development during the 2009-2010 school year on classroom performance system clickers, flip video cameras, Wiki spaces (on-line posting of student work), and 15 teachers received 6 hours of PD on Mobi (wireless tablets) devices, and digital citizenship (best practices in using technology, web safety). Approximately 15 teachers will attend the district's summer "Technoversity" which provides professional development focused on the integration of technology into classroom instruction.

In the period between the time that the grant was written and awarded, Olmsted South purchased licenses for *Study Island*. Because grant money cannot be spent on licenses that have already been purchased by the school and because we now know that *Study Island* is more appropriate for remedial instruction than moving students to proficiency or above, a different software package(s) aimed at developing proficiency in math and science will be researched and purchased.

The project measures 1.e. and 1.f. were modified to clarify that the targeted population is the 7th and 8th grade Olmsted South students. All data under this objective has been reviewed by the Project Director, Coordinator, and Evaluator. District math and science specialists are working with the Project Director and Coordinator to plan content-related professional development for Olmsted South teachers next year. This planning has incorporated an assessment of student data by the school principal and specialists to identify specific learning needs. Teachers will continue to receive professional development on the purchased technology.

UNOBTAINED OBJECTIVES:

EXPLANATION:

CORRECTIVE ACTIONS:

DATA UTILIZATION: PRISM stakeholders attended Advisory Board meetings led by the Project Director, Coordinator, and Evaluator during the course of the year. These meetings focused on performance measures and, progress towards critical objectives. Each meeting was organized by program objective, progress to date, evaluation data, challenges, and steps for improvement. Stakeholders participated in meetings to review details related to the above baseline data to ensure that all performance objectives are fully met.



**U.S. Department of Education
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Project Status Chart**

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): ___ U083A050014 ___

SECTION Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective Check if this is a status update for the previous budget period.

Objective 2: Provide career guidance and activities which promote student learning and girl's awareness of and interest in STEM careers where women have been underrepresented.

2.a. Performance Measure	Measure Type	Quantitative Data					
<p>The number of 8th grade LEEP participants applying to STEM-related career magnet high school programs will increase by 5% each year. The Program Officer agreed to let 2009/2010 data serve as the baseline. The scores presented under "Actual Performance Data" represent Year 1 baseline data.</p>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	22.27%		7/33	21.21%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

PERFORMANCE MEASURES: Seventy-five Olmsted South students (i.e., 37 7th grade and 38 8th grade) were identified to participate in the LEEP portion of PRISM. Girls at-risk in terms of attendance issues and below proficiency scores in science and math were identified. Using this group, 7th and 8th grade PRISM participants were selected based on a girl's indication of interest in at least one STEM-related content area on her Individual Learning Plan. It is expected that the majority of rising 7th grade PRISM students will return to Olmsted South next year while new 7th grade students will have to be selected.

PRELIMINARY FINDINGS: Measure 2.a concerns the number of 8th grade PRISM LEEP participants that apply to STEM-related career magnet programs. During the baseline year, 21.21% of students applied to attend high school at either a medicine, health, and environment magnet; a business and information technology magnet; an engineering magnet; or the district medical magnet. The denominator in the ratio is 33 instead of 38 because two students moved and selections were not available for three students. Since it is not possible to know for certain the number of 8th grade PRISM LEEP students for next year, a ratio for the target value is not possible to specify. The goal is to increase applications by 5% each year; thus, the targeted outcome for 2010-2011 will be an application rate to STEM-related magnet high schools of at least 22.27% for 8th grade PRISM LEEP students.

PROGRESS TOWARD GOALS: Career pathways guidance for LEEP participants through use of the Career Cruising Guidance System and individual reviews were provided by the Coordinator to 62 7th and 8th grade students. Four additional career guidance sessions on topics ranging from high school choices to STEM careers were attended by a total of 306 girls.

The PRISM girls went on two STEM-related field trips this spring. Sixty-five girls went to a college awareness seminar sponsored by the University of Louisville. This trip was in collaboration with the University of Louisville School of Education. Students were paired with college students to discuss college life, responsibilities, study habits, ACT completion, financial aid, and career awareness. Seventy-three girls participated in a simulation that required them to choose a career and budget and manage their monthly salary. Speakers included a chemist who set up a lab and performed several science experiments. He also discussed best practices in school and referred to the book “Seven Habits of a Highly Successful Teen” while discussing self-esteem and motivation. A biologist from the STEM coalition who specializes in bacterial studies visited the school and discussed her journey through education and how she decided to become a biologist. She discussed college requirements, salary, travel, and job responsibilities/experiences. A speaker from the Corps of Engineers described projects that have been completed by the Corp of Engineers. She also discussed college awareness, job duties and bringing in female mentors to help with the program. In all, 210 PRISM students attended the speaker presentations.

Mentor recruiting has resulted in commitments from individuals and organizations to provide 65 mentors for the next school year. Recruiting will continue throughout the summer with the goal of having 70 mentors trained in early fall 2010. In lieu of having less than 70 mentors, PRISM participants will meet with mentors in small groups.

In 2010-2011, LEEP participants will have access to expanded on-line learning opportunities through JCPS online and JCPS eSchool. For instance students will be encouraged to enroll in General Education 100 which is a college orientation class that provides 1 hour of college credit through Jefferson Community and Technical College. A community will be developed on JCPS online to host virtual mentoring sessions. Additionally, the Coordinator is working with an Advisory Board member to provide virtual opportunities for the LEEP students to connect with other students in Africa. Enrollment options into high school courses will continue to be explored. This year’s data has been reviewed the Project Director, Coordinator and the Evaluator to strengthen next year’s implementation. Next year, the Coordinator will conduct at least one informational session with PRISM parents to explain STEM career path high school magnet choices, as well as making sure students are well-informed. This should result in an increased application rate. The Coordinator will plan STEM-related field trips this summer and arrange for additional speakers. A project measure (Measure 2b.) will be added next year to provide pre and post qualitative data from the PRISM students on the PRISM program, knowledge of STEM career choices and likelihood of pursuing a STEM career.

UNOBTAINED OBJECTIVES: N.A.

EXPLANATION: N.A.

CORRECTIVE ACTIONS: N.A.

DATA UTILIZATION: The STEM magnet application data was shared with the Program Manager, Coordinator, School Principal, and School Counselors – as well as the PRISM Advisory Board. The PRISM Coordinator used this data to develop parent high school application workshops that highlighted JCPS high school programs focused on STEM content and career preparation.



**U.S. Department of Education
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Project Status Chart**

OMB No. 1894-0003
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PR/Award # (11 characters): _U083A050014_

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Explanation of unused funds for Project PRISM:

The amount requested in the budget for the coordinators annual salary was:\$59,437

The amount requested in the budget for Federal fringes was: \$18,709

For a total of: \$78,146

The coordinator who was hired was already employed by the district.

Therefore, this was a promotion with a maximum of a 5% increase in salary.

The actual Annual Salary: \$41,176

Federal Fringes: 13,572

Total: \$54,748

The difference from the requested is: \$23,398

At this time we anticipate about \$23,398 in carry over funds.

Our plans for the carry over funds would be to develop a monthly PD training for teachers in science and math. Subs would be required in order to implement training.

Due to a \$50,165 decrease in the award for year 2, the carry over amount will help us maintain programs and add sub pay so teachers can attend monthly PD training in Math, Science and Technology.

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

There are no changes to be made to grant's activities for the next budget period at this time.

APPENDIX A – 2009-2010 TECHNOLOGY PURCHASE LISTING

Date	Item Purchased	Vendor	Amt.
11/20/2010	TI-73 Explorer Graphing Calculators (25)	Scantex Business Sys.	\$ 1,442.25
11/20/2010	TI-84 Plus Graphing Calculators (25)	Scantex Business Sys.	\$ 2,381.50
11/23/2010	3 Carts, Computer Laptop Storage w/ electric chging. capabilities for 24 units (3)	Hurst Office Suppliers	\$ 5,372.34
11/24/2010	Microsoft Office Pro. Plus License (69)	Dell Computer Corp.	\$ 3,336.84
12/10/2010	Computer HP6730B, Intel Core2Duo P8600, 15.4" WXGA, 2 GB, 160 GB HD, Bluetooth, DVDRW Lightscribe, 56 K (66)	Pomeroy IT Solutions	\$47,190.00
12/15/2010	Pure Flip Video Ultra HD 8 GB Hard Drive (3)	VSA/Dampier	\$ 490.62
1/7/2010	Access Point, Wireless A/B/G - Nortel NT5S40CEE6	Pomeroy IT Solutions	\$ 255.30
1/27/2010	Classroom performance response systems (24 resp. pads 1 RF unit)	eInstruction	\$ 1,696.00
2/5/2010	4 Apple iPod Touch (8 GB)	Apple Computer	\$ 796.00
4/7/2010	Digital Balance- Portable RS232, USB connectivity, 0.1 G readability	Sargent Welch	\$ 119.28
4/7/2010	Proscope HR2 CSI Science Level 1 kit with HR2 Base, 2 lenses, software, carrying case (1)	ME Taylor Engineering	\$ 442.00
4/22/2010	Proscope HR2 CSI Science Level 1 kit with HR2 Base, 2 lenses, software, carrying case (1)	ME Taylor Engineering	\$ 442.00
4/28/2010	SMART Tech.-Smart Document Camera (4)	Creative Image Tech.	\$ 3,139.76
Subtotal			\$67,103.89

These items are primarily for Melita Parham, Program Coordinator

11/20/2010	Computer expansion base, monitor, keyboard, mouse; HP2730P Computer Tablets, HP2730P, Core2Duo SU9400, 1 GB memory,	Pomeroy IT Solutions	\$ 389.00
11/24/2010	120 GB HD 12.1" WXGA display (2)	Pomeroy IT Solutions	\$ 2,398.00
12/7/2010	HP Basic Carrying Case (2)	Pomeroy IT Solutions	\$ 26.00
11/24/2010	Intel Core2Duo E8400 2 GB, 160GB HD Computer with supermulti-lightscribe, Keyboard, Mouse, WIN XP	Pomeroy IT Solutions	\$ 537.00
11/24/2010	2 GB Memory upgrade for HP DC 6000 for 4 GB total	Pomeroy IT Solutions	\$ 43.55
11/24/2010	19" LCD Monitor LE1901	Pomeroy IT Solutions	\$ 140.00
11/24/2010	P2055DN Printer, Laser Hewlett Packard, network cable, monochrome (4)	Sarcom	\$ 1,499.96
Subtotal			\$ 5,033.51

Total \$72,137.40

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