

#8	Incidence of discipline	Fall/Spring 2007-2010	Collected from school records	N/A
#7, 8	Student on-task/engagement behavior	Fall/Spring 2007-2010	Classroom observations of targeted behaviors by evaluator	Instrument developed in summer 2007
#7, 8	Motivation/personal development of students	Fall/Spring 2007-2010	Focus group interviews by research team	Instrument developed in summer 2007
#7, 8	Parent satisfaction	2007-2010	Survey administered to academy/HS parents	Instrument designed in summer 2007
	Teacher/Administrator surveys of knowledge/skill	Varies by event 2007-2010	Survey administered to staff in treatment/control schools	Instrument designed in summer 2007

Project Personnel

In this section, you are expected to describe the qualifications, training, and experience of the key personnel involved in the project. You should highlight the educational qualifications, specialized training/knowledge, and participation on similar grant-funded projects of the proposed project staff. You can also discuss the University's capabilities, resources, and reputation in the given area of study.

SAMPLE Project Personnel

Leadership Team: The Principal Investigator of the project is **Dr. X**, who leads the School's efforts in the area of University-Community Partnerships and oversees the design, evaluation, and implementation of numerous projects both within the school and the community. He has an extensive background in the formation and implementation of lasting partnerships with Long Island's human service community and presently serves as the Principal Investigator of a funded project to promote community partnerships for service and leadership in gerontology, as well as a funded project that is investigating the geriatric mental health needs of senior citizens in Suffolk County (both projects are granted by national foundations).

Dr. Y is the Co-Principal Investigator on the project and will coordinate and oversee evaluation activities.

Dr. Y is an expert in adolescent development and has served as the Principal Investigator and Co-Principal Investigator on federal and foundation grants in the area of economically disadvantaged and high-risk youth.

Dr. Z who will conduct the evaluation is an expert in adolescent and young adult risk behavior and has engaged in grant funded research on such topics as adolescent substance abuse, intimate partner violence, and HIV sexual risk behavior in young men.

Ms. A will serve as the **Project Coordinator**, supervising the **Program Director (TBA)** and reporting to the Principal Investigator. **Ms. A** is the former director of a technical assistance service that provided resources to strengthen and support the management of nonprofit organizations. Previously, she served as director of the Nonprofit Resource Center of the Community Foundation of Broward County. For over twenty years, **Ms. A** has served as an adviser and consultant to over 500 organizations and nonprofit boards (primarily with FCBOs) on issues as varied as leadership transition, board training and development, marketing, fundraising, and strategic planning. Her experience with both grantor and grantee organizations, allows the LI Center to deliver services attuned to both sides of Long Island's nonprofit sector.

The LI Center has assembled a group of consultants who will join us in providing intensive technical assistance. Among the consultants are: **Ms. B**, a consultant on all aspects of fundraising, financial management, board and staff oversight. She is particularly successful with growing constituency support. **Ms. C** has 20 years of experience in the design and delivery of training material related to cultural diversity, organizational and staff development. Her focus is primarily health and human service agencies. Formerly, Ms. C worked for, managing a HIV counseling and testing program. **Ms. D** brings expertise in governance and leadership development, human resources, strategic planning and operations management.

Intensive technical assistance provided by **Ms. A** and the consultant team, will be further supported by a team of **Enhanced Technical Support Providers (ETSPs)** comprised of graduate level student interns. ETSPs will work collaboratively with members of participating FCBOs to serve as a bridge between intensive TA sessions and to support organizations around specific activities and integrating and applying new knowledge and skills.

Management Plan

The funder wants to ensure the smooth operation of the project, so the management section should describe the roles, responsibilities, and time commitments of the project staff. It details an effective system for decision-making and project governance. If there are partner institutions, it explains how the various institutions will interact. This section may be combined with project personnel descriptions; however, the difference here is you are concerned with detailing the actual work responsibilities of each member of the project and how these positions interact over time. Some projects create advisory boards, steering committees, or program liaisons to assist with the management of the project. This section will depend upon the nature of your project.

SAMPLE Management Plan

The PI will oversee the day-to-day progress of the project and will be responsible for the preparation of all progress reports for the advisory board, which will be implemented to oversee IBAM at Adelphi (described below), and for the NSF (National Science Foundation). Dr. XX will participate with other faculty in the joint-mentorship of the undergraduate research teams. This participation includes advising students as they prepare their original research for presentations or publication. In addition, she will be responsible for coordinating the development of course modules for use in BIO 111-112 (introductory biology) and for implementing faculty development workshops in the Department of Biology. She will also oversee the implementation of a biological mathematics seminar series, and participate in project evaluation and reporting.

An advisory board for IBAM will be established. It will consist of five faculty and support personnel, one person from outside the University (a high school teacher or biotechnology company representative), and the PI who will serve as Chair. The Advisory Committee will meet at least twice each semester and more frequently as needed. The committee will review progress reports by the PI as well as the annual budget for IBAM. It will also review reports required by NSF regulations to insure quality, and will review the final project report before it is submitted to NSF through the University's Director of Sponsored Programs. It will monitor benchmarks established for IBAM to make certain that the project is on track. Modifications to the program, if needed, will be made on the recommendation of committee members by consensus, and as approved by the NSF.

Drs. (as co-PIs) will participate in the joint-mentorship of the undergraduate research teams, will work on the design of the IBAM Web site, and will attend the monthly mentor meetings and monthly group meetings of the IBAM project participants. In order to expand the curriculum choices of students majoring in mathematics or biology, Dr. Y will undertake the overhaul of the undergraduate experimental design course that will be co-listed in both the Department of Biology and the Department of Mathematics and Computer Science. Dr. Z will oversee the development of a co-listed course in Mathematical Biology and will organize the student-run journal club. Drs. will be responsible for coordinating the development of course modules for use in MAT 141-142 (Calculus and Analytic Geometry) and implementing the faculty development workshops in the Department of Mathematics and Computer Science. All Co-PIs will take turns on the