“Making the Grade”
An After-School Program for At-Risk Middle School Students: A Grant Proposal

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Introduction

- Research has indicated there is an association between poverty, academic success, and overall child well-being (Chaudry & Wilmer, 2016)
- Disparities in child development and school readiness among African American and Latino children from low-income families (Layzer, 2008) result in disadvantages in early skills behavior regulation, and physical health (Isaacs, 2012)
- Students who are not developmentally on task upon entry into school will continue to have difficulties later in their academic careers (Layzer, 2008)
- Goals of the proposed project include providing academic support and enhancing non academic factors such as social skills, self esteem, health and fitness, and life skills.
Social Work Relevance

“School Social Workers provide leadership and collaboration in the implementation of comprehensive school based and school linked programs that promote student well-being and positive academic outcomes” (NASW, 2012 p. 13)
Cross Cultural Relevance

- Poverty can affect individuals of all ethnic backgrounds

- Children from low-income and minority populations are at an increased risk for academic failure and living in poverty (after-school alliance, 2013).
Methods

- **Target Population:**
  - Middle school adolescents (ages 11-14) attending schools in Compton Unified School District

- **Strategies Used to Identify Funding Source:**
  - Internet search

- **Selected Potential Funding Source:**
  - Weingart Foundation
Methods (continued)

- **Sources for the Needs Assessment:**
  - Literature review
  - Consultations with parents and administrators
  - Assessed local, state, and national databases
  - Examination of population and services provided by host agency

- **Projected Budget:**
  - $198,136

  **Budget includes:**
  - Salaries and Benefits
  - Direct Program Costs
  - Indirect Costs
Grant Proposal

● Population Served:
  ● Adolescents ages 11-14

● Program Objectives:
  ● To provide socio-emotional support and academic assistance to at-risk youth
  ● Provide enriched developmental, recreational, and cultural activities that will complement academics and encourage additional learning opportunities
Grant Proposal (continued)

- **Sustainability**
  - Additional grants
  - Continuous funding from selected potential funding source

- **Program Evaluation**
  - Questionnaires will be administered to parents, students, and staff during the beginning, middle, and end of the school year
Lesson Learned

● The importance of advocacy to Social Work

● The need for evidence based after-school programs as interventions for educational disparities in low-income minority populations

● The availability of research that focuses on defining and measuring the effectiveness and quality of after-school programs is limited (Palmer, Anderson, & Sabatelli, 2009)
References


