

General Project Plan (GPP) Guidesheet

This resource is a guide to plan project objectives and scope.

Project Name: SATMax

Project Leaders: John Spicer

Need – Customer, Constituent, Consumer & Community:

- 1. Urban school students need affordable SAT prep**
- 2. Stevens needs Community Outreach Programs**
- 3. Students need higher scores to get into better colleges**
- 4. The test is constantly changing and programs need to be updated accordingly**
- 5. Tutors need to be experienced and knowledgeable**

Logic – Progress, Progression, Plan, People & Practicalities

- 1. Stevens Students have recently taken the exam, and are extremely qualified and knowledgeable**
- 2. Stevens is in close proximity to many urban high school that are in need of a program like this**
- 3. High Schools and Hospitals in urban areas often have unused space that they are more than willing to give for programs that show them in a good light**
- 4. Affordable(free) program encourages sign ups, as well as parent's motivation and the spread through word of mouth of the program**
- 5. Students are more likely to relate to a college student than a different teacher**

Benefits – Innovations and Improvements to Status Quo

- 1. Students raise their SAT score, can get into better colleges**

- 2. Stevens students are exposed to a different community and people from different backgrounds**
- 3. Students are kept in school and are more motivated to continue their education**
- 4. High schools and hospitals can advertise this positive program being run on their premises**
- 5. Stevens gains positive publicity and the program spreads itself**

Overall Rationale/Mission:

- 1. Provide urban students with an affordable SAT prep program**
- 2. Encourage students to continue their education**
- 3. Give Stevens students experience (resume builder)**
- 4. Help students stay off the street and keep them on school grounds**
- 5. Improve relationship with the community, show Stevens in a positive light**

Specific Goals/Objectives (What?):

- 1. Raise SAT scores in these urban schools**
- 2. Gain more grant money/funding**
- 3. Expand the project to many more urban schools and communities**
- 4. Get more applicants to Stevens through the project**
- 5. Increase the graduation rate in these urban schools**

Process, Plan & Program (How?):

- 1. Interview qualified Stevens students as candidates for the tutor positions**
- 2. Get in contact with urban schools, community centers, hospitals, etc. in which the program can be run (free space to use)**
- 3. Ask the schools to notify students and parents about the program**
- 4. Provide in depth study plans developed by Stevens students who excelled on the exams**
- 5. Be personable with the students in these urban school to encourage them to succeed**

Timeline & Timing (When?):

- 1. First establish how much grant money is available for the project**
- 2. Get qualified students ready and prepared to teach these classes**
- 3. Find a school to start the program in to “test” the outcome and strategies**
- 4. Listen to consumer feedback and try to improve the program**
- 5. Scale the program to more schools, with more student tutors**

Human Capital & Consumers (Who?):

- 1. Student tutors**
- 2. Program organizers**
- 3. Students taking the SAT class**

4. Parents of the students enrolled in the class

5. Lia-sons from the schools/hospitals who communicate with Stevens and allow the program to operate there

Significant Indicators - %/\$/(T)/#'s (How Much?):

1. Classes are completely filled, and a high percentage of students want to partake in these classes

2. Students' SAT scores are shown to go up after taking the course

3. High percentage of grant funds are used for the program itself and for the materials needed for the classes

4. Number of students participating and students who are interested increases steadily

5. \$1.1 million in grant money

Locations and Physical Resources (Where?):

1. The closer to Stevens the easier (less travel cost)

2. Urban communities that are accessible to Stevens, i.e. Hoboken, NYC, Newark, Trenton, Camden, New Brunswick

3. Empty rooms in high schools and hospitals

4. Study materials for the tutors to give to the students

5. Monetary compensation for the tutors

Engagement Keys/Call to Action (Why should/do I care?):

- Urban schools are severely lacking in programs to help students prepare for the SAT

- Many of these students do not even know what the SAT is, or how they can take it**
- SAT scores are the lowest they have been in 20 years**
- Urban schools have a very high drop out rate, and a low rate of students who seek higher education**
- Stevens will gain very positive press, and will be more known for helping out the surrounding communities**
- The growth of the program will encourage the donation/giving of more grant money for this program and others**
- It will boost local urban communities, and encourage students to stay on a more academic focused path**
- Stevens will gain more applicants, and even if these applicants are not accepted, the exclusivity of Stevens will rise due to the increase in applications**