



Integration Plan Components

The following information should be included in your integration plan. You may complete an electronic version of this document or include the information requested below in a different format.

District Name: Buffalo Hanover Montrose		District Number: 877
Superintendent: Scott Thielman	Phone Number: 682-8702	Email Address: sthelman@buffalo.k12.mn.us
District Office Address (Mailing Address, City, State, ZIP): 214 1 st Avenue NE Buffalo, MN. 55313		
Name/Title/Phone Number/Email Address of Person who Prepared Plan: Barb Janski/Pam Miller 682-8767/682-8777 bjanski@buffalo.k12.mn.us/pmiller@buffalo.k12.mn.us		
Date of Board Approval: March 12, 2012	Date of Submission to MDE: March 15, 2012	

Type of Integration Plan:

- Four year **inter-district** plan (please complete page 2 only)
- Three year **intra-district** plan (please complete page 3 only)
- Combined **inter- and intra-district** plan (please complete pages 2 and 3)

Beginning and End Dates of *Inter-district* Integration Plan (e.g. June 2012—June 2016):
July 1, 2012 - June 30, 2016

Integration Collaborative Members: List all districts in your integration collaborative and their Racially Isolated, Adjoining, or Voluntary status.

Anoka-Hennepin - Adjoining
Brooklyn Center - Racially Isolated
Buffalo-Hanover-Montrose - Adjoining
Elk River - Adjoining
Fridley - Adjoining
Mounds View - Adjoining
Osseo Area - Racially Isolated
Rockford Area - Adjoining

Multi-District Collaborative Council (MDCC): Provide a description of the extent of community outreach that preceded development of the inter-district plan.

Northwest Suburban Integration School District has a standing Parent Community Collaboration Council. In addition, it is governed by a Joint Powers School Board. For purposes of developing the inter-district plan, NWSISD utilized the standing/ongoing Parent Community Collaboration Council to develop the plan, with additional members from the Joint Powers School Board (Chairperson and another board member), the NWSISD Executive Director, the NWSISD Director of Educational Services, and the NWSISD Executive Assistant.

Cross-district Integration Issues: List issues identified by the MDCC and used as the basis for this plan.

Two districts are racially isolated - Osseo and Brooklyn Center. Fridley is not racially isolated, but has over 40% students of color. Two districts are fairly diverse (around 25% students of color): Anoka-Hennepin and Mounds View. Three districts have diversity levels at 10% or less: Elk River, Buffalo, and Rockford.

Issue: Districts and schools have quite varied demographics, both between districts and within some of the larger districts.

Issue: Districts all have achievement gaps of some type, based on race/ethnicity, ELL, Special Education, and/or gender.

Issue: Districts have inconsistent overall academic performance/outcomes at school levels, regardless of diversity.

Issue: Districts staff ethnicities do not reflect the same diversity of the students they serve, and there is a desire/need to increase the number of staff of color.

Issue: Districts staff training is varied as it relates to cultural competency and diversity

Issue: Districts have varied and inconsistent multicultural curricula.

Issue: Districts and schools have a fairly wide range of parent engagement.

Statement of Integration Goals: Provide specific goals premised on valid and reliable measures, effective and efficient use of resources, and continuous adaptation of best practices.

MDE recommends that these goals be developed and written as SMART goals.

Goal 1: NWSISD will work to create culturally inclusive learning environments by creating awareness, opportunities, training, and resources for them, and by providing inter-district opportunities to work together around them. Culturally inclusive learning environments include, but are not limited to: reducing racial isolation and increasing integration of the students attending our magnet schools and participating in the programming and opportunities provided and/or coordinated by NWSISD. In addition, these inclusive learning environments include a more balanced and inclusive curriculum and strategies of instruction, including "voices, narratives, and engagement from all racial groups in our collaborative. Specifically, NWSISD will use its programs and strategies of AVID, JMNG, Magnet Programs, the Multicultural Resource Center, Future Educators Clubs, Absent Narratives initiative, the Boys Step Up Program, and Family and Community Empowerment workshops and activities to accomplish this goal.

Smart Goal #1: NWSISD will increase the percentages of students of color participating in the AVID and JMNG programs by 5% annually. In addition, NWSISD AVID and JMNG programs will meet 90% of the achievement and positive outcomes specified by these organizations. NWSISD will provide coordination services for AVID and JMNG and coordinate interdistrict activities for these students. NWSISD will meet its goal of increasing the number of its magnet programs from 15 to 22, and increase the numbers of students served by 5% annually. Additionally, by using a geography based lottery system along with strategic placement of the magnets, NWSISD will reduce racial isolation and increase integration in at least 18 of the 22 sites. NWSISD will increase the out-of-home attendance area participation in magnets to 3500 students. The Multicultural Resource Center will provide multicultural resources in all 8 member districts, with a goal of reaching 30% of all classrooms, and with over 2500 items checked out. The MRC blog will provide interdistrict collaboration opportunities to share multicultural ideas and resources. Future Educator Clubs will be in 100% of NWSISD high schools with a goal of at least 50% students of color. Additionally, a minimum of 4 NWSISD planned interdistrict activities will occur for FEC, including shadowing days, college visits, leadership training, and other collaborative learning activities. Interdistrict Absent Narratives training will occur for at least 200 teachers in the collaborative, along with use of the resources in 60% of the classrooms of trained teachers. At least 55 boys of color from all eight districts will participate in the summer boys summit along with staff leaders from each district, and NWSISD will follow up with two interdistrict day long events during the following school year. Family and Community Empowerment will coordinate or host 200 events, with a goal of reaching 10,000 participants, of which at least 40% will be minorities. The interdistrict events, have a goal of at least 1500 participants.

Goal 2: NWSISD will work to create inter-district interactions among students, staff and parents that improve intercultural competency and increase student achievement. Specifically, NWSISD will coordinate interdistrict activities around the AVID and JMNG Programs; Magnet Programs and Schools; Multicultural Resource Center activities, resources and blog; its Family and Community Empowerment workshops, trainings, facilitations, and resources; and the Boys Summer Step Up and Future Educators Programs.

Smart Goal #2: This goal will focus on the achievement portion, as the interaction piece was discussed in Smart Goal #1. All programs listed in this goal will support the work of increasing student achievement and closing achievement gaps with their corresponding strategies and activities. Because of the vastness of the collaborative (8 districts, over 100 schools, and about 100,000 students) NWSISD has chosen to collect one primary piece of achievement data. NWSISD's demographics as a whole mirrors that of the state. NWSISD has a goal to exceed MCA "meet or exceed" standards for math, reading, and science for the state of Minnesota in all of the NCLB subgroups, as defined by ethnicity. In addition, NWSISD has a goal to decrease student achievement gaps as evidenced by the MCA math, reading, and science assessments, for each NCLB subgroup identified.

Goal 3: NWSISD and member districts will work to assist students, including students from racially diverse backgrounds to be prepared for post-secondary success. NWSISD will do so through its Future Educators Clubs, AVID and JMNG Programs, Family and Community Empowerment activities, and Boys Summer Step Up Program.

Smart Goal #3: 100% of NWSISD high schools will have Future Educators Clubs with the goal of at least 40% of the participants being students of color, with a total number of participants to exceed 200. NWSISD has a goal for the number of AVID participants to exceed 750, and 150 JMNG participants in the collaborative. Both these organizations have national standards for achievement, college access, and positive outcomes. NWSISD's goal is that 90% of the AVID and JMNG students meet or exceed these goals for post secondary success. Family and Community Empowerment will develop, in partnership with MDE and Hamline, a comprehensive, scalable, and replicable parent engagement program, with much of the focus on preparing students for post secondary success. NWSISD will have at least 50 failing 8th graded boys participate annually in the summer summit and its follow-up activities, and at least 2/3 of these boys will stay on track for graduation from high school.

Strategies for Meeting Goals: Describe or list innovative and practical strategies and programs that will enable collaborative member districts to achieve annual progress in realizing the integration plan goals listed above. Please see Minn. Rule 3535.0170 Subp.6 B. for specific cross-district options to consider.

1. Magnet Schools/Programs: NWSISD will open six (6) new magnet programs in the fall of 2012, bringing the number of NWSISD magnets to 22. Three K-12 strands are supported, including International

Baccalaureate, Science, Technology, Engineering and Math, and Fine and Performing Arts. The new magnets are all in the area of STEM, responding to a need for more seats, based on student/parent demand. The magnets have been strategically placed in both white and diverse schools, and by geography so students and parents can make choices that fit their needs.

2. Family and Community Empowerment: NWSISD will continue to coordinate workshops and trainings, and provides support for schools and member districts in a number of areas, including but not limited to parent engagement, cultural competence and diversity, boys and girls groups, post-secondary success, and other. An addition for the new plan is to implement specific strategies in assisting ELL parents and families in understanding what it takes to be successful in the US education system.

3. Multicultural Resource Center(MRC): NWSISD will continue to support member schools and districts by maintaining an MRC, providing multicultural kits and resources to classroom teachers and cultural liaisons. In addition, specific workshops will be offered. The MRC will also continue its MRC blog to provide connectiveness and input opportunities for all teachers in the 8 district collaborative.

4. Future Educators Clubs (FEC): NWSISD will continue to coordinate all FEC programs in the member district high school, by providing resources, organizing college visits, shadow days, and other ongoing interdistrict activities, as well as sponsor the end of year all day workshop for participants. Students of color are specifically encouraged to participate.

5. Absent Narratives: NWSISD will continue to support the development, training, and administration of Absent Narratives (AN). Absent Narratives is a NWSISD/Minnesota Humanities Center partnership, which is a multicultural training, curricular resource bank, and an interactive input element, which are standards-based in various ethnic areas including African-American, Dakota, Ojibwe, Hmong, and Latino. The initiative is online, allowing affordability, replicability, and access to all. It is based on research around constructivist theory, and provides more relevant stories and resources for classroom teachers.

6. Advancement Via Individual Determination (AVID): NWSISD will continue to provide coordination, training, and support for member districts and their AVID programs. AVID is a nationally affiliated program which has closing the achievement gap as part of its mission, and it targets the middle 50% of students in middle and high school.

7. Jobs for Minnesota Graduates (JMNG): NWSISD will continue to provide coordination, training, and support for member districts and their JMNG programs. JAG is a nationally affiliated program whose goals include raising the academic bar for students and assisting students in their path for post-secondary success. It focuses on the bottom 25% of students, and assists them with study and life skills, as well as vocational and academic skills to assist them to be job ready and/or post-secondary education ready upon graduation.

8. Boys Summer Step Up Program: NWSISD will continue to sponsor and coordinate the Boys Summer Step Up Program. The program is a week long

program for 8th grade at risk boy from member district schools. The program is partnered with the University of St. Thomas and the University of Minnesota's "Ramp Up to Readiness" program. The program is designed to assist young men in understanding the importance of aspirations, expectations, opportunity, and achievement.

Evaluation: Your plan should establish valid and reliable measures designed to demonstrate the amount of annual progress made in realizing inter-district integration plan goals and, by extension, the statutory goals of increased interracial contact and improved educational opportunities and outcomes designed to close the academic achievement gap. NWSISD collects data and has an evaluation plan in place for each of its programs. Specifics are outlined below by program.

1. Magnet Schools/Programs: MCA data is tracked annually to measure levels of students meeting or exceeding standards at each program or school level. Data is disaggregated by race/ethnicity, special education, ELL, free and reduced lunch, and gender. NWSISD, districts, and magnet schools analyze data annually to review trends, strengths and weaknesses, and work to develop plans for improvement. In addition, NWSISD annually does "outside" site visits using a magnet evaluation rubric to measure progress and allow schools to do a self-evaluation of their own progress.
2. Family and Community Empowerment: Data is tracked based upon participants. Each time a workshop, event or activity is held, NWSISD records the number of participants and the ethnicity of participants.
3. Multicultural Resource Center: NWSISD collects diagnostic reports on the types and numbers of items checked out from the MRC, the schools and teachers who checked them out, and the approximated number of students served, disaggregated by race/ethnicity. In addition, the MRC collects diagnostic data on the "hits" to its site and its blog.
4. Future Educators Club (FEC): NWSISD collects data from each school on participation, attendance, and memberships of students, disaggregated by race/ethnicity, in FEC groups in the collaborative. Data is collected on college visits and other interdistrict activities.
5. Absent Narratives (AN): NWSISD collects data on which teachers have participated in training. In addition, the online resource has a diagnostic tool to determine which teachers are accessing the portal, indicating the use of the resources.
6. AVID: NWSISD provides the coordination for its member district AVID programs. Nationally, AVID requires much data as it relates to post-secondary planning and access. Data collected includes participant numbers disaggregated by school/district/ethnicity, students taking ACT and SAT, students graduating, students applying to post-secondary institutions, along with other data.

7. JMNG: NWSISD provides coordination for the JMNG programs in the collaborative. Nationally, JMNG requires many data fields to be collected, including participant numbers disaggregated by school/district/ethnicity, graduation success, job placement, post-secondary access, and other areas.

8. Boys Summer Step Up Program: NWSISD collects data on each of the participants by school/district/ethnicity. In addition, "alumni" are assigned an adult mentor back in their own schools, and data and information is tracked on each student to measure long term success on an individual basis.

Beginning and End Dates of *Intra-district* Integration Plan (e.g. June 2012—June 2015):
June 2012-June 2016

Racially Identifiable School Sites: List all current Racially Identifiable School Sites within your district as identified by MDE.
none

Community Collaboration Council (CCC): Provide a summary description of the extent of community outreach that preceded development of the intra-district plan.
Northwest Suburban Integration School District has a standing Parent Community Collaboration Council. In addition, it is governed by a Joint Powers School Board. NWSISD utilized the standing/ongoing Parent Community Collaboration Council to develop the inter-district plan, with additional members from the Joint Powers School Board, the NWSISD Executive Director, the NWSISD Director of Educational Services and the NWSISD Executive Assistant

Intra-District Integration Issues: List issues identified by the CCC and used as the basis for this plan.

Two districts are racially isolated; Osseo and Brooklyn Center. Fridley is not racially isolated, but has over 40% students of color. Two districts are fairly diverse (around 25% students of color: Anoka - Hennepin and Moundsvew. Three districts have diversity levels at 10% or less: Buffalo, Elk River and Rockford.

Issue: Districts and schools have quite varied demographics, both between districts and within some of the larger districts.

ISSUE: Districts all have achievement gaps of some kind based on race/ethnicity, ELL, Special Education, and/or gender.

Issue: Districts have inconsistent overall academic performance/outcomes at school levels, regardless of diversity.

Issue: District staff ethnicities do not reflect the same diversity of the students they serve, and there is a desire/need to increase the number of staff of color.

Issue: District staff training is varied as it relates to cultural competency and diversity.

Issue: Districts have varied and inconsistent multicultural curriculum.

Issue: Districts and schools have a wide range of parent engagement.

Statement of Integration Goals: Provide specific goals premised on valid and reliable measures, effective and efficient use of resources, and continuous adaptation of best practices.

MDE recommends that these goals be developed and written as SMART goals.

Goal 1: BHM will work to create culturally inclusive learning environments by creating awareness, opportunities, training, and resources for them, and by providing inter-district opportunities to work together around them. Culturally inclusive learning environments include, but are not limited to: reducing racial isolation and increasing integration of the students attending our magnet schools and participating in the programming and opportunities provided and/or coordinated by NWSISD. In addition, these inclusive learning environments include a more balanced and inclusive curriculum and strategies of instruction, including "voices, narratives, and engagement from all racial groups in our collaborative. Specifically, BHM will use its programs and strategies of AVID, Magnet Programs, the Multicultural Resource Center, Future Educators Clubs, Absent Narratives initiative, the Boys Step Up Program, and Family and Community Empowerment workshops and activities to accomplish this goal.

Smart Goal #1: By September 2012, BHM will have established an AVID program at BHS and will have identified at least 20 students to participate. In addition, the BHM AVID program will meet 90% of the achievement and positive outcomes specified by these organizations. NWSISD will provide coordination services for AVID and coordinate interdistrict activities for these students. BHM will meet its goal of increasing the number of its magnet programs from 1 to 2, and increase the numbers of students served by 5% annually. BHM will continue to utilize the Multicultural Resource Center, with a goal of reaching 10% of all classrooms. The BHM Future Educator Club will continue to work collaboratively with NWSISD and gain at least one student of color. Additionally, the BHM FEC will participate in a minimum of 2 NWSISD planned interdistrict activities will occur for FEC, including shadowing days, college visits, leadership training, and other collaborative learning activities. Absent Narratives training will occur for at least 20 teachers in BHM, along with use of the resources in 40% of the classrooms of trained teachers. At least 2 boys of color will participate in the summer boys summit along with a staff leader from our district. BHM will collaborate with Family and Community Empowerment for 6 events, with a goal of reaching 2,000 participants, of which at least 5% will be minorities.

Goal 2: BHM will participate in inter-district interactions among students, staff and parents that improve intercultural competency and increase student achievement. Specifically, BHM will coordinate interdistrict activities around the AVID Program; Magnet Schools; Multicultural Resource Center activities, resources and blog; its Family and Community Empowerment workshops, trainings, facilitations, and resources; and the Boys Summer Step Up and Future Educators Programs.

Smart Goal #2: This goal will focus on the achievement portion, as the interaction piece was discussed in Smart Goal #1. All programs listed in this goal will support the work of increasing student achievement and closing achievement gaps with their corresponding strategies and activities. BHM has a goal to exceed MCA "meet or exceed" standards for math, reading, and science for the state of Minnesota in all of the NCLB subgroups, as defined by ethnicity. In addition, BHM has a goal to decrease student achievement gaps as evidenced by the MCA math, reading, and science assessments, for each NCLB subgroup identified.

Goal 3: BHM will work to assist students, including students from racially diverse backgrounds to be prepared for post-secondary success. BHM will do so through its Future Educators Clubs, AVID Program, Family and Community Empowerment activities, and Boys Summer Step Up Program.

Smart Goal #3: The BHM Future Educators Club has a goal of at least 1 participant being a student of color, with a total number of participants to exceed 20. BHM has a goal for the number of AVID participants to exceed 20. BHM's goal is that 75% of the AVID and JMNG students meet or exceed these goals for post secondary success. Family and Community Empowerment will develop, in partnership with MDE and Hamline, a comprehensive, scalable, and replicable parent engagement program, with much of the focus on preparing students for post secondary success. BHM will collaborate with an will participate in the program developed by NWSISD. BHM will have at least 5 failing 8th grade boys participate annually in the summer summit and its follow-up activities, and at least 2/3 of these boys will stay on track for graduation from high school.

Strategies for Meeting Goals: Describe or list integration efforts the district plans to implement at each racially identifiable school. All strategies and programs must be educationally justifiable and provide options for intra-district integration; that is, they must have both academic and integrative value relative to the racially identifiable school(s) within your district. Please see Minn. Rule 3535.0160 Subp.3 B. for specific options to consider.

1. Magnet School/Programs: The Arts Magnet Program at BHS has been very successful, and will continue to provide opportunities in an arts infused curriculum for students throughout NWSISD. Tatanka Elementary school will open a STEM elementary program to open more seats based on student and parent need throughout NWSISD.

2. Multicultural Resource Center(MRC): NWSISD will continue to maintain the MRC, providing multicultural kits and resources to classroom teachers and cultural liaisons. Specific workshops are also offered through the MRC. BHM staff have found the MRC to be a positive resource for students in the classroom. The MRC has also started a blog to provide connectiveness and input opportunities for all teachers in the NWSISD collaborative.

3. Family and Community Empowerment/Parent Education & Family Literacy Program: BHM staff will continue to benefit from the workshops and trainings sessions coordinated by NWSISD staff. Areas to be addressed through the workshops and trainings will include but are not limited to parent engagement, cultural competence and diversity, boys and girls groups, post secondary success and others. A new plan for NWSISD will be to implement specific strategies in assisting ELL parents and families in understanding how a student can be successful in the US educational system. BHM schools will benefit from this new plan.

4. Future Educators Clubs (FEC): BHM will continue to participate in FEC programs within the NWSISD collaborative school. Specifically, students at BHS will continue to participate in the following FEC activities; college visits, shadow days, and other ongoing interdistrict activities, as well as the end of year all day workshop for participants. Students of color are specifically encouraged to participate.

5. Absent Narratives: BHM will continue to support the training opportunities of Absent Narratives (AN). Absent Narratives is a NWSISD/Minnesota Humanities Center partnership, which is a multicultural training, curricular resource bank, and an interactive input element, which are standards-based in various ethnic areas including African-American, Dakota, Ojibwe, Hmong, and Latino. The initiative is online, allowing affordability, replicability, and access to all. It is based on research around constructivist theory, and provides more relevant stories and resources for classroom teachers.

6. Advancement Via Individual Determination (AVID): BHS will begin to offer an AVID program. NWSISD will provide coordination, training, and support for this new AVID program. AVID is a nationally affiliated program which has closing the achievement gap as part of its mission, and it targets the middle 50% of students in middle and high school.

7. Boys Summer Step Up Program: NWSISD will continue to sponsor and coordinate the Boys Summer Step Up Program. BHM plans to participate in this opportunity. The program is a week long program for 8th grade at risk boys from member district schools. The program is partnered with the University of St. Thomas and the University of Minnesota's "Ramp Up to Readiness" program. The program is designed to assist young men in understanding the importance of aspirations, expectations, opportunity, and achievement.

8. Young Males group/Girls Group: BHM will continue to provide groups for secondary students of color. These groups will work with outside speakers and consultants to assist the young men and women in developing goals and meeting those expectations.

9. SEED training, materials and cultural library: BHM continues to make a commitment to SEED (Seeking Educational Equity and Diversity) training over the past three years. Results have been positive, and continuing interest has been shown. The SEED Resource Library provides materials and resources for use by all teachers across the district.

10. Transportation for Academic support: BHM has provided after school Homework Help at the secondary level. Transportation will be provided to students 1x week to Hanover and Montrose to help promote the attendance of students of color.

11. Student Leadership Exchange programs: BHM will continue to promote student leadership in all cultures with a focus on inter-racial contact and cultural awareness. This will be facilitated by outside experts as well as current staff members. The Impact Retreat will help current 8th graders with an introduction and transition to High School. Student exchanges with leaders of other schools within NWSISD collaborative will also promote integration efforts.

12. Cultural Liaison: The Cultural Liaison provides invaluable services and connections between students, school and community. Translation and interpretation services are provided, as well as valuable insights into the cultural relevancy of the classroom curriculum.

13. Academic Enrichment through Artists in Residence: Additional cultural components of the curriculum will be supplemented by a variety of Artists-in-Residence. Artists will also collaborate in a joint effort with high school and elementary students in bookmaking projects, as well as facilitating video story projects.

14. Cultures United program supplies: In BHM schools, Cultures United groups have been started at elementary and secondary levels. This organization is a very direct connect to the promotion of inter-racial contact in a more formal, student-oriented setting.

Evaluation: Your intra-district plan should establish valid and reliable measures designed to demonstrate the amount of annual progress made in realizing integration plan goals and, by extension, the statutory goals of increased interracial contact and improved educational opportunities and outcomes designed to close the academic achievement gap at your district's racially identifiable school site(s).

NWSISD collects data and has an evaluation plan in place for each of its programs. Specifics are outlined below by program.

1. Magnet Schools/Programs: MCA data is tracked annually to measure levels of students meeting or exceeding standards at each program or school level. Data is disaggregated by race/ethnicity, special education, ELL, free and reduced lunch, and gender. BHM magnet programs will analyze data annually to review trends, strengths and weaknesses, and work to develop plans for improvement. In addition, the BHS Arts Magnet Magnet program did participate with NWSISD in an on-site review using a magnet evaluation rubric to measure progress and allow schools to do a self-evaluation of their own progress. This information is then used to set improvement goals within the program for future progress.

2. Family and Community Empowerment/Parent Education & Family Literacy Program: Data is tracked based upon number of participants. Each time a workshop, event or activity is held, BHM records the number of participants and the ethnicity of participants.

3. Multicultural Resource Center: NWSISD collects diagnostic reports on the types and numbers of items checked out from the MRC, the schools and teachers who checked them out, and the approximated number of students served, disaggregated by race/ethnicity. In addition, the MRC collects diagnostic data on the "hits" to its site and its blog.
4. Future Educators Club (FEC): BHM collects data on participation, attendance, and memberships of students, disaggregated by race/ethnicity, in the FEC group. Data is collected on college visits and other interdistrict activities.
5. Absent Narratives (AN): NWSISD collects data on which teachers have participated in training. In addition, the online resource has a diagnostic tool to determine which teachers are accessing the portal, indicating the use of the resources. In addition, BHM staff who participate in Absent Narratives training are involved with an evaluation process to determine what level of local supports are needed to assist them in implementing ideas in their classroom instruction.
6. AVID: NWSISD provides the coordination for its member district AVID programs. Nationally, AVID requires much data as it relates to post-secondary planning and access. Data collected includes participant numbers disaggregated by school/district/ethnicity, students taking ACT and SAT, students graduating, students applying to post-secondary institutions, along with other data. BHM will also collect similar data for the district and will engage staff in qualitative program evaluation tools.
7. Boys Summer Step Up Program: BHM will collect data on each of the participants for this activity. In addition, "alumni" will be assigned an adult mentor back in their own schools, and data and information tracked on each student to measure long term success on an individual basis.
8. Young Males group/Girls Group: BHM will collect data on the number of participants for this activity. In addition, the participants will be asked to respond to a survey and/or to participate in a focus group. This data will then be used to evaluate the effectiveness of the groups and to assist in future planning.
9. SEED training, materials and cultural library: BHM staff will track the number of participants involved with SEED training annually. In addition, each SEED session utilizes an evaluation feedback model. This evaluation feedback is then used to plan the subsequent SEED sessions with participants for immediate response to participants' needs.
10. Transportation for Academic support: Numbers of students utilizing the transportation option will be tracked. These numbers will be used to determine if the level of participation in the academic support program is reliant upon the transportation available.
11. Student Leadership Exchange programs: Participant numbers in the inter-district and intra-district opportunities will be tracked, with particular attention noted in the participation of students of diverse backgrounds.
12. Cultural Liaison: The cultural liaison supervisor will evaluate performance and will develop an evaluation model collectively with the cultural liaison.
13. Academic Enrichment through Artists in Residence: The number of participating students, parents, and staff will be collected through these activities.

