

# WALTON FAMILY FOUNDATION

## Walton Family Foundation Grant Application

Name of  
Organization: Rogers Public Schools

Name of  
Project/Proposal: Rogers Honors Academy: Deepening the Work

By submitting this request for funding, the requesting organization acknowledges that The Walton Family Foundation has not previously made any promise to provide the funding requested herein and that the requesting organization has not relied to its detriment upon any statement by The Walton Family Foundation or its representatives to obtain the funding requested herein. The requesting organization further acknowledges that any approval of its grant proposal will be communicated only by, and is contingent upon execution of, a written grant agreement between the requesting organization and the Foundation signed by the Foundation's Executive Director.

<b>Organization Name:</b>	Rogers Public Schools		
<b>Organization Address:</b>	500 W. Walnut Rogers, AR 72756		
<b>Organization Telephone:</b>	(479) 636-3910		
<b>Tax ID Number:</b>	Public School		
<b>Head of Org/Authorized Signatory:</b>			
<b>Signatory Address (if different than above):</b>			
<b>Head of Org Email:</b>			
<b>Key Contact:</b>	Carla Fontaine		
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<b>Key Contact phone:</b>	479-633-9521		
<b>Project Name:</b>	Rogers Honors Academy: Deepening the Work	<b>Proposal Date:</b>	6/30/2021

<b>Total Requested:</b>	\$326,200	
<b>Grant Period:</b>	From 8/1/2021 To 7/31/2023	
<b>WFF Program Officer:</b>	Kim Davis	

### 1. Request/Purpose of Grant

Briefly summarize the purpose and need for the project/program, the requested amount, and any requested terms (such as multiple years or matching). The budget template attached is the location for detailed financial information. This space is really just an abstract of the proposal.

Since its inception in 2016, the Rogers Honors Academy (RHA) has positively impacted the college-going experience of hundreds of students in the Rogers Public School (RPS) District. The program's original intent – to help high achieving and high potential students find their best fit school among the nation's top colleges and universities -- has resulted in RHA students successfully matriculating at dozens of Ivy League colleges, Military Academies, HBCUs, and the most competitive and prestigious liberal arts and research colleges and universities.

In the spirit of continuous program improvement, the RHA has evolved during these five years to best meet the needs of our students and ensure they have the tools and experiences needed to be successful as applicants to and matriculated students at the schools that best meet their educational objectives. Recent program improvements have included enhanced tutoring to help students build strong academic portfolios and to improve ACT scores, strengthening participation criteria to allow us to focus on students who are passionate about attending their best fit school and serious about doing the hard work to reach that goal, programming to help students write compelling essays, and emphasizing community service as an important aspect of the application portfolio. These changes have resulted in more RHA students applying to, being accepted at, and attending the nation's leading schools, often with generous financial aid packages.

The RHA has contributed significantly to the changing education landscape among students and families in Rogers, Arkansas. Understanding that attending a top school is within reach for an RHA student, many work diligently during their high school years to excel in a rigorous curriculum, identify their passions through their extracurriculars and out-of-school time activities, research dozens of potential college options, then write thoughtful and moving college applications.

Given the steep financial costs at state and private institutions, helping students identify and secure need- and merit-based scholarships and negotiate financial aid packages is an integral factor in the RHA process. Through our work we have shown that there is a significant cohort of RPS students who are passionate about and successful in continuing

their educational journey at a top school. Given these successes and our commitment to continue to improve the RHA student experience, we are asking the Walton Family Foundation for two years of support in areas that will help students attain their college vision. Our impact will be substantial by focusing on five key areas:

Ensuring students have individualized guidance throughout their RHA involvement – sophomore through senior years and beyond. A student's college application must include a portfolio of accomplishments that illustrate strong long-term academic achievement, authentic community work or family commitments that reveal a student's values and passions, and application and scholarship essays that speak to a student's uniqueness. Essays can be bolstered through multiple reviews, ongoing conversations, an iterative draft process, and coaching from educators. Financial aid may be enhanced by submitting early and complete applications. Our work has shown students need support in each of these areas, particularly in families with first-generation college-goers. This support will come from the efforts of two college advisors dedicated to RHA students, helping them design their high school academic plan, identify meaningful community service work, interpret their interests and strengths, and provide guidance and scaffolding at critical times to ensure the most impact. Funding for two advisors will give us the human resources needed to personalize the college application and college-going process for each student.

These advisors will engage students and families to help them understand the mechanics of the application process – important deadlines, navigating the world of financial aid and scholarships, understanding the importance of the Net Price Calculator, and completing the FAFSA and Common Application – to enable students to submit the strongest possible application. These RHA advisors will lead trips to top schools where students can explore their interests and picture themselves walking the campus as a student. Lastly, advisors can tailor programs to meet the unique needs of our different student cohorts – middle-income students may need more information on non-need-based financial aid, or parents of first-generation college-goers may need to join their children on college visits to see first-hand what their child can experience.

Collaborating with families to ensure their involvement and understanding of the college process and the many options available at top colleges. We now understand that a student's journey to a top school is really a family endeavor. In addition to strong academic achievement, self-awareness of their interests and motivations, and appropriate timing of the logistics involved, a student's college journey is deeply influenced by a parent's support and attitude towards the process. Each of these factors, including helping parents understand the opportunities and advantages of an education at a top school, can be strengthened by involving parents in every step of the process. We will convene meetings, run focus groups and speak individually with parents to better understand their concerns and to help them understand college choices open to their child.

Parents will be involved with the college application journey by working with advisors to develop a plan jointly with their children. The RHA team will offer students and parents support in the form of an individualized application framework and timeline, workshops, tutoring, and essay reviews – all designed to give students sufficient time to allow for improving their application package.

Creating opportunities for students and their families to see themselves being successful at the nation's leading schools. The RHA has been an important influence in helping students understand the opportunities available at a top college. While most Rogers Public School college-bound students attend an in-state school, we have worked to help RHA students feel comfortable broadening their horizons and exploring academic options outside of Arkansas. Choosing a college goes beyond looking for the best academic match, and includes considering complex issues of economics, culture, safety, identity, and independence. Helping students and parents navigate these issues can remove barriers and reveal exciting possibilities. There are strategies to help parents and students delve into these issues and open up to the possibility of attending school "away". Parent meetings can help them understand the educational and financial benefits of a top school. Financial aid workshops can reveal top schools as an affordable alternative to in-state schools. Students can hear from RPS alum attending leading colleges about the opportunities and challenges of campus life at a top school. RHA students, perhaps joined by their parents, can visit these leading schools and picture themselves working in the classrooms, eating in the dining halls, and living in the dorms as they explore these institutions first-hand.

Working with our current RHA alums at top colleges to ensure they have access to the resources necessary to be successful. RHA will devote resources to formalize the process of checking in with RHA alum at their colleges, listening to their concerns, talking with them about their transition, and making sure that they are accessing the resources they need in order to be successful. While we have been successful in placing first-generation college-goers in top schools, we know that only 66% of first-generation college-goers graduate from college. We will dedicate some of our RHA resources to ensure that the students currently on top school campuses know how to successfully navigate their new environment.

Connecting RHA alums currently at top schools with our existing RHA cohort to build a more collaborative effort of college engagement. A successful application to a top school is influenced by many factors – academic excellence, authentic community and family engagement, spirited essays, and significant self-reflection. Students can improve their chances of realizing their vision if they are scaffolded by a personal community of informed and supportive parents, RHA advisors and staff offering programming, as well as RHA alum now at top schools who share their personal experiences and advice. Our current RHA cohorts look up to the RHA alum and will take their input and guidance seriously. The RHA will craft opportunities for RHA alum to work together with parents, students, and staff to help students identify and successfully apply to their best fit colleges.

These next two years will see our fourth and fifth RHA cohorts become seniors who will select and apply to colleges. Sophomores will join the RHA as new cohorts each year. While the Rogers School District champions the work of the RHA, it would be beneficial to apply additional resources to support our nearly 400 students through RHA-dedicated advisors, coaching for essay development, and ACT and PSAT test preparation and repeat test opportunities. Workshops, college visits for students and some parents, and support for college application fees will also be important components of our work together. To support this important two-year effort, the RHA asks the Walton Family Foundation to consider a grant of \$326,200 for the 2021-2022 and 2022-2023 academic years.

This support will ensure that the district's highest achieving students and their parents have the opportunities, information, and experiences they need to help them make well-informed decisions about their educational future. The RHA has high expectations for our students and goals for our program. We know that providing them with this important support over the next two years will help all of us dream big, aim high and enjoy success.

## 2. Background

Include a basic description and history of the organization (2-3 paragraphs). Please also note the other organizations with which you are collaborating.

The mission of Arkansas' Rogers Public Schools (RPS) is to provide an environment of educational excellence where all belong, all learn and all succeed. Serving more than 15,600 students on 23 campuses – 16 elementary, 4 middle, and 3 high schools – the RPS has been recognized with the U.S. Department of Education's National Blue Ribbon School honor, along with the U.S. News & World Report's Best High Schools designation. The student population of RPS is richly diverse with over 54% of the student population from Hispanic, African-American, Asian, Native American, and Hawaiian/Pacific Islander backgrounds, and 60% of students are eligible for free and reduced-price meals. The district's goal is for all students to graduate prepared for college and their chosen careers.

Begun in 2016, the Rogers Honors Academy (RHA) has made significant progress towards its goals of helping high achieving students apply to and attend some of the nation's most selective schools. The 295 students now in the Academy, 43% of whom are students of color or from low-income families, have participated in college tours of highly selective institutions, workshops on essay writing, financial aid, how to select and compare top schools, and other relevant topics. Parents have learned about the admissions requirements of top schools and how financial aid at these schools can make them affordable. This work – helping cohorts of high potential young people understand the educational choices and generous financial aid opportunities available to them – can lead them to the nation's most selective colleges.

Students from RPS's three high schools – Rogers, Heritage, and New Technology – who meet the Academy's admission requirements of a highly competitive GPA, challenging AP coursework, and community service can expect to participate in an annual calendar of workshops, trainings, and college visits. The sixth RHA cohort of approximately 150 students will join the program in Fall 2021, bringing the total number of students in the Honors Academy for 2021-2022 to 445.

## 3. Output and Outcome Performance Measures

Outputs And Outcomes		
Who will do what and how much?	By when?	Measured or evaluated by?

**Goal: Rogers Honors Academy: Increasing Impact**

**Outputs**

Please be sure to include all three elements (who, what, how much) even if the "who" seems obvious.	Please provide the specific date by when you will accomplish this output (i.e. 12/31/2015). If there will not be a specific date within the grant period, please use the grant ending date.	Please enter the measurement strategy (how we will know that the output or outcome has been accomplished). This could be "by program records," "by media reports," or "by school board meeting minutes.
The Rogers Honors Academy will have 35% of Honor's Academy participants from underserved populations (Students of Color, English Language Learners (ELL) and/or Free / Reduced Lunch.	02/28/2022 and 2/28/2023	As evidenced by program records and student database.
Rogers Honors Academy (RHA) will serve a total of 400 students in the 2021-2022 academic year and 400 students in the 2022-2023 academic year.	07/01/2022 and 07/01/2023	As evidenced by participation rosters and membership documents.
100% of RHA participants will be enrolled in at least two Pre-Advanced Placement or Advanced Placement courses sophomore through senior year.	07/01/2022 and 07/01/2023	As evidenced by class schedules and RHA student tracking documentation.
100% of RHA senior students will apply to two nationally ranked "Top Colleges" cited by US News and World Report, The Princeton Review's "The Best 384 Colleges", and The 40 Colleges that Change Lives (CTCL.org).	07/01/2022 and 07/01/2023	As evidenced by RHA student surveys, counselor and scholarship coordinator surveys, and conversations with students.
90% of RHA students will participate in one college tour to a top college/university before graduation.	07/01/2022 and 07/01/2023	As evidenced by program records.

80% of RHA participants will participate in tutoring or one ACT or PSAT prep session.	07/01/2022 and 07/01/2023	As evidenced by ACT prep rosters of attendance.
75% of RHA participants will take the ACT more than one time.	07/01/2022 and 07/01/2023	As evidenced by ACT rosters.
<b>Outcomes</b>		
Please be sure to include all three elements (who, what, how much) even if the "who" seems obvious.	Please provide the specific date by when you will accomplish this output (i.e. 12/31/2015). If there will not be a specific date within the grant period, please use the grant ending date.	Please enter the measurement strategy (how we will know that the output or outcome has been accomplished). This could be "by program records," "by media reports," or "by school board meeting minutes.
20% of RHA senior students will be accepted to a nationally ranked "Top Colleges" cited by US News and World Report, The Princeton Review's "The Best 384 Colleges", and The 40 Colleges that Change Lives (CTCL.org) – excluding the University of Arkansas, Fayetteville.	07/01/2022 and 07/01/2023	As evidenced by RHA student surveys, counselor and scholarship coordinator surveys, and conversations with students.
95% of RHA Class of 2022 and 2023 cohort participants will receive an offer of admission from a four-year college.	07/01/2022 and 07/01/2023	As evidenced by reviewed letters of acceptance, self-reported by students, and scholarship records.
50% of RHA Class of 2022 and Class of 2023 participants will improve on the ACT by at least three points.	07/01/2022 and 07/01/2023	As evidenced by ACT scores, reviewed by counselor files.
8% of RHA seniors will attend a top college.	12/30/2022 and 12/30/2023	Evidenced by National Clearinghouse records of student college attendance.

#### 4. Evaluation of Proposed Project

Please describe how you will evaluate the project moving forward. You do not need to restate what is in section 3. Here you only say how the information will be collected.

The support requested in this proposal will help the RHA continue the scale and student impact of this important work. With over 400 students in the Honors Academy, we know the resources outlined in this proposal will allow us to successfully serve students at this scale with a rich menu of workshops, trainings, counseling sessions, trips, and additional resources.

The measures we will use to evaluate the effectiveness of our work supported by this new proposal include:

- Tracking the number of students and parents participating in our trainings, programs, and school visits. This will be used to monitor engagement and continuously improve the promotion of these activities.
- Soliciting ongoing feedback from students and parents – in the form of surveys and individual/group discussions – will be used to monitor the quality and content of our efforts. We see our work as continually evolving and learn from each cohort new ways to make our impact more meaningful. We will convene focus groups of parents to hear their concerns, questions and to foster a collaborative process of all working together to help their children get into their best-fit college. This feedback will influence our programming for the next two years.
- Engaging RHA advisors in longitudinal data collection as we work with high school seniors who are considering multiple college offerings.
- Tracking community service projects and related work the students are involved in will allow us to document the impact and duration of significant student efforts. Community service often results in additional scholarship recognition. Community awareness of these efforts has increased through coverage received by local and regional media.
- Measuring student and parent use of RHA social media. Data about audience impressions and usage will help us continuously improve the content and navigation of the RHA web resources.

Meeting the goal of the RHA's mission – promoting academic excellence and providing students with the skills and support needed to get admitted to a top school – remains our primary objective. The activities outlined in this proposal will be dedicated to achieving this goal.

If an external third party evaluation will be completed, describe their evaluation plan.

N/A

#### 5. Financial Information/Sustainability

Also, please briefly describe the plan to make the project or organization sustainable after the grant period (if applicable).

As the district intends to continue the work of the RHA after our grant support is completed, an emphasis will be placed on documenting and passing along key information and strategies regarding this “pathway to a top college” work and adapting it to be implemented in subsequent years. Sustaining the activities of the Rogers Honors Academy past the WFF grant period requires different strategies for the major facets of the program. The activities that will be continued at the completion of the grant in August 2023 include supporting dedicated RHA leadership within the RPS to champion and coordinate this effort, building the capacity of the teachers and counselors to support students interested in top schools, offering a rich menu of RHA events and educational programs for students and parents and a strengthening of our district understanding of the value of meaningful community service work.

RHA leadership. The school administration has committed its financial support for the director of the RHA and a dedicated administrative assistant beyond the term of the proposed grant funding – integrating the salary, benefits, and administrative expenses into the school district’s budget.

Building the capacity of educators. Growing the number of RPS counselors and teachers who participate in the professional development and program activities of this work, will result in increasing their knowledge base and preparing them to work with students beyond our grant funding. We have witnessed the enthusiasm of educators and counselors who learn of the benefits of top schools. They more effectively communicate these benefits to students and feel comfortable recommending schools and programs more closely tailored to a student’s interest. Additionally, the RHA Director will meet regularly with high school counselors to disseminate information and serve as a resource.

RHA activities. School-based trainings and programs for RHA students and parents will continue to be offered by the RHA leadership and educators from across RPS. School time and resources will be allocated to support these efforts. The RHA web-based resources established during the grant period will be regularly updated and available to students and parents.

Building bridges to community service projects. By recording and sharing the transformative experience of students engaged in community service we hope to establish authentic work as the norm in terms of our district’s concept and expectation of community service work. We will move towards the concept that a student’s community engagement should be measured not by the number of hours worked but rather the work’s impact on the community.

Perhaps the most important factor that requires sustainability is helping shift the culture that going away to school may require actually going “away”. By helping students be intentional about the future and deliberate about the process they use to determine which top school best suits their needs, the concept of seeking out the best college for their needs, regardless of location, will eventually become integral to the fabric of this school’s community.

## **6. Board Members**

Please provide us with a list of your organization’s board members.

The Rogers Public School Board of Education is an elected group of seven members who sets district policies, oversees district finances, hires the superintendent, and provides direction for the district.

Nathan Gairhan (At-Large Position 6, 2021-2026) President  
Curtis Clements (Zone 2, 2018-2023) Vice-President  
Amy Horn (Zone 4, 2019-2024) Secretary  
Suzanne Spivey (Zone 3, 2021-2025)  
Rob Phillips (Zone 1, 2019-2022)  
Mitch Lockhart (At-Large Position 7, 2021-2026)  
Paige Sultemeier (Zone 5, 2020-2025)

## **7. Management/Key People Involved**

Project and Organization Management – List the 1-3 people involved in managing the project and give 2-4 sentence bios

Carla Fontaine, Director of the Rogers Honors Academy since its inception in 2016, received a Master's degree from Harvard Graduate School of Education and worked for over two decades at Harvard University, conducting research on the impact and effectiveness of education initiatives across the country and, most recently in Harvard's Human Resources Office, conducting professional development workshops and supporting university staff in their career pursuits.

## **8. Applicant self-assessment of risks to success**

Please identify any risks to project success.

The work of the Rogers Honors Academy – helping cohorts of high potential young people understand the educational choices and financial aid opportunities available to them – has been both exhilarating and challenging. Based on our efforts over the past five years, RHA students and their parents now understand that their educational paths can lead them to the nation's most prestigious schools, that their academic achievement and community participation may result in generous financial aid, and – often the most challenging factor – their academic journey may lead them out-of-state and away from home.

This last point – the possibility that a student may attend a school distant from Northwest Arkansas – is often the most difficult aspect in the decision of which colleges to apply to and, ultimately, attend. In addition to the strong pull of the local 'Razorback' culture here, there is a reluctance by some students or their parents to move away from home to attend school elsewhere. To overcome this reluctance, students and their parents need to feel confident the student can be academically and personally successful at a top school while concurrently navigating life away from their hometown in this transition from high school to college.

A second, though easier to overcome challenge to the work of the RHA is the assumption that the Arkansas state university system provides the highest quality education for the lowest cost. Many students and parents are not familiar with how many of the nation's top schools

participate in need-blind admissions processes and are able to meet 100% of demonstrated financial need for admitted students. Helping parents and students use tools such as the Net Price Calculator, we will continue to communicate that an RHA student can attend a top school for an overall cost often far lower than attending an Arkansas state school.

Lastly, we need to be successful in helping change the student mindset of community work. The RPS district's requirement for student service work is measured solely in hours volunteered and says nothing about the quality or motivation of the experience. We will continue our efforts of the past two years to shift the perspective from seeing community service as more than "hours given" to one in which students can explore an area of interest, meet a need in the community, work with adults in a non-school environment, and help them further define their values.

**Lessons Learned** – If you have previously been a grantee of The Walton Family Foundation, please discuss any missed targets, the lessons learned, and how you aim to address those moving forward.

Our current Rogers Honors Academy two-year grant from the Walton Family Foundation will end in August 2021. During that time we have made significant progress in broadening the conversation regarding college possibilities, yet there is still much work to be done to help students create a strong application package, more fully engage a student's family in the college application process, help identify financial aid resources for RHA students, and reach out to previous RHA cohorts to ensure they are getting the scaffolding they need to remain successful at their school. Our steps to address these areas include:

Re-engage an important pre-COVID best practice in a post-COVID environment. The COVID pandemic dramatically impacted our ability to get students onto college campuses for in-person tours. This year's rising seniors, class 2022, were not able to participate in any RHA-sponsored college visits. We know the experience of setting foot on a college campus is transformative, helping the student visualize themselves walking the campus, making new friends, eating in the dining halls, and living in the college dorms. RHA's slogan of "dream big, aim high" can be made real when a student actually walks the campus and sees themselves being successful there. In-person college tours will begin again in fall 2021 and we will make a concerted effort to get many RHA students in class 2022 on college campus tours prior to the November 1 early action/early decision college application deadline. Additional campus visits will take place throughout the academic year.

Understand that applying to a college is a family-wide endeavor and parents need to be engaged and onboard from the start of the process. A student's successful journey to college involves their entire family. While an RHA student is responsible for their grades, class choices, and college applications, their parents' perspective on the need or options for higher education can enable or deter a student from attending their best-fit school. We have found that some parents have not fully engaged in the process of learning about the academic, social, financial aid, and future career opportunities afforded at top schools. We have had a number of students get into top colleges and then not be able to go because their parents do not want them to be far away from home. We need to educate parents as to the benefits of top colleges and

also help them understand the expenses involved in going to a local college. We propose to more fully engage parents in the college application process by having them work with their child and RHA advisors to develop a college application plan early in the fall, while there is adequate time to discuss and address any barriers or opportunities.

Only 66% of first-generation college-goers graduate from college. RHA students who matriculate would benefit from periodic check-ins and support early in their college careers. According to the U.S. Department of Education's National Center for Educational Statistics, 33% of first-generation students who began college failed to graduate, compared with only 14% of students whose parents earned a college degree (Cataldi, Bennett, Chen. *First-Generation Students: College Access, Persistence, and Postbachelor's Outcomes*. February 2018). Because a number of recent RHA graduates are first-generation college-goers and attending some of the nation's leading schools, we would like to provide some long-distance resources and mentoring to help them navigate their first years in this new academic environment. We will reach out to them to ask them to share their college experiences with our current RHA students and also make sure that they have access to all the resources available to them on their home campuses that they need to be successful at college. The resulting information we gather and develop to help our now-undergraduate RHA alum will be used as a pre-college orientation resource for our current RHA cohorts.

Financial aid is critically important to all students, particularly middle-income families who may not be eligible for sufficient need-based aid. Additional help identifying opportunities for financial aid is necessary. While many lower-income RHA students may be eligible for need-based scholarships and financial aid, our middle- and upper-income students need more support identifying and applying for merit-based and scholarship aid. While these opportunities exist, students must be timely in their college applications and financial aid requests as many financial aid opportunities are distributed on a first-come, first-served basis. Students and parents wishing this type of financial aid will need to adhere to a more rigorous application calendar to be successful. RHA advisors will work with these students and parents to support their efforts.

RHA students are taking a long-term view of their college experience – a trait that will serve them well in their future decision-making. RHA seniors do not view their last year of high school as a chance to coast until graduation. Not only do these highly motivated students take a rigorous class curriculum of three Advanced Placement/pre-AP classes, but they are also often involved in numerous extracurricular activities and may well hold down a job outside of school. We know that RHA seniors work tremendously hard on their college applications to top schools, primarily during their fall semester. They craft multiple essays on a dizzying array of topics, develop spreadsheets to track everything from college admission deadlines to financial aid requirements, and seek out thoughtful recommendations from their teachers and counselors. It takes a lot more work to be a graduating senior in the RHA and we believe that students are committing to it because they are seeing their peers in previous RHA cohorts getting into these top schools and being successful there. These students are learning an important lesson – that we may have to make sacrifices in the present to build toward our goal of the future.

RHA students will take the ACT at least twice. Many families rely on their children taking the state-sponsored ACT during their junior year. Because the price of the test can be cost-prohibitive, a number of families choose not to take it a second time. Studies show most students will improve upon their first score by doing ACT prep and taking the test a second time. While standardized test scores may not be necessary to apply to most top schools in the coming year we know that students may wish to include on their application a high score they received or may need the score for certain scholarships. Given this evolving situation, we will continue with our test preparation work. Our proposal includes support to make ACT preparation and this second test available to all RHA students.

## 9. Project Budget

	Year 1		Year 2		TOTAL	
	PROJECT BUDGET	WFF REQUEST	PROJECT BUDGET	WFF REQUEST	PROJECT BUDGET	WFF REQUEST
PERSONNEL EXPENSES (for this project only)						
Salaries	\$226,000	\$112,000	\$232,780	\$115,360	\$458,780	\$227,360
Benefits	\$56,500	\$28,000	\$58,195	\$28,840	\$114,695	\$56,840
Other	\$120,455	\$0	\$83,706	\$0	\$204,161	\$0
PERSONNEL SUBTOTAL	\$352,155	\$140,000	\$374,681	\$144,200	\$777,636	\$284,200
DIRECT EXPENSES (for this project only)						
Travel	\$80,000	\$50,000	\$40,000	\$10,000	\$120,000	\$60,000
Meetings/Events	\$9,750	\$0	\$9,750	\$0	\$19,500	\$0
Printings/Publications/Electronic	\$1,000	\$0	\$1,000	\$0	\$2,000	\$0
Postage	\$600	\$0	\$600	\$0	\$1,200	\$0
Telephone	1,200	\$0	\$1,200	\$0	\$2,400	\$0
Supplies	\$12,000	\$0	\$12,000	\$0	\$24,000	\$0
Equipment	\$2,000	\$0	\$2,000	\$0	\$4,000	\$0
Other	\$51,000	\$37,000	\$41,500	\$29,000	\$92,500	\$66,000
DIRECT EXPENSES SUBTOTAL	\$157,500	\$87,000	\$108,050	\$39,000	\$265,600	\$126,000
PARTNER EXPENSES (for this project only)						
Consultants	\$10,000	\$10,000	\$11,000	\$11,000	\$21,000	\$21,000
Sub grants	\$0	\$0	\$0	\$0	\$0	\$0

PARTNER EXPENSES SUBTOTAL	\$10,000	\$10,000	\$11,000	\$11,000	\$21,000	\$21,000
<b>Overhead</b>	\$35,217	\$0	\$33,357	\$0	\$68,574	\$0
EXPENSE TOTAL (PARTS 1 - 3)	\$554,872	\$237,000	\$493,731	\$194,200	\$1,048,603	\$431,200
INCOME CATEGORIES (for this grant only)						
<b>Request from WFF</b>	\$132,000		\$194,200		\$326,200	
<b>Other Foundations</b>	\$113,000		\$5,000		\$118,000	
<b>Public Agencies</b>	\$309,872		\$294,531		\$604,403	
<b>Corporations</b>	\$0		\$0		\$0	
<b>Individuals</b>	\$0		\$0		\$0	
<b>Earned Revenue</b>	\$0		\$0		\$0	
<b>Other</b>	\$0		\$0		\$0	
INCOME TOTAL	\$554,872		\$493,731		\$1,048,603	

#### Budget Narrative:

##### **Project Budget Narrative Guidance for WFF Proposals**

For each budget category, include a brief description for the requested funds.

##### **Expense Categories & Narrative Requirements**

##### **I. Personnel**

- Salaries (4.1 FTE in Year One and 4.1 FTE in Year Two):**

Carla Fontaine, Director of the RHA, 100% of time on project (81K Year One, 83K Year Two) NOTE: the RHA Director's salary and benefits are funded 100% by the Rogers Public School district.

Administrative Coordinator/Assistant, 100% of time on project (33K Year One, 34K Year Two) NOTE: the Administrative Coordinator/Assistant's salary and benefits are funded 100% by the Rogers Public School district.

RHA College Advisor #1, 100% of time on project (53K Year One, 55K Year Two)

RHA College Advisor #2, 100% of time on project (53K Year One, 55K Year Two)

College Intern, 10% of time on project, (6K Year One, 6K Year Two)

- **Benefits:** All benefits for these positions were figured at 25% of salaries. NOTE: the RHA Director and Administrative Coordinator/Assistant's salary and benefits are funded 100% by the Rogers Public School district.
- **Other:** This line item represents the in-kind services provided by the RPS educators and counselors who work with RHA students in two areas - counseling and coaching throughout the academic year and accompanying them on multiple-day, overnight trips to visit top schools.
  - School administrators, counselors, and teachers of Advanced Placement courses support the work of the RHA in all three high schools. We estimate that in both Years One and Two, three counselors and teachers at each of the three high schools will each work on RHA-focused tasks with students for seventy hours annually. To support this work of counseling students, writing thoughtful letters of recommendation, reviewing their college applications and essays, and participating in RHA programs and events will require a total of 630 hours (\$30,624) in each of Years One and Two. This expense total was determined using the RPS district's average hourly rate for salary and benefits of \$48.61.
  - Included in this proposal are plans for eleven trips for RHA students to visit top schools. RPS teachers and counselors join these trips as chaperones, looking after student safety and maintaining organization and focus throughout the trip while learning about top colleges. These chaperones are expected to work 14 hours on these days, with time off for sleeping and meals. To calculate this expense we determined the number of chaperones that were required for each trip, multiplied that by the number of trip days, then by 14 hours per day. Year One requires 1,848 hours (\$89,831) of chaperone time and Year Two requires 1,092 hours (\$53,082). This expense total was determined using the RPS district's average hourly rate for salary and benefits of \$48.61.

## **II. Direct Expenses**

### Travel:

80K for six trips in Year One and 40K for five trips in Year Two for students and educators to visit top schools. While specific schedules and destinations may change our proposed trip details include:

1. Rice, Baylor, Southwestern in Texas @ \$9K in Year One
2. Oberlin and Denison in Ohio, Notre Dame and Rose-Hulman Institute of Technology in Indiana, Northwestern and University of Chicago in Illinois @ \$17K in Year One
3. Vanderbilt and Sewanee in Tennessee, Emory in Georgia @ \$9K in Year One
4. Trip to colleges and universities in Pennsylvania/Northeast @ \$42K in Year One.
5. University of Tulsa in Oklahoma @ \$1.5K in Years One and Two
6. Texas Christian University and Southern Methodist University in Texas @ \$1.5K in Years One and Two
7. Three trips to top schools based on student interest @ \$12.3K each in Year Two

### Meetings/Events:

- Programming for RHA students includes seminars that host speakers who are alums or representatives of top colleges. Six in Year One and six in Year Two @ \$500 each (speaker transportation, program refreshments) = \$6K. Year One is \$3K and Year Two is \$3K.

- Evening programs for parents to discuss top colleges, the application and financial aid process, and provide information on college visits by RHA students. Three each in Years One and Two @ \$500 each for refreshments and meeting supplies = \$3K. Years One and Two are each \$1.5K.
- FAFSA information, Financial Aid/Scholarship Review, and Essay Review evenings for RHA students applying to top schools. Three each in Years One and Two @ \$750 each for refreshments and meeting supplies = \$4.5K. Years One and Two are each \$2.25K.
- RHA coordination meetings with counseling staff from the three high schools. Once per month at each of the three high schools for eight months = 24 meetings @ \$125 each for supplies and refreshments = \$3K per year for each of Years One and Two

#### Printings/Publications/Electronics

Production expenses for RHA brochures, cards, test prep materials, parent information packages, student college packets, books, and related print materials. \$1K in Year One and \$1K in Year Two.

#### Postage

Mailings for student materials, invitations, and publications. \$600 in Year One and \$600 in Year Two.

#### Telephone

School district authorized mobile phone plan for RHA Director @ \$1,200 annually. \$1,200 in each of Years One and Two.

#### Supplies

\$12,000 in each of Years One and Two. Supplies include consumables such as binders, paper, practice booklets; trip supplies such as flashlights, water bottles, ponchos; RHA branded materials such as t-shirts and graduation pin/sash; and student supplies such as test preparation and tutoring guides.

#### Equipment

\$2K in Year One and \$1.5K in Year Two for presentation technology, office furniture, software licenses. Projector for student presentations.

#### Other Direct Expenses

- ACT repeat tests (\$5K Year One, \$5K Year Two). We have found that students who repeat an ACT test – after having tutoring – usually improve their score. The RHA plans to support this repeat test fee so that families do not have to cover it.
- Out-of-school time tutor support for RHA students (\$18K Year One, \$10K Year Two). We have found that RHA students strengthen their academic portfolios and college applications when they have tutor support to help them succeed in their Advanced Placement classes and individual preparation for standardized tests.
- College application support for RHA students (\$9K Year One, \$9K Year Two). Given the expectation that every RHA student will apply to top schools, the RHA plans to support selected college application fees for students.

- Test preparation support for RHA students (\$19K Year One, \$17.5K Year Two). Continued coaching and test preparation from RPS educators and counselors after students participate in test prep workshop from Academic Tutoring, LLC. Expenses include practice tests and coaching materials.
- NOTE: A portion of these expenses will be covered with funds from The Clorox Foundation.

### III. Partner Expenses

- **Consultants:** The RHA will partner with Academic Tutoring, LLC from Park Ridge, IL to offer ACT and PSAT test preparation programs for all RHA students. This test prep program will be offered once each in Years One and Two to help students improve their ACT and PSAT scores.
- **Sub Grants:**

### IV. Overhead

- The Arkansas Department of Education set the 2020-2021 indirect cost (IDC) rate for the Rogers School District at .0691. This IDC rate was used to calculate the overhead expense based on the total direct project budget.

### V. Income Categories (for this grant only)

- **Other Foundations:** The Clorox Foundation provides support of \$8K in Year One and \$5K in Year Two.
  - NOTE: Due to COVID pandemic restrictions on travel and group gatherings, we have \$105,000 in unexpended WFF funds remaining from our previous grant and have received permission to apply those funds throughout the remainder of 2021 for RHA-related college visit trips, college application fees, student tutoring, and ACT test prep and test fees. These funds will reduce our request for additional WFF support in this proposal by \$105K.
  - NOTE: Additional small grants will be submitted to local foundations over the next two years in support of the work of the RHA.
- **Public Agencies:** The RHA Director and Administrative Coordinator/Assistant's salary and benefits are funded 100% by the Rogers Public School district. Additionally, the RPS district will contribute \$139,600 for direct expense support, \$68,574 in overhead expenses, and \$204,161 for in-kind services for teachers and counselors working with RHA students, and for chaperones for multiple-day, overnight visits to top schools.
- **Corporations:** N/A
- **Other:** N/A

## 10. Other information

Comparable organizations and programs – Please list any other organizations that provide similar programs or services to your direct beneficiaries and describe how your program or service is different.

N/A
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**11. Other attachments**

- i) IRS Determination Letter
- ii) Latest IRS Form 990 for your organization
- iii) Organization Budget for the current year and previous year
- iv) Latest FYE financial statement or audit
- v) Current income statement and balance sheet
- vi) Other additional narrative as necessary to explain the project or organization  
(optional)
- vii) Other additional supporting illustrating or exhibits (e.g. maps, logic models, etc.)  
(optional)