



**OAKLAND NATIVES GIVE BACK FUND INC.**

**Application for New Grants Under  
The Education Innovation and Research**

**CFDA 84.411 C**

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## A. Significance

### A.1. Introduction

Oakland Natives Give Back, Inc. is applying for an Early Phase Innovation and Research grant in partnership with the California's Superintendent of Public Instruction's STEM Discovery Program, Oakland Unified School District, Lighthouse Community Public Schools, San Mateo County Office of Education, Cal State East Bay (a Minority-Serving Institution), College of Alameda (a Minority-Serving Institution), East Oakland Youth Development Center, and RepresentEd. This request for support covers *Absolute Priority 1 (Demonstrates a Rationale)* and *Absolute Priority 3 (Field-Initiated Innovations—Promoting Equity in Student Access to Educational Resources and Opportunities: STEM)* with *Competitive Preference Priority 1 (Competitive Preference Priority 1—Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners)*. Building on ONGB's history of offering multi-tiered approaches to addressing attendance issues and the marked success of the Achievement Influencer Program (AIP), AIP 2.0 will demonstrate promising early-phase learning strategies to reduce chronic absenteeism by creating a supportive and engaging learning environment through culturally responsive facilitation/ advisory/career mentorship, college readiness, STEM exposure, and entrepreneurship and leadership skill development.

### A.2. National Significance

Chronic absenteeism is a pervasive issue that undermines the educational outcomes of students across the United States. Defined as missing 10% of more of a school year for any reason, nationally, nearly 14.7 million students, or 29.7% of the student population, were chronically absent during the 2021-22 school year, a sharp increase from pre-pandemic levels of

16% in 2019 (Education Week, 2024). In California, the situation is equally alarming, with 25% of students being chronically absent in the 2022-23 school year. This issue is particularly acute among students of color, who are disproportionately affected by systemic inequities that contribute to higher absenteeism rates (García & Weiss, 2018).

Addressing this crisis is essential to ensuring that all students, particularly those from underserved communities, receive the education they need to succeed. At the national level, chronic absenteeism is a significant barrier to academic success, with substantial long-term consequences. Students who are chronically absent are significantly less likely to graduate from high school on time. A study of public school students in Utah found that experiencing chronic absenteeism in even a single year between 8th and 12th grade was associated with a seven-fold increase in the likelihood of dropping out (London, Sanchez, & Castrechini, 2016). The dramatic increase in dropout risk highlights the severe impact that missing substantial school time can have on a student's educational trajectory. The consequences of chronic absenteeism extend far beyond high school completion. Those who do not graduate high school face much higher rates of unemployment and poverty. According to research, high school dropouts are more likely to experience diminished health outcomes, increased involvement with the criminal justice system, and fewer job opportunities compared to their peers who graduate (Balfanz & Byrnes, 2012; London et al., 2016). This demonstrates the broad and lasting effects of absenteeism on individuals' lives and underscores the importance of early intervention and consistent support.

Although the causes of chronic absenteeism are multifaceted and complex, mental health challenges are a leading contributor. Research indicates that anxiety and depression are major drivers of school refusal and chronic absenteeism. A recent Youth Trust Survey found that nearly half (48%) of students reported that depression, anxiety, and stress are making it difficult for

them to do well in school, a substantial increase from 39% in 2020 (Sparks, 2023). Students with mental health disorders have significantly lower attendance rates, missing an average of 11.8 days per year in elementary school and up to 25.8 days per year in high school (Finning, Ukoumunne, Ford, Danielson-Waters, Stentiford, & Moore, 2019). Addressing these mental health challenges is crucial for reducing absenteeism and supporting students' overall well-being and academic success (Attendance Works, n.d.).

Oakland Unified School District exemplifies the critical need for targeted interventions to combat chronic absenteeism, with a rate of 61.4% among the highest in the state. African American and Latino students are disproportionately affected, with 24.6% of African American females and 24.9% of African American males experiencing moderate chronic absenteeism, and 20.5% of African American females and 17.7% of African American males facing severe chronic absenteeism. Similarly, 22.9% of Latino females and 22.7% of Latino males encounter moderate chronic absenteeism, while 12.5% and 13.0% of them, respectively, suffer from severe chronic absenteeism. These statistics highlight systemic <sup>1</sup>issues such as racial inequities, inadequate school funding, and socio-economic challenges that hinder regular school attendance. The COVID-19 pandemic has exacerbated these issues, leading to increased student disengagement. While OUSD has implemented various strategies, the problem's scale demands more comprehensive and innovative solutions. African American and Latino students face barriers including socio-economic challenges, limited access to quality healthcare, and insufficient culturally relevant educational resources, which contribute to higher absenteeism and academic setbacks. Addressing these disparities is essential for educational equity and social and

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economic justice. Reducing chronic absenteeism among students of color is crucial to creating a more inclusive and equitable educational system.

### ***A.3. Program Significance***

#### **Chronic Absenteeism: Successes and Gaps**

Current practices to address chronic absenteeism involve a multi-tiered approach that includes creating safe and inclusive school environments, engaging families, and implementing early warning systems (Institute of Education Sciences). Schools are increasingly using data-driven methods to identify at-risk students and provide targeted interventions such as mentoring programs and behavioral nudges (Attendance Works; EdSource). Additionally, initiatives like the Learner Engagement and Attendance Program (LEAP) in Connecticut have shown promise by using home visits to build trusting relationships with families and improve attendance rates (Connecticut State Portal; National Association of Elementary School Principals). Despite these efforts, significant gaps remain. Many schools lack the resources to implement comprehensive attendance initiatives effectively, and there is often insufficient focus on trauma-informed practices and addressing systemic barriers like poverty and transportation issues that disproportionately affect low-income students and students of color (Attendance Works; Institute of Education Sciences; EdSource). Furthermore, the pandemic has exacerbated these challenges, highlighting the need for a more coordinated, community-wide response to rebuild a culture of regular attendance (Attendance Works; EdWeek). Addressing these gaps requires sustained investment in data systems, professional development, and community partnerships to create a supportive and engaging educational environment for all students.

In response to elevated rates of chronic absenteeism across OUSD, ONGB was enlisted by OUSD's superintendent to create a pilot program to reduce learning loss caused by the

pandemic. Hallmarks of the Achievement Influencer Program (AIP) included a \$500 monthly stipend, a cohort model that extended through the school year, and an emphasis on culturally responsive teaching and mentoring. Mentors from similar backgrounds provided relatable role models and guidance, helping students navigate academic challenges and build confidence in their abilities. Our program also embedded the three tiers of intervention as per Attendance Works, tailored to address various levels of absenteeism.

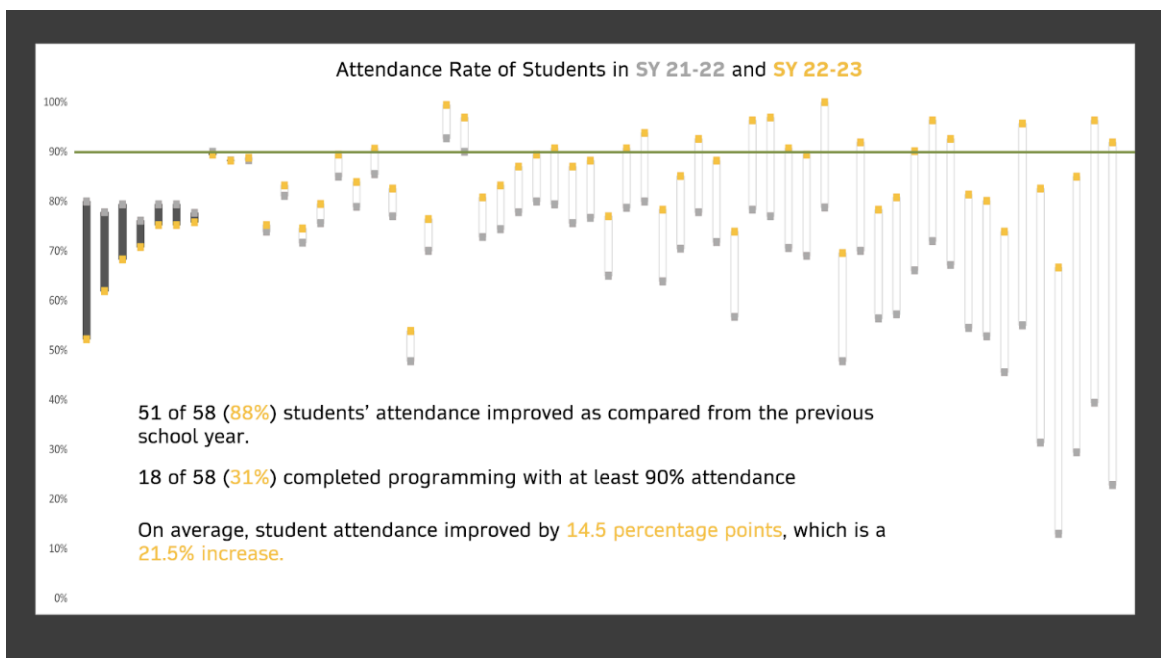
The first tier focused on universal strategies to encourage regular attendance and prevent absenteeism for all students. This included school-wide initiatives and creating engaging learning environments. For instance, students who attended school every day were entered into a monthly lottery, with one student from each participating school winning a \$500 prize. This incentive helped promote consistent attendance across the board. The second tier provided targeted support for students at risk of chronic absenteeism. This involved personalized mentoring and case management. Each student in this tier was assigned a mentor who provided individualized guidance and support, helping them overcome barriers to regular attendance. Case managers closely monitored these students' attendance, making immediate contact if they missed school to address any emerging issues promptly. The third tier offered intensive support for students with the highest levels of absenteeism. This included developing individualized intervention plans, providing access to mental health services, and maintaining close monitoring by case managers. Students had access to a mental health provider who could offer one-on-one therapy or family therapy sessions. The case managers played a crucial role in this tier, ensuring that students received the necessary support to address their complex needs. This immediate response was crucial for addressing issues as they arose and providing the necessary support to students and



their families. By embedding these three tiers of intervention, AIP effectively addressed different levels of absenteeism, ensuring comprehensive support for all students.

Evidence of the program's effectiveness is illustrated by past performance and data. For example, during the 2021-2022 and 2022-2023 school years, 88% of the 68 students who completed the program showed improved attendance compared to the previous year.

Furthermore, 31% of students achieved at least a 90% attendance rate by the end of the program. On average, student attendance increased by 14.5 percentage points, a substantial improvement of 21.5%.



Our data-driven approach ensured that interventions were tailored to meet the specific needs of each student. By continuously monitoring attendance, academic performance, and engagement, we were able to quickly identify and address issues as they arose. The real-time feedback loop allowed for the adaptation of strategies to maximize their effectiveness. The use of data also enabled us to measure the impact of the program accurately and make evidence-based adjustments to improve outcomes continually.

The success demonstrated the program’s ability to significantly enhance student attendance. As a result, at the end of the 2023-24 school year, ONGB was approached by its long-term partner the California Department of Education (CDE) to support the rollout of the Superintendent's STEM Discovery Program. Also, ONGB developed partnerships with the College of Alameda’s Math Engineering and Science Achievement (MESA) program and Cal State East Bay to support the college readiness/campus immersion and STEM exposure components, East Oakland Youth Development Center, which focuses on workforce development and RepresentEd, which brings the design thinking/entrepreneurship component, which were all key elements that were missing from the original AIP’s design. This past summer, this newly formed group, along with ONGB’s existing partner OUSD, launched pilot a summer intensive with 50 students who have attendance rates ranging from 94% to 63%. The summer intensive included college prep, college immersion, design thinking, workforce development, and STEM exposure. The goal was to learn from the current pilot and build upon and strengthen the foundation of success of AIP.

### **Chronic Absenteeism: Integrating Missing Pieces**

For students in Oakland, particularly those classified as high-needs—which we define as students of color, students from low-income families, and English Language Learners (ELLs)—access to high-quality STEM education can be transformative. High-needs students often face systemic barriers that contribute to chronic absenteeism, including poverty, lack of transportation, and limited access to supportive educational resources. By targeting these students with robust STEM education programs, we aim to level the playing field and provide them with the skills and knowledge necessary to pursue careers in fields where they are significantly underrepresented. Despite making up 37% of the U.S. population ages 18-34, Black

and Latinx individuals collectively account for only 26% of S&E (Science and Engineering) bachelor's degrees, 24% of S&E master's degrees, and 16% of S&E doctoral degrees earned by U.S. citizens and permanent residents. In the workforce, Hispanic workers represent 15% of the total STEM workforce, while Black workers account for only 9%. This underrepresentation is even more pronounced in certain STEM disciplines, with Black students earning just 5% of master's and research doctoral degrees in engineering or physical science.

Moreover, engaging students in STEM can help rekindle their interest in learning and improve their academic performance, potentially reducing absenteeism. Research has shown that students who attend inclusive STEM high schools are more likely to identify strongly with mathematics and science and to express interest in STEM careers, which can lead to improved attendance and academic outcomes. Furthermore, creating a sense of belonging in STEM classrooms has been positively correlated with academic performance, retention, and persistence, particularly for Black, Latino, and Native American students. The Achievement Influencer Program (AIP 2.0.) aims to leverage the power of STEM education to address chronic absenteeism and foster a love for learning among students of color in Oakland, potentially helping to close the representation gap in STEM fields. By providing students with engaging, hands-on STEM experiences and fostering a supportive learning environment, AIP seeks to inspire students to attend school regularly and pursue their academic and career goals in STEM. This initiative not only aims to expand diversity in the STEM workforce but also to positively impact students' potential earnings, health outcomes, and overall quality of life.

This proposal aligns with the Education Innovation and Research (EIR) program's priority number 3 by promoting equity in educational resources and opportunities, particularly in STEM education. By targeting high-need students who are underrepresented in STEM fields, the

AIP program addresses critical gaps in access and achievement. Furthermore, the program's focus on culturally responsive teaching, mentoring, and data-driven interventions ensures that students receive the support they need to succeed. By fostering an inclusive and equitable learning environment, the AIP program not only addresses the immediate issue of chronic absenteeism but also contributes to the broader goal of diversifying the STEM workforce and promoting social justice. The Achievement Influencer Program (AIP) is a comprehensive and innovative approach to addressing chronic absenteeism among students of color in Oakland. By leveraging the power of STEM education and providing targeted support, the program aims to improve student engagement, academic performance, and long-term success. This proposal aligns with the EIR program's priorities and addresses critical needs at the national, state, and local levels. With the support of the EIR grant, the AIP program can make a significant impact on the lives of underserved students and contribute to a more equitable and just educational system.

## **B. Quality Project Design**

### ***B.1. Conceptual Framework***

The Achievement Influencer Program (AIP) 2.0, developed by Oakland Natives Give Back (ONGB), is a comprehensive initiative aimed at addressing chronic absenteeism and educational disparities in underserved communities. Established in 2015, AIP harnesses over a decade of research and proven interventions, emphasizing the critical role of regular attendance in student success, particularly in STEM education. AIP 2.0 is grounded in the Theory of Change framework, providing a structured approach to understanding and addressing the root causes of chronic absenteeism. This framework emphasizes the identification of specific barriers to attendance and the implementation of targeted interventions to overcome these challenges.

Effective strategies, as outlined by Attendance Works, involve a multi-tiered approach that includes universal strategies for all students (Tier 1), early intervention for at-risk students (Tier 2), and intensive support for students facing the greatest challenges (Tier 3) (Chang, 2023).

Attendance Works is a national and state initiative dedicated to improving school attendance through better policy and practice. Established in 2010, Attendance Works focuses on reducing chronic absenteeism, defined as missing at least 10% of school days in an academic year. The initiative differentiates chronic absence from truancy by accounting for all absences, whether excused or unexcused, and emphasizes the importance of regular attendance for academic success. Attendance Works advocates for a comprehensive, data-driven approach to improving attendance that includes building positive relationships with students and families, creating a welcoming school environment, and addressing systemic barriers to attendance (Chang, 2023).

Several schools have demonstrated the effectiveness of Attendance Works' strategies. For instance, Reedley High School in California implemented a community-wide approach involving teamwork across the community, which resulted in improved attendance rates. By fostering strong relationships and engaging families, Reedley High School created a supportive environment that encouraged regular attendance. Similarly, Sanger High School in California focused on building family connections and a strong school culture, leading to significant reductions in chronic absenteeism. The school's efforts to engage parents and create a welcoming environment for students were key to their success (Koppich, 2020). Connecticut's Learner Engagement and Attendance Program (LEAP) also showed promise by using home visits to build trusting relationships with families and improve attendance rates. These visits help understand the unique challenges each family faces and provide tailored solutions.

To effectively combat chronic absenteeism, AIP 2.0 incorporates several evidence-based solutions inspired by successful initiatives like those promoted by Attendance Works. Relational home visits, inspired by LEAP, are used to build trusting relationships with families and improve attendance rates. These visits help understand the unique challenges each family faces and provide tailored solutions. Notification-based interventions, such as sharing attendance information with families through postcards, letters, text messages, phone calls, or emails, have been shown to engage parents or guardians in their child's school attendance and reduce absenteeism by providing actionable insights and encouragement. Additionally, mentoring-based interventions, like the "Check and Connect" program, provide students with mentors who help them feel more connected to their school environment. This approach is particularly effective for students who do not feel engaged or supported in their school community (Chang, 2023). Community partnerships are also leveraged, with successful districts often seeking help from outside the school, including community groups, families, and political leaders, to address chronic absenteeism (Koppich, 2020).

The Achievement Influencer Program (AIP) 2.0 builds on the proven strategies of Attendance Works by incorporating a multi-tiered approach to address chronic absenteeism. By leveraging relational home visits, notification-based interventions, mentoring, and community partnerships, AIP 2.0 aims to create a supportive and engaging educational environment for high-need students. This comprehensive approach not only addresses the immediate challenges of absenteeism but also sets the foundation for long-term academic success and career readiness in STEM fields. These strategies align with the broader evidence-based practices that emphasize the importance of student and family engagement in improving attendance and educational outcomes (Chang, 2023; Koppich, 2020).

## ***B.2 Program Design and Implementation***

Designed for high school students from grades 9 to 12, AIP 2.0 offers a multi-year, holistic approach to overcoming educational challenges. The program begins with a summer intensive (240 hours) for 9th graders that includes college readiness courses, hands-on STEM projects, and workforce development training. This initial phase is crucial for building academic engagement and improving attendance by directly linking educational activities to real-world applications in biotech, chemistry, and computer science. Throughout the academic year, AIP 2.0 transitions to focus on work-based learning and community projects. As students move into their sophomore year, they have dual enrollment opportunities at Alameda College, with the goal of earning an Associate's degree by the time they graduate from high school. The program also integrates certifications from notable organizations like the General Assembly, enhancing students' competitiveness in the job market. This comprehensive pathway not only boosts school attendance but also builds a strong foundation for future academic and career pursuits in STEM. AIP 2.0 enriches students' educational experiences by integrating social-emotional learning (SEL), mentorship, and career readiness training into the curriculum. This approach addresses immediate challenges related to absenteeism while establishing a robust support system for long-term success.

### **Bridging the Gaps in Practice: New Strategy**

The Achievement Influencer Program (AIP) 2.0 is designed to serve high-need students, particularly youth of color, English language learners, and low-income students, by creating an engaging and supportive learning environment. All of our programming will be hosted at our

school partner sites. If technology needs cannot be accommodated, we provide transportation for our participants to our office located in Oakland which provides a state of the art computer lab. This comprehensive strategy aims to address the specific barriers these students face, fostering their academic success and career readiness.

## 1. STEM Exposure

- **Hands-On Projects:** We will implement hands-on STEM projects that allow students to apply theoretical knowledge to real-world problems. For example, students will engage in coding, robotics, biotechnology experiments, and environmental science projects that solve specific problems in their community.
- **STEM Workshops:** Regular workshops will be conducted in partnership with local colleges and industry professionals to expose students to advanced STEM fields and careers. These workshops will include practical sessions, guest lectures, and field trips to laboratories and tech companies.
- **STEM Mentorship:** Each student will be paired with a STEM mentor who matches their demographic background and provides guidance, support, and encouragement, helping them navigate their educational and career paths. This personalized mentorship is crucial for maintaining engagement and motivation among high-need students.

## 2. Entrepreneurship Development

- **Business Incubation Programs:** We will offer business incubation programs where students can develop and pitch their business ideas. This includes workshops on business planning, financial literacy, marketing, and digital entrepreneurship.



- **Start-Up Simulations:** Students will participate in start-up simulations, giving them practical experience in running a business. They will work in teams to create business models, develop products or services, and present their ideas to potential investors.
- **Access to Resources:** We will provide access to resources such as seed funding, mentorship from successful entrepreneurs, and connections to local business networks. This support aims to equip students with the skills and confidence needed to pursue entrepreneurial ventures.

### 3. Leadership Skill Development

- **Leadership Workshops:** Regular leadership workshops will focus on developing essential skills such as communication, teamwork, conflict resolution, and public speaking. These workshops will be tailored to the needs of high-need students, incorporating culturally relevant content and practices.
- **Community Service Projects:** Students will lead and participate in community service projects, which help them develop a sense of responsibility, civic engagement, and leadership. These projects will address local issues, allowing students to make a positive impact in their communities.
- **Leadership Roles:** We will provide opportunities for students to take on leadership roles within the program, such as peer mentors, project leaders, or ambassadors. These roles help students build confidence and leadership experience.

### Addressing Specific Needs of High-Need Students

- **Culturally Relevant Curriculum:** All program components will incorporate culturally relevant materials and practices that reflect the diverse backgrounds of the students. This

will be achieved by integrating examples, case studies, and content from various cultures and communities, ensuring that the curriculum is relatable and engaging for all students. Additionally, we will celebrate cultural diversity through events, projects, and discussions that highlight different cultural perspectives and contributions.

- **Inclusive Staffing:** We will hire former program alumni as well as instructors and facilitators who reflect the diverse backgrounds of our students. These staff members will complete trauma-informed and cultural humility training to ensure they are well-equipped to support and understand the unique challenges faced by high-need students. Our team will also include mental health clinicians who offer intensive treatment modalities, such as Eye Movement Desensitization and Reprocessing (EMDR), to address trauma and other mental health issues.
- **Language Support:** For English language learners, we will provide additional language support through bilingual instructors, language development workshops, and tutoring sessions. This ensures that language barriers do not hinder participation and learning.
- **Financial Support:** Recognizing the economic challenges faced by low-income students, we will offer stipends, scholarships, and financial incentives for participation. This financial support helps reduce barriers to attendance and engagement.
- **Holistic Support Services:** We will offer comprehensive support services, including mental health counseling, academic tutoring, and career advising. These services address the broader needs of high-need students, ensuring they have the support necessary to succeed academically and personally.

By integrating STEM exposure, entrepreneurship, and leadership development into a cohesive program, AIP 2.0 aims to create an engaging and supportive learning environment tailored to the

unique needs of high-need students. This approach not only addresses the immediate challenges of absenteeism and academic disengagement but also lays a strong foundation for long-term success in STEM careers and beyond.

## **Target Population**

To effectively address chronic absenteeism through the Achievement Influencer Program (AIP) 2.0, it is crucial to ensure the selection of students reflects the subgroups most impacted by high absentee rates. Based on the trends in chronic absenteeism in California, the program will strategically recruit from key demographic groups that have been disproportionately affected. Here's a detailed breakdown of the 500 students to be targeted over four years across four districts, specifying the number from each subgroup:

### **Breakdown of Target Subgroups for AIP 2.0**

#### **1. English Language Learners (ELLs)**

- **Percentage of Total:** 20%
- **Number of Students:** 100
- **Justification:** ELLs typically face unique challenges that can affect their school attendance, such as language barriers and cultural integration issues, which AIP 2.0 aims to address.

#### **2. Low-Income Students**

- **Percentage of Total:** 30%
- **Number of Students:** 150

- **Justification:** Low-income students often encounter multiple barriers to regular school attendance, including lack of transportation, unstable housing, and the need to support family income, making them a critical focus for intervention.

### 3. African American Students

- **Percentage of Total:** 25%
- **Number of Students:** 125
- **Justification:** With some of the highest rates of chronic absenteeism, targeted support for African American students is essential to combat the underlying issues contributing to their absenteeism.

### 4. Latino Students:

- **Percentage of Total:** 15%
- **Number of Students:** 75
- **Justification:** Latino students often face challenges similar to ELLs, especially in communities with significant immigrant populations, necessitating tailored educational support strategies.

### 5. Native American and Pacific Islander Students

- **Percentage of Total:** 10% (5% each subgroup)
- **Number of Students:** 50 (25 each subgroup)
- **Justification:** These groups have exhibited high rates of absenteeism and typically benefit from culturally responsive educational programs that recognize and integrate their unique cultural backgrounds.

To recruit students, we will implement a strategic Student Recruitment Process that involves program alumni presenting at Student Information Sessions and Student/Parent

Orientations, soliciting recommendations from school personnel, and utilizing monthly district data provided through our partnership with OUSD. We will partner with local community colleges such as Alameda College to facilitate the dual enrollment component of the program, ensuring students have access to rigorous academic opportunities and support. This comprehensive recruitment strategy aims to engage students who are underprepared for college and may not see themselves as college-bound, fostering an inclusive environment that promotes academic success and long-term career readiness in STEM fields.

### ***B.3. Program Goals, Objectives and Outcomes***

AIP 2.0 is designed to span four years, starting in January 2025. During the planning stage, (January-June 2025) ONGB will formalize relationships with all partners and conduct listening sessions with AIP alumni to enlist suggestions for program improvement. During the planning months, ONGB will also begin evaluating 2024-25 school year data and prepare for student and parent outreach, which will begin in March of 2025. Because ONGB has established an MOU and Data Sharing Agreement with OUSD, the first year of implementation will occur at five OUSD high schools. The goals of AIP 2.0 are: (1) to implement a professional development and training to foster continuous improvement among staff including school staff, (2) improve daily attendance rates and socio-emotional development for AIs (3) expose AIs to college and career pathways in STEM and (4) increase college readiness through workshops and dual enrollment programs as a strategy to recover credits and/or close equity and achievement gaps and prepare students for college and high-demand careers in STEM fields.

**Table 1: Goals, Objectives & Outcomes, & Metrics/Measures**

<b>GOAL 1: PROFESSIONAL DEVELOPMENT AND SCHOOL PARTNER RELATIONSHIP BUILDING</b>		
<b>Objectives</b>	<b>Outcomes</b>	<b>Date/Timeline</b>
1.1 Relationship formation, planning and school community relationship building to ensure ACs and AAs have time to conduct asset mapping and other discovery activities for respective school sites and they are prepared to support	1.1A. 100% Sign MOUs with each community partner who is onboarded	1.1A. Y1-Y5
	1.1B. 100% Signed MOUs with 5 school partners	1.1B. Y1-Y2
	1.1C. 100% Signed MOUs and DSAs with 10-20 school partners	1.1C. Y2-Y5
	1.1D. 95% of partners will express satisfaction with the relationship building and maintenance	1.1D. Y1-Y5
1.2 Increase the AAs ability to facilitate workshops, engage students and properly intervene when students experience poor attendance	1.2A. 95% of AAs will participate in AIP 2.0s trainings	1.2A Y1-Y5
	1.2B. 90% AAs will feel supported	1.2B Y1-Y5
	1.2C. 85% of students will say they feel connected to and supported by their AA	1.2C Y2-Y5
1.3 Train ACs to provide professional development, capacity building support and supervision to the AAs at the schools in their region	1.3A. 95% of AAs will participate in AIP 2.0s trainings	1.3A Y1-Y5
	1.3B. 90% AAs will feel supported	1.3B Y1-Y5
	1.3C. 90% of schools partners will say they feel supported by their AC	1.3C Y2-Y5
1.4 Train school staff	1.4A. 80% of school staff will receive 40 hours of chronic absenteeism training annually.	1.4A Y2-Y5
	1.4B. 95% of all trained staff will say that they know what chronic absenteeism is and have strategies to support students and families who experience it.	
1.5 Maintain robust communities of practice between partners with data sharing for continuous improvement	1.5A. 90% of all partners will express that they feel included and informed about all areas of this collaborative project	1.5A

<b>GOAL 2: IMPROVE STUDENTS ATTENDANCE, GRADES, and SOCIO-EMOTIONAL DEVELOPMENT</b>		
<b>Objectives</b>	<b>Outcomes</b>	<b>Date/Timeline</b>
2.1 Work with school administrators and district data team to generate a list of students who are eligible for AIP 2.0	2.1A Use data create a list of 150-200 high school students with $\geq 90\%$ attendance from 5-10 high schools who will be eligible for the AIP 2.0	2.1A. Y1-Y5
2.2 Conduct outreach at the high schools	2.2A. 75-150 high school students will be selected for the program	2.2A. Y1-5
2.3 AI's sign pledge to be leaders and set an example on their campuses which includes having good attendance.	2.3A. 100% of AIs will sign the pledge	2.3A. Y1-5
2.4. AIs participate in various workshops, training sessions including career mentor speaker presentations.	2.4A. Students will participate in 83% of all weekly and biweekly and monthly workshops, sessions and trainings	2.4A. Y1-Y5
2.5. AIs participate in work-based learning at their respective school site, which includes leadership in activities related to increasing awareness around the importance of daily attendance	2.5A. 95% of the AIs will say that the stipend they receive removes financial barriers	2.5A. Y1-Y5
2.6. AIs will improve their GPA	2.6A. At least 70% of AIs earn a .5 or more improvement in their GPA	2.6A. Y1-Y5
2.7 AIs will improve their attendance	2.7A. At least 90% of AIs will cut their absences by 50%	2.7A. Y1-Y5
2.8. AI's will successfully complete the 12 month program	2.8A. 90% of AI's will successfully complete the program	2.8A. Y1-Y5
<b>GOAL 3: IMPROVE AWARENESS OF STEM PATHWAYS AND COLLEGE READINESS IN SUMMER BRIDGE</b>		
<b>Objectives</b>	<b>Outcomes</b>	<b>Date/Timeline</b>
3.1 Increase participation in	100% of Achievement Influencers (AIs) will participate in	3.1A. Y1-5

STEM courses for underprepared, underrepresented high school students with chronic absenteeism	summer STEM courses Summer 2025: Initial rollout of summer STEM courses; track attendance and course participation annually	
3.2 Maintain achievement rates that are similar across minority subgroups	Pass rates by subgroup will be monitored and reported; survey data will be collected to assess student perceptions and engagement	3.2A. Y1-5
3.3 Provide at least two access points that offer new opportunities to access college-level STEM courses	Establish at least two new pathways for AIs to enroll in college-level STEM courses; measure enrollment rates and course completion	3.1A. Y2-5
3.4 AI's receive workforce training to prepare for the work-based learning during the school year.	3.4A. At least 90% of AIs will complete Bridge curriculum, with additional training in soft skills and technical competencies relevant to the workforce	3.4A. Y1-5

### C. Quality Project Personnel

#### C.1 Key Personnel

Member	Role	Project Responsibilities	Credentials
[REDACTED]	Chief Executive Officer (CEO)	Designs, oversees and provides day-to-day strategy and vision of the program; responsible for creating the program and making sure all key stakeholders and partners are aligned; build relationships with partners to support the overall success of the program; supervises, leads, and manages partner relationships	[REDACTED] will be the Principal Investigator on this project. She holds an Ed.D. in Organization and Leadership from the University of San Francisco, where she focused on improving high school graduation rates through community collaboration. She is a regionally renowned chronic absenteeism expert with extensive experience in educational leadership and has served as the Chief Executive Officer of Oakland Natives Give Back since 2015.



<p>██████████</p>	<p>Chief Officer of Evaluation and Program Effectiveness (COEPE)</p>	<p>Evaluates the effectiveness of ONGB interventions by developing feedback methods, conducting participant interviews and establishing initial baselines; train program staff members on data collection, data management, and attendance monitoring; create plans to increase programming quality and expand program reach; provides supervision of the Achievement Liaisons</p>	<p>██████████ will be a Co-Principal Investigator on this study. ██████████ is a Licensed Clinical Social Worker and has over a decade of experience managing large scale research projects and grants. ██████████ has a PhD and MSW from the University of Southern California as well as MA in Africana Women Studies and a BA in Women and Gender Studies from the University of South Florida. ██████████ has been working with ONGB since 2020. Previous roles include a Senior Researcher at Google and Postdoc at the University of Southern California.</p>
<p>██████████</p>	<p>Director of Learning and Development</p>	<p>DLD will assess organizational capabilities, design blended learning solutions, apply adult and youth learning theories, drive learning culture, create coaching programs, and monitor learning effectiveness to ensure optimal employee development through innovative digital and collaborative tools.</p>	<p>██████████, a dedicated education leader, began as a special education teacher at Oakland Unified School District. She earned her Multiple Subjects Credential and Specialist Instruction Credential in Special Education, and a doctorate in Learning and Instruction. Named Dean of the School of Education in 2018, she led Holy Names University's education department for 12 years. Recognized for her impact on education, and advocates for technology in education through ISTE</p>
<p>██████████</p>	<p>Evaluator</p>	<p>The evaluators will managing all aspects of data collection, analysis, and reporting. They will employ rigorous methodologies to assess the program's impact, comparing outcomes between the treatment and control groups to ensure the validity and reliability of the findings. Additionally, the evaluators will provide continuous</p>	<p>██████████ is an experienced researcher and academic with a strong background in leveraging innovative technological approaches to improve equity and the social, mental, sexual, and economic health of marginalized communities. ██████████ is the Lead Researcher at Callea - Research Marketing &amp; Design, where she transforms academic findings into impactful communication strategies, and</p>

		feedback and actionable insights to ONGB and other stakeholders, facilitating data-driven decision-making and ongoing program improvements.	continues to contribute as a UX Researcher at Google, focusing on responsible AI and user experience design.
██████████	Director of Programs (DP)	Oversees and provides day-to-day administration and operation for AIP 2.0; takes responsibility for organizing, staffing, leading, and controlling program activities; provides active support and input with strategic planning efforts for all programming and budgeting related areas	██████████ holds a Bachelor of Arts in Political Science from Loyola Marymount University and has extensive experience in education and mental health. He has served as a Mental Health Counselor at Seneca Family of Agencies since 2018 and will serve as our Director of Programs, focusing on trauma-informed practices and inclusive mental health support for our students. His previous roles include Special Education Teacher and Case Manager at Stars High School and Oakland Unified School District, where he developed and implemented strategies for students with diverse academic and mental health needs.

**C.2 Key Partners**

Partner Type	Responsibilities
ONGB	Plans, coordinates, and facilitates all project activities; provide technical support to all partners in developing agreements, goal setting, intersegmental alignment, instructor assignments, course selection, professional development, student recruitment, and continuous improvement; collaborates with external evaluators on evaluation activities, provide data from PD and project activities, and assist with data collection from partners
Community College Partners	Manages student enrollment; creates a site team to participate in all convenings; assigns instructors to participate in all student activities, course activities, and to co-teach as needed; share data with Evaluation team

High School Partners	Recommends a pool of staff who are interested in serving as AAs designated counselor to facilitate student recruitment and college enrollment activities; create site team to participate in high school Team meetings and all convenings; assign instructors to participate in all team activities, instructor activities, and to teach the Bridge Courses; shares data with ONGB
Local Community Organizations	Provide technical support and advice on local partnerships; coordinate and co-facilitate Regional Launch Convening, Annual Partnership Convening, and Annual Regional Convening; develop and implement a plan for regional project information dissemination and scale throughout the community
Callea LLC	Serves as External Evaluation Team (please see Project Evaluation section); manages all data collection, analyses, and reporting
Black Girls Mental Health Collective	Provides tailored and culturally relevant mental health services and trainings to parents, students, and staff

## D. Quality Management Plan

### *D.1. Management Team*

The Achievement Influencer Program (AIP) 2.0 is managed collaboratively by Oakland Natives Give Back (ONGB) and its partners, structured to effectively address and mitigate chronic absenteeism in underserved communities through a robust STEM-focused educational framework. Key roles and responsibilities are allocated as follows:

#### **Oakland Natives Give Back (ONGB)**

- **Project Leadership:** ONGB will oversee the planning, coordination, and execution of all program activities. They will manage the overall project timeline, ensure milestones are met, and maintain communication across all partners.
- **Technical Support and Continuous Improvement:** Provide ongoing support in developing agreements, goal-setting, aligning instructional objectives, course selection, professional development, and student recruitment.

- **Collaboration with Evaluators:** Work with external evaluators to facilitate evaluation activities, supply necessary data, and assist with data collection and analysis.

### **Cal State East Bay and College of Alameda (Minority-Serving Institutions)**

- **STEM Curriculum Development:** Both institutions will collaborate with ONGB to develop and refine a rigorous STEM curriculum tailored to address the needs and potentials of underserved students in Oakland. This involves the creation of hands-on STEM projects and college readiness courses that align with real-world applications in key areas such as biotech, chemistry, and computer science.
- **Faculty Engagement:** Faculties from these institutions will be involved directly in the educational processes by participating in curriculum delivery, offering guest lectures, and providing mentorship to students. This will ensure that students gain exposure to current STEM research and practices.
- **Dual Enrollment and Early College Exposure:** Cal State East Bay and College of Alameda will facilitate dual enrollment opportunities, allowing students to earn college credits while still in high school. This is aimed at enhancing college readiness and reducing time to degree completion, particularly in STEM fields.
- **Resource Provision:** Both institutions will assist in the allocation of laboratories and technical resources necessary for the hands-on learning components of the program, providing students with a tangible and practical understanding of STEM disciplines.
- **Data Sharing and Evaluation:** They will share relevant academic and performance data with the evaluation team to assess the effectiveness of the STEM components of the program and guide continuous improvement.

## East Oakland Youth Development Center & RepresentEd

- **Technical Support and Program Dissemination:**

- **Capacity Building:** Provide technical support to the project, focusing on the development of strategies and tools that enhance the operational effectiveness of AIP 2.0. This includes training sessions for staff and volunteers on the use of technology and data systems integral to the program.
- **Community Engagement and Outreach:** Coordinate regional convenings that bring together stakeholders from various sectors including education, community organizations, and local government. These convenings aim to foster a collaborative environment and ensure community needs and voices are integral to the program development.
- **Dissemination of Findings and Expansion:** Develop and execute plans for regional project dissemination, ensuring the results and learnings from the program are accessible to a broader audience. This includes creating and distributing materials and conducting presentations at educational and community forums to highlight program successes and challenges.

## Callea LLC (External Evaluation Team)

- **Comprehensive Evaluation and Data Management:**

- **Data Collection:** Manage the collection of quantitative and qualitative data from multiple sources, including school attendance records, academic performance, student and parent surveys, and feedback from program staff. This also involves maintaining ethical standards and confidentiality during data collection processes.

- **Data Analysis:** Perform detailed analyses of collected data to evaluate the effectiveness of the program interventions, particularly the impact on student attendance and engagement in STEM subjects. Utilize advanced statistical methods to ensure accuracy and reliability of the results.
- **Reporting and Feedback:** Prepare comprehensive reports that not only outline findings but also provide actionable insights and recommendations for program improvement. Regularly present these findings to ONGB and other stakeholders to inform ongoing program development and ensure data-driven decision making.

### **Black Girls Mental Health Collective**

- **Mental Health Services and Capacity Building:**
  - **Culturally Relevant Services:** Provide mental health services that are culturally and contextually tailored to the needs of the students, parents, and staff involved in AIP 2.0. This includes counseling sessions, mental health workshops, and crisis intervention services.
  - **Training and Development:** Conduct training sessions for parents, students, and program staff focusing on understanding mental health issues, developing coping strategies, and promoting mental wellness. These trainings help build a supportive community that can effectively address the socio-emotional needs of students.
  - **Program Integration:** Work closely with school staff and Achievement Advisors to integrate mental health support into the daily curriculum and school activities, ensuring that mental health considerations are embedded within the broader educational framework.

**To effectively collaborate on this initiative, ONGB will facilitate**

- **Regular Coordination Meetings:** Establish a regular schedule of meetings to ensure all partners are aligned with the program’s goals and objectives. These meetings will facilitate open communication and collaborative planning.
- **Integrated Activities and Roles:** Ensure that the activities of each partner are well integrated into the main program operations. For instance, workshops by the Black Girls Mental Health Collective will be coordinated with school schedules, and data collection by Callea LLC will be synchronized with academic calendars.
- **Feedback Loops and Continuous Improvement:** Develop feedback mechanisms that allow for the continuous improvement of partnership activities. This includes regular reviews of partner contributions and adjustments based on program needs and evaluation outcomes.

***D.2. Project Timeline and Milestones***

**Year 1 (2025):**

- **Initial Setup:** Establish partnerships and finalize MOUs with all educational institutions involved. Begin curriculum development with a focus on integrating STEM into high school learning environments.
- **Recruitment and Training:** Start recruitment of students and training of Achievement Advisors (AAs) and Achievement Coordinators (ACs) focusing on the foundational aspects of STEM education.
- **Pilot Testing:** Implement pilot testing of the initial STEM curriculum modules in selected classrooms to gauge effectiveness and gather preliminary data.

## Year 2 (2026)

- **Expansion:** Expand the program to include Cabrillo School District with an enriched STEM curriculum. Incorporate feedback from Year 1 to refine educational strategies and materials.
- **Professional Development:** Continue development and delivery of professional development for teachers, focusing on innovative STEM teaching methodologies.
- **Evaluation:** Conduct mid-term evaluation to measure the impact of STEM integration on student engagement and academic performance.

## Year 3 (2027)

- **Further Expansion:** Extend the program to South San Francisco, increasing the number of students served to 150. Enhance support structures to include more intensive STEM workshops and project-based learning.
- **Data Analysis:** Utilize data to further personalize learning experiences and interventions, ensuring that STEM education is accessible and effective for all participating students.

## Year 4 (2028)

- **Consolidation and Preparation for Scaling:** Finalize preparations for adding another school district and serving 200 students. Solidify the STEM curriculum as a replicable model for other districts.
- **Comprehensive Evaluation:** Conduct comprehensive evaluation to assess the overall success of the STEM components and prepare for broader dissemination.
- **Sustainability Planning:** Develop sustainability plans to ensure the long-term viability of STEM pathways within the program.



## Year 5 (2029) Data Collection Wrap-Up, Follow-Up, and Final Program Reporting:

- January - March 2029:
  - Initiate the final phase of data collection, focusing on comprehensive analysis of all collected data from previous years.
  - Ensure all student attendance, academic performance, and engagement data is accurately recorded and verified.
  - Begin follow-up with program participants to assess long-term impacts and gather qualitative feedback.
- April - June 2029:
  - Continue with detailed data analysis and synthesis.
  - Conduct additional focus groups and interviews with students, educators, and other stakeholders to gain deeper insights into the program's effectiveness and areas for future improvement.
  - Begin drafting the final program report, highlighting key findings, successes, challenges, and recommendations.
- July - September 2029:
  - Finalize the analysis and compilation of the program's quantitative and qualitative data.
  - Ensure all stakeholders are engaged in the review process and their feedback is incorporated into the final report.

- Prepare detailed case studies and success stories to illustrate the program's impact on individual students and the broader school community.
- October - December 2029:
- Complete the final program report, including a thorough evaluation of all program components, outcomes, and long-term impacts.
- Share the report with all partners, stakeholders, and funders.
- Organize a final program dissemination event to present findings, celebrate achievements, and discuss future directions.
- Submit the final report to the relevant federal agencies and funding bodies, ensuring compliance with all reporting requirements.

### ***D.3 Dissemination Plan***

**Curriculum and PD Resources:** All curriculum and teacher PD materials will be hosted on a secure online platform to ensure easy access for our partner. The project website will be optimized for search engine queries and promoted through various educational listservs and practitioner journals. Potential journals include Educational Researcher, Journal of School Psychology, Educational Psychology in Practice, Frontiers in Psychology, Journal of Youth and Adolescence, European Journal of Educational Research, Journal of Research on Educational Effectiveness, American Educational Research Journal, Sociology of Education, and the Journal of Educational Psychology.

**Newsletters and Social Media:**Project news, research briefs, and infographics will be shared via ONGB’s newsletter and through various educational listservs and newsletters. Updates will also be shared through social media channels such as LinkedIn, Twitter, and Facebook, to promote the site, disseminate information, and foster community engagement.

**Publications and Conferences:** Research findings will be published in peer-reviewed journals and presented at regional and national conferences aimed at both practitioners and researchers. This approach ensures that the program's impact and best practices are shared widely within the educational community.

**ONGB's Expertise and Network:** With over 16 years of experience, ONGB is regionally recognized as an expert in the chronic absence space. ONGB’s history of collaborating with the California Department of Education (CDE), which aims to expand this program into other parts of the state, the CEO’s membership on the state’s Student Attendance Review Board (SARB), and presentations at educational conferences ensure that AIP 2.0 will reach a wide audience. ONGB will use its established network, infrastructure, and evaluator to share AIP 2.0’s findings with those in the fight to increase daily attendance across the country.

## **E. Project Evaluation**

### ***E.1. Methods***

Callea LLC will conduct an independent evaluation to answer several critical research questions about the impact and implementation of the Achievement Influencer Program (AIP). The evaluation will employ a quasi-experimental design involving matched comparison groups

to estimate the impact of the AIP, using propensity score matching to ensure comparability between treatment and control groups. This approach aligns with the What Works Clearinghouse (WWC) standards for quasi-experimental designs, which require baseline equivalence and the use of appropriate statistical controls.

The evaluation will include data from students in Grades 9–12, collected at baseline and annually, allowing for longitudinal analysis of program effects. To minimize the risk of contamination, specific measures will be implemented to ensure that control groups do not inadvertently receive treatment, such as exclusive provision of training and support services to teachers and students in the treatment group by designated AIP staff. This design strategy aims to maintain the integrity of the treatment conditions and the robustness of the evaluation findings, addressing potential threats to internal validity as outlined in WWC standards.

The evaluation will pay specific attention to intersectionality and demographic factors, collecting detailed data on age, race, ethnicity, gender identity, socioeconomic status, and disability status. All outcomes, including attendance rates, academic performance, and STEM engagement, will be disaggregated by these intersecting identities to identify patterns and disparities. This approach will allow for a nuanced understanding of how the AIP impacts different student subgroups, ensuring that the program effectively serves all participants and addresses potential gaps in service.

Additionally, targeted focus groups and interviews will be conducted with students from different demographic subgroups to gain deeper insights into their unique experiences and challenges. The effectiveness of program components will be analyzed across different demographic groups to ensure equitable impact. This intersectional approach to data collection and analysis will contribute to a more comprehensive understanding of how to effectively

combat chronic absenteeism among diverse student populations while promoting equity in STEM education.

***E.2. Evaluation Design***

The evaluation design incorporates multiple strategies to enhance its potential for meeting What Works Clearinghouse (WWC) standards with reservations. By employing propensity score matching, the design addresses selection bias, a key concern in quasi-experimental studies. This approach is supported by research showing that propensity score methods can effectively reduce bias in estimating treatment effects (Rosenbaum & Rubin, 1983; Stuart, 2010). Additionally, we utilize treatment and control groups, where students in the treatment group participate in all AIP 2.0 activities, and matched control group students do not participate but share similar baseline characteristics. This use of matched comparison groups allows for more confident attribution of observed outcomes to the AIP interventions, aligning with WWC guidelines for establishing baseline equivalence.

<b>Year</b>	<b>Total Students Served</b>	<b>Treatment Group</b>	<b>Control Group</b>	<b>Notes</b>
Year 1	100	50	50	Initial pilot phase in Oakland Unified and Lighthouse Community Public Schools.
Year 2	200	100	100	Expansion to include Cabrillo School District.
Year 3	300	150	150	Extend to South San Francisco School District.
Year 4	400	200	200	Additional school district added, maximizing the total reach.
<b>Total</b>	1000	500	500	Cumulative over four years, providing a substantial dataset for impact evaluation

To further strengthen the design, we will conduct sensitivity analyses to assess the robustness of findings to potential unobserved confounders, as recommended by WWC standards

(What Works Clearinghouse, 2020). The longitudinal data collection plan, with baseline and annual follow-ups, enables the examination of both short-term and long-term program effects, addressing WWC criteria for assessing the durability of intervention impacts. Moreover, the evaluation will employ multiple measures of key outcomes, including administrative data from school districts, standardized test scores, and surveys, enhancing the reliability and validity of impact estimates as per WWC guidelines. These comprehensive measures and the structured comparison ensure rigorous evaluation and provide a solid foundation for attributing changes in student outcomes directly to the program's influence.

### ***E3. Program Outcomes***

The evaluation of the Achievement Influencer Program (AIP) will utilize a comprehensive set of outcome measures to assess student and teacher performance effectively. Key student outcomes will include daily attendance rates, which will be tracked using administrative data from the Oakland Unified School District (OUSD) for the academic years 2024 through 2026. Academic performance will be evaluated through students' GPAs and standardized test scores, also sourced from OUSD administrative data during the same period. To measure STEM engagement, the program will assess participation in STEM activities and projects completed, utilizing program records and student surveys. College readiness will be evaluated through SAT/ACT scores and college application rates, with data collected from both administrative records and program documentation. In addition to these core outcomes, the program will also examine students' self-reported career interest in STEM fields through student surveys, alongside measures of social-emotional learning that will assess resilience and communication skills via SEL assessments and teacher observations. Program implementation will be monitored through fidelity measures and participation rates, gathered from program

records and staff surveys. Student demographics, including age, race, gender, and socioeconomic status, will be collected through administrative data from participating school districts to ensure a comprehensive understanding of the student population served. Lastly, teacher outcomes will focus on changes in instructional practices, assessed through teacher surveys and classroom observations. This structured approach to data collection and analysis will ensure that the evaluation captures a holistic view of the program's impact on both students and teachers, facilitating informed decisions for continuous improvement.

*Table X. Outcome Measures and Data Sources*

<b>Research Question</b>	<b>Analytic Plan</b>	<b>Data Source</b>	<b>Measures</b>
What are the impacts of the AIP 2.0 program on reducing chronic absenteeism among high school students in Oakland?	Conduct a longitudinal analysis using student attendance records to compare absenteeism rates before and after program participation. Use statistical tests such as paired t-tests to assess the significance of changes in absenteeism rates	Student attendance records via OUSD Administrative data	Absenteeism rates before and after program participation
How does participation in the AIP program affect students' academic performance and GPA?	Analyze student GPA data collected at multiple points throughout the program using repeated measures ANOVA to identify any significant changes in academic performance over time	Student GPA data	GPA at multiple points in time
To what extent does the AIP program improve students' STEAM skills and knowledge?	Employ pre- and post-assessments of STEAM skills to measure improvements, and use paired t-tests to evaluate the significance of changes in assessment scores	Pre- and post-assessments of STEAM skills	Scores from STEAM skills assessments
How does the AIP program influence students' interest and	Utilize surveys and focus groups to gather qualitative data on students' interest and	Surveys and focus groups	Qualitative data on interest and preparedness for

preparedness for STEAM careers?	preparedness for STEAM careers, and analyze survey responses using thematic analysis		STEAM careers
What are the differences in program impacts between different subgroups of students (e.g., Black females, Latino males)?	Perform subgroup analyses using interaction terms in regression models to explore differential impacts of the program across various demographic groups	Student demographic data and program impact data	Interaction terms in regression models
How effective are the mentorship and social-emotional learning components of the AIP program in supporting student engagement?	Conduct mixed-methods analysis combining quantitative survey data on student engagement with qualitative data from interviews and focus groups to assess the effectiveness of mentorship and SEL components	Surveys, interviews, and focus groups	Quantitative survey data and qualitative interview/focus group data on student engagement
What are the long-term effects of the AIP program on students' post-secondary STEAM pursuits and career trajectories?	Track student enrollment in post-secondary STEAM programs and career paths using follow-up surveys and institutional data, and analyze trends using survival analysis techniques	Follow-up surveys and institutional data	Enrollment in post-secondary STEAM programs and career paths

***E.4. Potential for Meeting WWC Standards With Reservations***

The proposed evaluation design has strong potential to meet WWC standards with reservations due to its focus on minimizing biases and ensuring rigorous data collection. The use of propensity score matching addresses the WWC requirement for establishing baseline equivalence in quasi-experimental designs, a crucial factor in meeting standards with reservations. By conducting sensitivity analyses, we aim to address potential confounders and biases, thereby enhancing the credibility of the findings as per WWC guidelines. The longitudinal data collection plan allows for the examination of both immediate and sustained program effects,



addressing WWC criteria for assessing the durability of intervention impacts. While random assignment is not feasible in this context, the robust quasi-experimental design provides a strong alternative for evaluating program impacts, aligning with WWC standards for rigorous non-experimental studies. The inclusion of multiple outcome measures and data sources further strengthens the evaluation's potential to meet WWC standards, as it allows for triangulation of findings and enhances the validity of impact estimates.

#### ***E.5. Methods That Provide Performance Feedback and Periodic Assessment of Progress***

The evaluation will incorporate a comprehensive system for regular collection and analysis of implementation data, ensuring ongoing performance feedback and periodic assessment of progress. This approach is grounded in best practices for formative evaluation and continuous improvement in educational interventions (Patton, 2008; Schildkamp et al., 2012). Callea LLC will collect data through diverse methods, including surveys, interviews, focus groups, and administrative records, providing a rich tapestry of quantitative and qualitative information. This multi-method approach allows for triangulation of data, enhancing the reliability and validity of findings (Denzin, 2012). Implementation data will encompass participants' perceptions, attendance records, academic performance, and feedback on program components, offering a holistic view of program implementation and effectiveness. Monthly reports will be generated to track progress, identify challenges, and provide actionable insights for program refinement, aligning with best practices in continuous quality improvement (Bryk et al., 2015).

The evaluation design incorporates rich qualitative data collection through focus groups and interviews with students, teachers, and program staff. This qualitative component is crucial for understanding the contextual factors influencing program success and providing nuanced

insights that may not be captured through quantitative measures alone (Creswell & Poth, 2018). These data will be systematically analyzed to assess fidelity of implementation, understand barriers and facilitators to program success, and provide continuous feedback for program improvement. The inclusion of qualitative methods aligns with recommendations for comprehensive program evaluation in educational settings (Greene, 2007). Formative assessments will be conducted regularly, allowing for ongoing adjustments to ensure the program remains responsive to participants' needs. This iterative approach to evaluation and improvement is supported by research on effective educational interventions and organizational learning (Fullan, 2007; Senge, 2006).

#### ***E.6. Clear Articulation of Components, Mediators, and Outcomes and Thresholds***

The evaluation design is underpinned by a clear conceptual framework that articulates the key components of the AIP, mediators, and expected outcomes, drawing on established theories of change in educational interventions (Chen, 2015). The primary components of the AIP include structured work-based learning experiences, mentorship, career readiness training, and social-emotional learning (SEL). These components are grounded in research on effective practices for enhancing student engagement and achievement, particularly for underrepresented students in STEM fields (Maltese & Tai, 2011; Yeager & Walton, 2011). The evaluation will measure key mediators, including the quality of instructional practices, student engagement in STEM activities, and the support provided by mentors. These mediators are hypothesized to influence the primary outcomes of interest: attendance, academic achievement, and career readiness. This approach allows for a nuanced understanding of the pathways through which the AIP achieves its outcomes, aligning with best practices in program evaluation (Weiss, 1997).

To ensure the AIP is implemented with fidelity, clear thresholds for acceptable implementation will be established based on research-supported benchmarks (Durlak & DuPre, 2008). These include minimum participation rates in program activities, adherence to the planned curriculum, and the quality of mentor-student interactions. For example, acceptable implementation will require that at least 80% of students regularly attend program sessions and complete assigned projects, a threshold supported by research on effective program dosage (Lauer et al., 2006). Additionally, mentors should engage in at least bi-weekly sessions with students to provide consistent support and guidance, aligning with best practices in mentoring programs (DuBois et al., 2011). These thresholds will be regularly monitored and assessed to ensure program fidelity and to identify areas for improvement.

### ***E.7. Data Collection and Analysis***

The evaluation will employ a comprehensive data collection and analysis plan to capture both short-term and long-term outcomes. Baseline data will be collected prior to program implementation, with follow-up data collected annually, allowing for rigorous longitudinal analysis of program effects (Singer & Willett, 2003). Quantitative data will be analyzed using advanced statistical methods, including multilevel modeling to account for the nested structure of educational data (Raudenbush & Bryk, 2002). Qualitative data will be analyzed thematically using established methods for qualitative analysis in educational research (Miles et al., 2014). This mixed-methods approach allows for a comprehensive understanding of program impacts

and implementation processes, providing both breadth and depth in the evaluation findings (Creswell & Plano Clark, 2017).

***E.8. Evaluation Timeline***

The evaluation timeline for the Achievement Influencer Program (AIP) is structured to systematically assess the program's implementation and impact over four years, from January 1, 2025, to December 31, 2027. This timeline includes key activities such as IRB approval, data collection, qualitative analysis, and dissemination of findings. The following table details the planned activities and milestones over the specified period.

*Evaluation Timeline: January 1, 2025 - December 31, 2029*

	Year 2025				Year 2026				Year 2027				Year 2028				Year 2029			
	Quarter 1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
IRB Approval	X	X																		
Randomization	X	X																		
Develop Data Collection Instruments	X	X	X																	
Observe Instructor Training	X	X	X																	
Interview Teachers, Staff, and College Leaders	X	X		X			X	X			X	X			X					
Collect and Review Documents			X	X	X	X			X				X							
Coding and Analysis of Qualitative Data			X	X		X		X	X	X										
Administer Parent, Teacher, & Student Survey					X			X					X							
Impact Analysis						X			X				X							
Share Feedback on Implementation with CB					X	X			X	X			X	X						

Write Report and Policy Brief					X				X				X					
Publish and Disseminate Findings					X				X				X					

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