

# Application 2

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**ELEMENTARY SCHOOL STUDENTS**

**I. NEEDS ASSESSMENT**

**A. The Process**

1. **When the needs assessment process began:** On March 5, 2008, the [REDACTED] School District [REDACTED] convened and led a Community Summit to bring together providers of out-of-school services for the children of [REDACTED]. The purpose of the summit was to identify service gaps and duplication of services and to establish interagency coordination and opportunities for additional services that respond to documented needs. Leaders from the following community agencies were present: [REDACTED] [REDACTED] and several churches. That day, an [REDACTED] County Afterschool Coalition was formed. The Coalition has met many times since the initial meeting two years ago, most recently in the fall of 2010. [REDACTED] [REDACTED], a member of the Coalition, is a [REDACTED] for the proposed [REDACTED] *for Elementary School Children.*

2. **Who led and was involved in the needs assessment process:** [REDACTED] led and continues to lead the Afterschool Coalition effort—which has evolved into the [REDACTED] *Advisory Council*—in order to assess and respond to community-wide needs and gaps related to [REDACTED] services currently available for students in grades 6-11 through 21<sup>st</sup> CCLC grant funding. If awarded a 21<sup>st</sup> CCLC grant for elementary schools, the Advisory Council will also include members representing [REDACTED] elementary schools. Knowing that all of the children served by local out-of-school programs are [REDACTED] students, over the past two years [REDACTED] has given 800 surplus, refurbished laptops, software, and training to 13 churches and community groups. [REDACTED] were provided with 12

laptops as well as several instructional software programs. In addition, 165 low-income families with three or more children were given laptops and training.<sup>1</sup> These [REDACTED] community engagement efforts are discussed in Naomi Dillon's article, "How Schools Can Engage Their Community," published in the January 2011 issue of *American School Journal*. [REDACTED]

[REDACTED] have sufficient computers in their computer labs but few research-based, age-appropriate educational software programs; therefore, the Partners request funding for math and reading software programs to which none of the students currently have access in their regular-day program. Software will be used by 21<sup>st</sup> CCLC students only. (See Appendix A. Budget Justification. instructional materials.)

**3. How the community needs were identified:** The service providers themselves identified a gap in constructive, academically focused out-of-school services for [REDACTED] elementary school children. We know that many of our children return to empty homes after school when they could be growing academically, socially, emotionally, and physically if they had effective after-school programs. We also found that there is a need for programs that provide healthy meals (summer) and snacks (after school) because 76.89% of [REDACTED] children are eligible for the federal lunch program during the 2010-2011 school year. A survey of elementary school children at the [REDACTED] on Fourth Street was conducted to determine their interests regarding after-school activities. The highest-interest activities identified by 158 students were computer learning games in math and reading, hands-on activities with teachers, and learning games. To determine student interest in program activities, the PSP Partners will survey elementary students from feeder schools for both [REDACTED] Club sites at the beginning of

[REDACTED] and [REDACTED] conducted 12 training sessions last year on the operating system, educational software, WiFi, web browser, and Internet safety. Several web-based instructional and remedial programs were also provided, with training sessions held for after-school staffs. This spring [REDACTED] will provide laptops and training for 20 migrant families and low-income families with two children.

each school year. Due to their high rates of poverty, all 14 [redacted] County elementary schools have implemented Title I programs. Current poverty rates range from 97.46% at [redacted] Elementary to 51.69% at [redacted] Elementary. Title I projections for FY12 are listed below:

Table 1: Title I Projections for 2011-2012 School Year

Elementary School	Total Enrollment	% Poverty	Elementary School	Total Enrollment	% Poverty
[redacted]	457	100.00	[redacted]	598	85.45
[redacted]	354	100.00	[redacted]	345	82.61
[redacted]	312	100.00	[redacted]	374	73.26
[redacted]	529	97.16	[redacted]	460	69.35
[redacted]	342	89.18	[redacted]	583	58.15
[redacted]	320	87.81	[redacted]	459	55.77
[redacted]	520	87.50	[redacted]	412	55.58

**4. How the data was analyzed by all of the stakeholders:** Participants at the After-school Coalition meetings initially explored specific student needs (homework help; extra-time learning, tutoring/mentoring, goal setting, creative and academic thinking strategies) and how those needs could be met by current community programs. In December 2010, [redacted] and the [redacted] Clubs agreed to form a partnership to provide 21<sup>st</sup> CCLC after-school and summer services for children in grades one through five. At grant-planning meetings and telephone conferences held from January through April 2011, school district and [redacted] administrators analyzed student academic data, attendance data, retention data, and survey data to determine the specific services to be offered at the two program sites. Each Partner's responsibilities and commitments, including those of 14 [redacted] principals, are outlined in the Memoranda of Agreement in Appendix C.

**5. How the stakeholders arrived at a defined set of agreed upon needs:** The Partners designed the proposed grant program based on the needs expressed by after-school and summer service providers, students, parents, and community members—along with student data that reveal academic deficiencies. The 21<sup>st</sup> CCLC model developed by [redacted] and community partners for middle and high schools has proven to be effective at engaging students and rein-

forcing concepts focused upon during the school day but taught in alternative ways. The model entails collaborative, project-based, student-focused, academic-enrichment activities that support the Georgia Performance Standards being taught during regular-day classes. ■■■ teachers will work closely with classroom teachers to determine specific concepts with which students struggle in order to design effective, extra-time learning activities during out-of-school hours.

***B. Specific Needs***

**1. Defined achievement and support services gaps:** ■■■ teachers know how to prepare and teach age-appropriate math and reading lessons based on the Georgia Performance Standards (GPS) according to a pacing guide teachers use to know what to teach and when. But teachers during the day do not typically have the time to provide creative, reinforcing academic *enrichment* beyond the basics. The ■■■ staff has not had similar training on the GPS but are eager to learn from certified teachers how to help students succeed in school by reinforcing the GPS during homework-help sessions. As Partners, the school district will provide the ■■■ staff with a working knowledge of where to find the GPS online and how to use it in combination with the district's pacing guides. ■■■ staff members are experienced, however, in meeting other needs that elementary school students have, such as social, emotional, physical, and recreational needs. Growth in these areas will be measured by pre- and post-surveys of students, parents, and teachers (after-school, summer, and regular-day teachers). (See Appendix F for a sample survey. Together, the school district and the ■■■ Club will address *the whole child*: ■■■ will provide academic enrichment, while the ■■■ will provide social, emotional, physical, recreational, and cultural enrichment through intentional activities, such as educational fieldtrips, neighborhood walks, structured physical activities that teach teambuilding and cooperation, friendly competition, winning and losing, and sacrificing for the greater good,

among others. In addition, because adult family members need to know how to support their children's academic and personal needs, ninety-minute weekly sessions for parents will be provided on topics of interest to them, as determined by periodic surveys.

Some parents need basic education or English as a Second Language classes themselves. Children are typically better off when parents build a support network around themselves as they raise their children and attempt to meet their children's needs. The proposed [REDACTED] *School Students* will provide in addition to weekly sessions, approximately four parent sessions each year created in response to a survey that will be administered at the beginning of every school year during the grant period asking them what they would like to focus on. Likely topics include computer safety, drug and alcohol awareness, sibling rivalry, and supporting positive behavior. These sessions will be pro-vided in addition to classes for adult family members in the areas of GED and [REDACTED] classes by [REDACTED] and other community agencies. The beginning of the year surveys will also provide the [REDACTED] staff with parent needs related to GED or [REDACTED] services. Through networking channels already in place, [REDACTED] will provide or broker these services.

**2. Defined needs causing the achievement and support services gaps:** By the end of the 2009-2010 school year, all 14 of [REDACTED] elementary schools made AYP for the first time since the No Child Left Behind law was passed in 2001. In addition, by the end of summer 2010 the district's graduation rate had increased to 70.1%—an all-time high. Both of these facts demonstrate that the [REDACTED] School District is going in the right direction. However, despite these successes, our elementary school students continue to struggle with mathematics and reading. The proposed [REDACTED] program will provide a needed adjunct to regular-day instruction in math and reading across the content areas. In elementary classrooms, teachers are necessarily concerned with teaching the concepts and language contained in grade-level Georgia

Performance Standards, often without making sufficient connections to the students' lives or to practical applications in the world in general. If funded, 21<sup>st</sup> CCLC funds will be used to parallel and support instruction taking place in [REDACTED] classrooms. The academic portion of the proposed after-school and summer programs will take place away from the school setting, and instead will be offered at two community sites—one on the east side of the county (adjacent to [REDACTED] School) and one on the west side (at the [REDACTED] and Learning, an educational complex under renovation). The [REDACTED] are divided by the [REDACTED] that runs straight through [REDACTED].

Table 2 presents the achievement challenges for students in grades 1-5. [REDACTED] for *Elementary School Students* will primarily focus on applied mathematics and reading but will also blend

Table 2: % of Students in Grades 1-5 NOT Meeting CRCT Standards in 2010

Grade Levels (All Students)	Reading	ELA	Math	Science	Social Studies
1 <sup>st</sup>	15	20	20	--	--
2 <sup>nd</sup>	13	27	25	--	--
3 <sup>rd</sup>	9	19	23	25	28
4 <sup>th</sup>	14	17	28	36	24
5 <sup>th</sup>	9	15	18	31	47

in facts and concepts related to performance standards in science and social studies, as appropriate. Many of the academic-enrichment activities will incorporate high-interest reading materials (print and online) and writing challenges in order to advance each student's reading and writing skills. [REDACTED] will provide academic-enrichment activities in the areas of math and reading in the content areas while the [REDACTED] [REDACTED] will provide the personal-enrichment activities such as cooperative play, teambuilding, music, art, fieldtrips, character education, and conflict management.<sup>2</sup>

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[REDACTED] is currently running a pilot project at one of our large high schools that has partnered with the Georgia [REDACTED], located in [REDACTED].

### ***C. Program Focus***

#### **1. Focus of the proposed program based on results of needs assessment process:**

██████████ for *Elementary School Students* will primarily target academically at-risk students in grades 1-5 from all of the district's 14 elementary schools by strategically addressing three issues—each corresponding to a project goal: (1) provide captivating academic-enrichment opportunities aimed at improving students' understanding and application of math concepts while increasing reading levels by teaching reading in the content areas; (2) provide social/emotional/physical enrichment opportunities, including effective decision-making strategies and problem-solving skills; and (3) provide adult family-member enrichment opportunities, including information and peer discussion of student-support strategies, English-language classes, and positive parenting. The proposed project is designed to help students, including those with disabilities and second-language learning needs, overcome their academic deficits and other risk factors and to maximize their assets, talents, and protective factors. Parents and other adult family members may need adult education classes (GED prep) or English as a Second Language classes, which will be scheduled as needed. The Partners will conduct a survey at the beginning of each school year to determine the needs of parents and will respond according to the needs identified by providing or brokering services.

In ██████████ 80% of all students identified as having severe behavioral problems are also identified as having academic problems. Therefore, the proposed PSP grant-supported program will focus not only on academics through cooperative, standards-focused, project-based learning, but also on social/emotional enrichment activities, including cooperative play, social adaptability, cultural competencies, service, and leadership. This will be accomplished by providing students with stimulating, collaborative, real-world, student-selected projects, and service-



learning designed to improve students' academic achievement, attendance, behavior, and motivation to learn.

## II. PROGRAM PLAN AND IMPLEMENTATION

### A. Program Plan

**1. Data and evidence of previous success or promise of success:** From 2002 to 2007, ██████ administered a five-year 21<sup>st</sup> CCLC grant for the district's four middle schools. The philosophy that drove the district's original 21<sup>st</sup> CCLC grant program (hands-on, real-world, project-based, student-focused academic enrichment built on research-based, high-impact practices) was extended to all of the district's after-school and summer programs.<sup>3</sup> That grant program was highly successful, serving over 300 students every day, with a waiting list of several hundred students. In 2009, ██████ was awarded a second 21<sup>st</sup> CCLC grant for the same four middle schools (300 students), thus reinstating the original grant-funded program. In 2010, ██████ was awarded a 21<sup>st</sup> CCLC grant for the district's two large high schools (350 students).

**2. Goals, Measureable Objectives, Strategies/Activities, and Timeframe:** The two new 21<sup>st</sup> CCLC sites will be progressive learning environments that combine structure with flexibility and choices. These learning environments will offer students in grades 1-5 the following: Student-centered instruction; multisensory stimulation; multimedia learning; collaborative teambuilding; active/exploratory/inquiry-based learning; critical thinking and informed decision making, authentic, real-world context. This PSP grant project responds to the following ██████ County strategic goals (2 of 4): Strategic Goal I—Improve student performance of all students to meet or exceed state performance levels, while eliminating the achievement gaps between student groups. Strategic Goal III—Increase positive parent/school involvement and student

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<sup>3</sup> Except after-school parent-pay, childcare programs at the elementary schools that provide homework help and recreational opportunities only.

Table 3: Goals, Measureable Objectives, Activities, and Timeframe

Goals	Measureable Objectives	Activities	Timeframe
<p>(1) Students meet/exceed performance levels in math and reading while reducing achievement gaps between student groups.</p>	<p>(1.1) 80% of students<sup>4</sup> will improve academic performance in math and reading, as measured by state &amp; local assessments; (1.2) 80% of students will increase their regular-day attendance.</p>	<p>(1.1.a) Partners identify and enroll 250 high-risk students to participate each year; (1.1.b) teaching staff will assess all students' academic strengths/weaknesses and develop individual learning plans for each student; (1.1.c) teaching staff provides academic enrichment, project-based instruction, and homework help; (1.2.d) teachers stay in close contact with regular-day teachers in order to develop lessons that support/reinforce concepts learned in the regular-day program; (1.2) teachers call/email/contact students absent more than a wk.</p>	<p>(1.1.a) August (after-school) and May (summer) and ongoing as needed; (1.1.b) wks. 1 &amp; 2 and ongoing; (1.1.c) most days during school year and daily during summers; (1.2) entire school yr. as needed.</p>
<p>(2) Students demonstrate improved social and behavioral skills.</p>	<p>(2.1) 80% of students will exhibit daytime teacher-reported improvements in behavior in and out of the classroom as measured by <u>                    </u> "Skillstreaming Checklist for Teachers (and others for parents and students) (see Appendix F); (2.2) 80% of students will exhibit daytime teacher-reported improvements in homework completion and class participation.</p>	<p>(2.1.a) Provide the <u>                    </u> personal-enrichment program focusing on positive self-image; social, emotional, and cultural competencies; community involvement, health and wellbeing, moral compass; (2.1.b) provide academic and social experiences requiring teamwork. (2.2.a) Recruit University of Georgia volunteers to help students complete homework and practice skills leading to improved homework completion; (2.2.b) encourage all students to contribute to group projects and group experiences by verbally expressing their ideas.</p>	<p>(2.1.a) Entire school year and summer; (2.1.b) entire school year and summer; (2.2.a) entire school year; (2.2.b) entire school year, especially at the beginning of the school year.</p>
<p>(3) Parents/guardians become better informed and more actively involved in their children's efforts to succeed academically and behaviorally.</p>	<p>(3.1) 70% of parents/guardians will participate in information/parenting/support sessions. (3.2) 70% of parents report that their children's behavior has improved at school &amp; home.</p>	<p>(3.1.a) Provide a minimum of 3 parent-focused sessions each year to discuss how they may support their children; (3.1.b) prepare and distribute a newsletter related to 21<sup>st</sup> CCLC after-school and summer activities, including number of participants, grant activities, and progress towards meeting goals. (3.2.) Implement pre- and post student, parent, and teacher surveys.</p>	<p>(3.1.a) Quarterly; (3.1.b) at least 2 times per year; (3.2) September and April.</p>

<sup>4</sup> "Students" refers to "regularly participating students," meaning students who participate at least three times a week throughout the school year.

engagement in learning. Table 3, page 9, lists three project goals and the measureable objectives and activities designed to achieve those goals.

**3. Activities Correlate to the Georgia Performance Standards:** All instruction will be directly tied to the Georgia Performance Standards in mathematics and reading, utilizing television, films, and music videos, as appropriate. The 21<sup>st</sup> CCLC program activities below will be offered to all [redacted] students. Students who did not meet standards in math and reading on the most recent CRCTs and/or Benchmarks will be offered individual or group tutoring and a number of accelerated computer-based programs. All PSP activities, such as those listed below, will be designed to expand and enhance the regular-day curriculum. The primary Partner for each activity is identified below:

[redacted] District	[redacted] District
<ul style="list-style-type: none"> <li>• Real-world academic-enrichment/support based on Georgia Performance Standards</li> <li>• <u>Reading instruction in the science and social studies content areas</u></li> <li>• Language and academic-achievement skills for limited-English-proficient students</li> <li>• Tutoring, mentoring, test-taking skills</li> <li>• Services for students with 15 or more absences that threaten academic progress</li> <li>• Family engagement/literacy, student support</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Art education activities, including painting, drawing, clay, mask-making, etc.</u></li> <li>• <u>Music education activities, including strings and drums</u></li> <li>• Goal setting and tracking</li> <li>• Social, self-efficacy, and leadership skills</li> <li>• Recreational activities</li> <li>• Team-building activities</li> <li>• Decision-making and consequences</li> <li>• Technology education</li> <li>• Fieldtrips to <u>Atlanta and local educational sites</u></li> </ul>

Table 4 below presents examples of possible projects that will support, reinforce, and supplement the regular-day program in mathematics and reading by focusing on the GPS:

Content	Project-Based Learning Activities for Students
Snacks/ Home-work Help	Students will leave [redacted] each day with some or all of their homework done.
Math	Examples of topics: Mathematics of sports—scoring, individual stats, dimensions of playing fields; the mathematics of music; lifetime earnings of high school graduates and college graduates as compared to high school dropouts.
<u>Reading in Science &amp; Social Studies</u>	Examples of topics: By reading high-interest articles and nonfiction books and by conducting on-line searches, students may explore the science of climate change and ways to address the problem—melting of the Arctic and Greenland ice sheets and thermofrost layers; rising ocean levels; flooding of low-lying islands and coastal cities.

Clubs	Examples: <u>Journalism</u> , Chess, Gardening, Spanish, Reading, Photography. Clubs will provide students with skills and competencies that normal academic work does not include; clubs will enhance students' confidence; Spanish Club, for example, will honor Hispanic children's <u>heritage language</u> while helping non-Spanish speakers learn conversational Spanish.
Performances	Student performances (art, drama, music, dance, science, others) will highlight students' talents, build students' confidence, develop leaders, and show them that learning can be fun.
Playground games, board games	Games involving <u>2-15 students</u> will teach students fair play, cooperation, taking turns, and social skills.
Fieldtrips to local educational/cultural sites	Fieldtrips will support the GPS, build students' background knowledge and vocabulary, and widen their experiences in the worlds in which they live. For approval, Site Coordinators will submit requests to the <u>Project Coordinator</u> specifying which GPS the trip is designed to support.
Service-Learning Projects	Service-learning projects will support the curriculum, build students' background knowledge and vocabulary, and widen students' experiences while serving and learning about their neighborhoods/communities.
Social Time	Social time every day will allow students to make friends and give them a sense of belonging; it will also give them occasional one-to-one time with PSP staff that will strengthen school ties.

**4. Activities are research-based and proven effective:** According to a report entitled *Shared Features of High-performing After-School Programs*, prepared for the After-School Corporation and Southwest Educational Development Laboratory, successful after-school projects have the following four characteristics: (1) A broad array of student-selected enrichment opportunities; (2) opportunities for skill building and mastery; (3) intentional relationship-building; and (4) strong, experienced leader/managers supported by trained and supervised staffs. [redacted] *for Elementary School Students* is designed around these four characteristics. In 2001, the National Research Council identified a number of features necessary in youth-development programs that are likely to lead to positive outcomes: safe space, rules and activities that are managed consistently and fairly with mutual respect for peers and adults; friends in the program; support from staff members; encouragement to join many groups and activities; staff addresses inclusive behavior; high expectations; modeling positive behaviors; challenging, relevant programming based on children's interests and input; progress assessed individually; parent participation; and school [project sites] -to-home communication." The Massachusetts After-School Research Study published its [redacted]

[redacted] about the impact of after-school programs: "[A] growing body of

research suggests that after-school programs can have positive effects on a variety of outcomes, such as motivation, engagement in learning, expectations of success, teamwork, conflict resolution, social competence, improved behavior, and leadership skills.” **█** *for Elementary School Students* is built around identifying every child’s individual strengths and proactively supporting and encouraging them daily as they seek to improve their areas of weakness, both academically and socially. Many researchers note that the fifth-grade year is especially crucial for developing social skills that will allow students to fit in socially with their peers because adolescents who drop out of school often do so when they cannot fit into the social culture of their schools.

Table 5 below presents the timeline of activities necessary to successfully implement the

**█** *for Elementary School Students* grant program, divided into years and quarters:

Activities (Responsible)	Year 1				Year 2				Year 3				
	1	2	3	4	1	2	3	4	1	2	3	4	
An expanded Advisory Council meets quarterly. (Ps)	<b>X</b>	x	x	x	x	x	x	x	x	x	x	x	x
Disseminate information about grant project. ( <b>█</b> PC, T)	<b>X</b>	x	x	x	<b>X</b>	x	x	x	<b>X</b>	x	x	x	x
Order instructional and office supplies and distribute. (PC,BA)	x	x			x				x				
Recruit students. (SC, PC, GC, T)	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide professional learning for PSP staff. (C, PD, PC, <b>█</b> )	<b>X</b>	x	x	x	<b>X</b>	x	x	x	<b>X</b>	x	x	x	x
Provide orientation (facilities, learning opportunities, recreation, special projects, technology) for children & parents (SC)	x				x				x				
Recruit teachers/experts for special activities (e.g., scientists, children’s authors, artists, actors, musicians, athletes) (PD, PC, SC)	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide real-world, project-based academic-enrichment challenges in math and reading for children in grades 1-5. (T)	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide personal enrichment activities to children grades 1-5. (BG)													
Plan/implement summer program. (PC, T, BG)		x	x	<b>X</b>		x	x	<b>X</b>		x	x	<b>X</b>	
Provide local fieldtrips. (P)	x		x		x		x		x		x		
Develop 3 new clubs a year. (T)	x	x			x	x			x	x			
Offer parent-interest, coaching sessions. (P)	<b>X</b>	x	x		<b>X</b>	x	x		<b>X</b>	x	x		
Conduct student, teacher, and parent surveys. (E)	x		x		x		x		x		x		
Collect and record data. (T, PC, E, DE)	x	x	x	x	x	x	x	x	x	x	x	x	x
Analyze data and make recommendations for program improvements. (E, PD, PC)		x	<b>X</b>	x		x	x	x		x	x	x	
Write and submit reports. (PD, PC, E)				x				x					<b>X</b>

Note: Milestones are shown in uppercase bold. AC = Advisory Council; Ps = Partners; C = RESA and DOE Consultants; PD = Project Director (Director of Teaching and Learning); PC = Project Coordinator (Afterschool and Summer Specialist); P = Partners; SC = Site Coordinators; T = **█** Teachers; BG = Club staff; **█** = School district administrators; E = Evaluator; DE = Data Entry Clerk

**B. Quality Contact Time**

**1. Description of year-long schedule(s) of academic-enrichment activities:** The PSP after-school program at two [redacted] sites will uniformly take place between the hours of 3:00 p.m. and 6:00 p.m., Monday through Friday, from August 15 to April 30. During the 2011-2012 school year, 4 ½ teacher professional-learning days are scheduled when the 21<sup>st</sup> CCLC sites will be open on a drop-in basis. The anticipated number of students (combined for both sites) and the hours of PSP are shown in Table 6 below. The recruitment and selection process for these

Table 6: Afterschool and Summer Schedule for Two PSP Sites

Hours	Days	Activities	# Participants
<b>Opportunities for Students</b>			
Afterschool 170 days 3:00-6:00 p.m.	M-F	Real-world, project-based activities that support the regular-day programs in math and reading; tutoring/mentoring; high-interest, student-centered, academic-enrichment projects; group projects that require collaboration, negotiation, and leadership; computer-assisted learning.	250
Summer 10 days 8:00 a.m.-2:30 pm	M-F	Project-based academic enrichment with a focus on math and reading in the content areas of science and social studies.	250
<b>Opportunities for Parents</b>			
7:00-8:30 p.m.	4 x yr.	Information/discussion about how parents can help their children succeed; parent coaching.	200
TBD	Weekly	GED ([redacted] Technical College partner-ship and [redacted] classes ([redacted] Early Learning Center (also on the [redacted] campus)	50

opportunities are included in the “Program Focus” section, pages 6-7. See Appendix B for “Sample Weekly Schedules.” All enrolled children will receive a minimum of 12 contact hours per week. All services will be provided free of charge to 500 elementary children enrolled in the proposed grant program each year. To serve 250 children in an after-school program and 250 in a summer program at two sites, funding is requested for 2 certified site coordinators, 12 teachers, 12 paraprofessionals, and 26 non-certified staff. Well-qualified classroom paraprofessionals will assist teachers. One well-qualified teacher at each site will assist children working in the

computer labs on math or reading software programs or conducting research for student-selected projects.

### ***C. Recruitment and Retention***

**1. Description of criteria for selecting 21<sup>st</sup> CCLC students:** Students targeted for the proposed grant program will be high-risk students in grades 1-5 who struggle with mathematics and/or reading in their regular-day program as measured by CRCTs and/or benchmark assessments. Students with behavioral issues will also be targeted, as low academic performance and behavioral programs often go hand in hand. The [REDACTED] are in a unique position to help children overcome their social and emotional challenges through cooperative play and positive small-group and one-to-one interactions in low-risk settings. A Rubric of High-Need Indicators will be used to ensure that students with the highest academic, behavioral, and social needs are served. (See Appendix F for a sample modeled after [REDACTED] form.) The selection rubric will include state and local assessment data, as well as [REDACTED] subgroup data and teacher/staff/parent recommendations. Students will be given points based on assessments and participation in high-need subgroups (e.g., special education, migrant, [REDACTED], and other subgroups according to district data). A formal teacher/staff/parent recommendation form will be made available through counselors and family engagement specialist offices to help with the recruitment of high-need students. Students will be ranked using rubric data, and students with the highest scores will be recruited and accepted first. This group will become the “targeted student population.”

**2. Description of the process and specific strategies that will be used to recruit targeted students for enrollment:** High-risk, struggling students<sup>5</sup> will be identified by building administrators, teachers, counselors, parents, and students themselves, as well as the [REDACTED] Club staff. An emphasis will be placed on students with disabilities, African-American students, English-language learners, and economically disadvantaged students. Both [REDACTED] project sites are located in high-density areas with many elementary students living in poverty. Because both sites are surrounded by low-income and public housing tracts, we expect that many of the children will be neighborhood children, although all [REDACTED] District students will be welcome. Recruitment of students who would benefit from the proposed [REDACTED] program will take place on an ongoing basis throughout the year.

**3. Identification of specific techniques and practices to ensure consistent and long term participation:** Prior experience with 21<sup>st</sup> CCLC grants have shown us that if after-school and summer programs provide high-interest, age-appropriate, relevant, student-selected project-based-learning activities, students will continue to participate. The Partners believe that one of the most important strategies for retaining participants is to maintain accurate, up-to-date records of attendance and progress towards meeting goals set by children themselves as they enter the after-school (or summer) program. For the proposed [REDACTED] program, daily attendance logs will be kept electronically so all instructors will have access to data on each student, along with contact information. [REDACTED] staff will personally contact all students who do not attend after-school for one week in an effort to retain students enrolled in [REDACTED] *for Elementary School Students*. Additional strategies intended to maximize retention of students are listed below:

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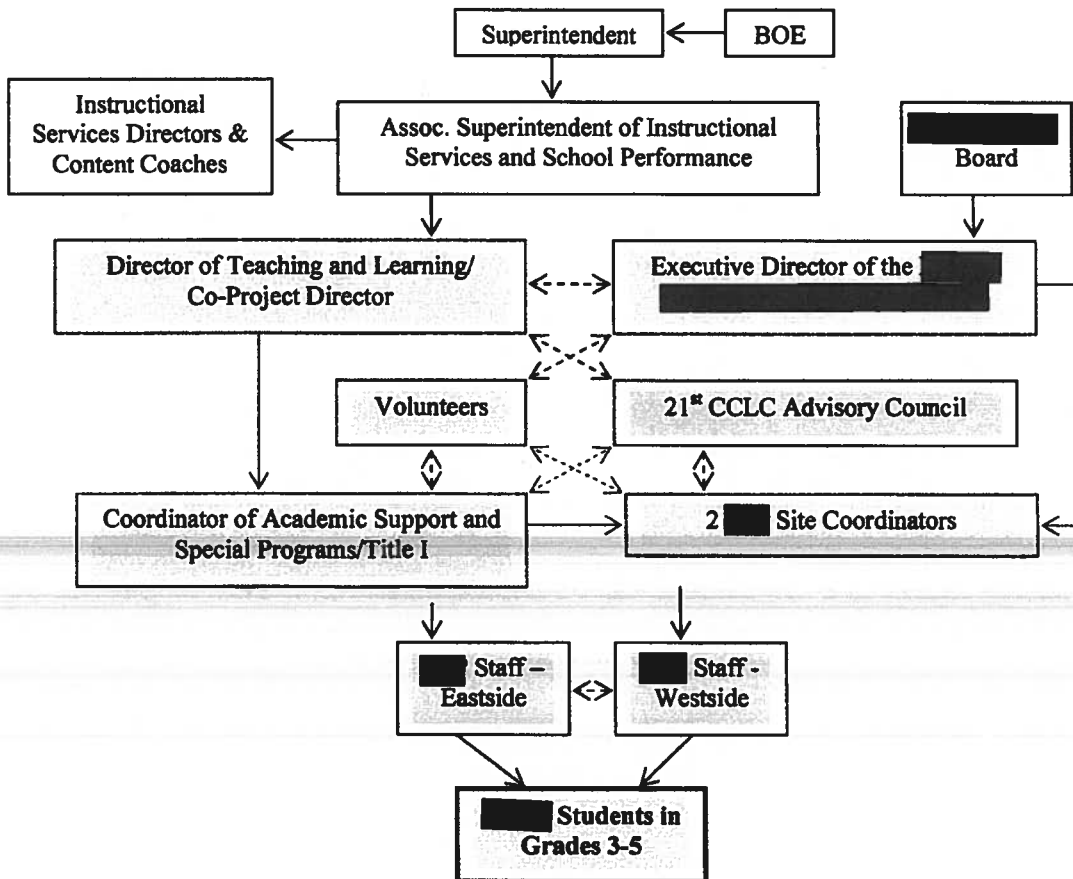
<sup>5</sup> "High risk" is defined as students who did not meet standards on the most recent CRCTs and/or benchmarks in math and/or reading. Some students who marginally meet standards but have behavioral challenges will also be recruited.



- Coordinate with regular-day teachers
- Intentionally target a variety of learning styles
- Offer active, hands-on learning opportunities— homework help, academic enrichment, sports, arts, life skills
- Assess skills frequently to measure progress
- Encourage children’s ability to solicit and use assistance, resolve problems, and make healthy choices
- Children will have input into program design
- Adults will guide activity choices based on student goals
- Provide targeted professional learning for [redacted] staff
- Improve students’ capacity to succeed in school, function effectively in other areas of their lives, and derive personal satisfaction and sense of accomplishment
- Conduct student-interest surveys at beginning and ending of school year
- Engage in active, frequent outreach to parents, including parent/family sessions, adult education, and parent surveys

**D. Staffing and Professional Development**

**1. Program’s organization, managerial, and staffing structure:** The organizational chart below depicts the reporting and advisory relationships between and among the entire staff. The solid lines represent direct-reporting relationships, while the broken lines represent advisory relationships. The shaded cells indicate the primary individuals who will administer or deliver 21<sup>st</sup> CCLC services to students.



Funding is requested to hire or contract with the following staff in order to provide educational and support services:

Positions	Contributions
4 Site Coordinators	Coordinate the academic-enrichment, personal-enrichment, and family-enrichment activities of [redacted] for Elementary School Students.
12 Teachers	Develop and teach high-quality hands-on classes that involve reading, writing, and real-life challenges that involve mathematical concepts and principles.
12 Classroom Paraprofessionals	Assist teachers deliver carefully planned and targeted math and reading lessons; read to participants; assist children to/from activities.
26 PSP Staff	Deliver high-quality personal-enrichment classes in topics such as cooperation/collaboration, conflict resolution, health and fitness.
1 Data Entry Clerk	Enter data for [redacted] sites in Cayan system; in our experience the Cayan system is difficult enough to justify hiring a UGA graduate student.
1 Evaluator	Collect and analyze data; make recommendations for improvement; write reports.
Contract Personnel	For example, Spanish translation, music, art, yoga, dance, drama, chess

The following current personnel will also be involved in the proposed PSP grant program:

Personnel and Titles	Contributions
<b>Clarke County School District</b>	
[redacted], Director of Teaching and Learning/Co-Project Director	Oversight; co-lead Advisory Council meetings; high-impact instructional methods and practices; curriculum; DOE audits/ monitoring/site visits, budget.
[redacted] Coordinator of Special Programs and Academic Support/Title I [redacted]	Coordinate/manage day-to-day operations; schedule Advisory Council meetings; resolve transportation issues; plan/deliver professional learning sessions, academic-enrichment fieldtrips; payroll, purchasing, and recordkeeping
2 Site Coordinators (to be hired)	On-site management of the after-school and summer programs at the two [redacted] sites.
[redacted] Director of Grants & Research	Oversee the administration of the grant.
[redacted] Budget Assistant	Process purchase orders, invoices, and payroll; receive and distribute materials and supplies
[redacted] President/Co-Project Director	Represents the [redacted] Clubs as a Co-Applicant and Partner; co-lead Advisory Council meetings.
[redacted] Director of Operations	Supervise activities related to personal-enrichment—recreation, teambuilding, character education, computer

2. Hiring process, including national criminal background check process: As fiscal agent, [redacted] will hire all of the employees listed in Table 8 above. [redacted] Human Resources Division posts job openings and screens applicants. A Hiring Committee will be convened (one principal/assistant principal, Co-Project Directors, Project Coordinator, 1 or 2 teachers, and [redacted])

Club representative) to select applicants for interviews. The committee will interview top candidates and recommend to the superintendent applicants to hire, and the superintendent will recommend to the [REDACTED] Board of Education candidates to hire. In the end, the Board makes all hiring decisions. Before each person is formally hired, local and national criminal background checks (including fingerprints) are done. Employees will be paid through biweekly payroll.

**3. Professional-learning opportunities development and implementation:** A full-time former principal coordinates the district's Professional Learning Program for [REDACTED]. When the proposed project is implemented, the Professional-Learning Plan presented in Table 9 will be initiated and updated as opportunities arise, while remaining within budget:

Table 9: Professional-Learning Plan

Providers	Topics	Target Audience	# Hrs.	Timing
[REDACTED]	Administering 21 <sup>st</sup> CCLC grants; collecting data; reporting; program evaluation; site visits	Proj. Dir.; Proj. Coord; Grant adm.	4	Post award
[REDACTED] Grant Administrator	Administering grant; collecting data; reporting; site visits/monitoring	[REDACTED] Coordinators and staff	2	Post award
[REDACTED]	Georgia Performance Standards	[REDACTED] non-certified	2	August
[REDACTED]	Motivating students; how to conduct project-based learning; what student-centered teaching and learning look like; use of educational materials	Proj. Dir., [REDACTED] staff, volunteers	2	Min. 2 x yr.
[REDACTED]	Resources and services available	[REDACTED] staff	1	August
[REDACTED]	School climate; differentiated learning; moving toward student-led projects; fostering student leadership	[REDACTED] staff	2	Min. 2 x yr.
[REDACTED]	Topics of interest; topics requested by [REDACTED] staff	[REDACTED] staff	2	Min. 3 x yr.
Evaluator	Data collection, recordkeeping, reporting	[REDACTED] staff, Budget Assist.	1	Min. 2 x yr.

To maximize the impact of the training for [REDACTED] teachers and administrators, professional-learning sessions for the staff of all three of the district's 21<sup>st</sup> CCLC programs—four middle schools, two high schools, and 14 elementary schools, if funded—will be coordinated, as appropriate. Professional learning budgets for all three [REDACTED] programs will be kept separate. In addition, [REDACTED] has numerous professional-learning sessions during the school year and during the summer in which the [REDACTED] staff may participate.

4. Job descriptions of key personnel with required qualifications: Project Directors:

Dr. Mark Tavernier, [REDACTED]'s Director of Teaching and Learning, will serve as *Co-Project Director*, and as such, he will oversee the grant program, including program philosophy, instructional methods and practices, curricula, site visits/monitoring, and audits. [REDACTED] has 12 years of teaching experience, 4 years of instructional coaching experience, and 14 years of administrative experience. He has administered state and federal grants for the past 12 years, including multi-million-dollar federal program grants, *with no findings*. As *Co-Project Director*, [REDACTED], President and Chief Professional Officer of the [REDACTED] Clubs, will provide on-site supervision of all staff and children. Project Coordinator: [REDACTED] Coordinator of Academic Support and Special Programs/Title I, will coordinate and oversee the day-to-day operations, including scheduling Advisory Council meetings, professional-learning sessions, fieldtrips, etc.; payroll, curriculum development, recordkeeping; and purchasing. Neither of these positions will be financed through [REDACTED] grant funds. With [REDACTED] grant funding, the Joint Applicants will hire two certified Site Coordinators who will schedule teachers, students, and student assessments; will teach after-school classes when necessary; as well as deliver some of the professional-learning sessions. Together, the Co-Directors will make final decisions regarding the after-school programs and summer programs at the two sites. Both Site Coordinators will be teachers certified in Early Education with leadership experience, preferably in an after-school or summer program. The Site Coordinators will oversee the day-to-day [REDACTED] grant-funded activities and outcomes. [REDACTED] certified teachers will deliver instruction tailored for each participant according to his or her [REDACTED] Educational Plan. Special education students with Individual Education Plans (IEPs) will be able to incorporate their IEP goals into their [REDACTED] Plans. [REDACTED]'s Director of Grants and Research, will serve as Grant Administrator for this project,

while searching for additional grant sources to sustain [REDACTED] for *Elementary School Students* beyond the three-year grant period. [REDACTED] Business Services will provide fiscal management of grant funds as this department does for millions of dollars in local, state, and federal formula and competitive grant awards annually. For the Evaluator, see page 28. For résumés, see Appendix A.

**5. Expected certifications/qualifications of instructional staff:** [REDACTED] academic enrichment teachers will have Georgia teaching certificates and will be considered highly effective by their principals. Highly qualified paraprofessionals will support classroom teachers as they deliver individualized instruction during after-school and summer hours. [REDACTED] Club non-certified staff will be selected based on their expertise in their fields. Site Coordinators will have experience teaching in after-school and/or summer programs as well as school leadership experience, preferably in a similar program. See job descriptions in Appendix A.

**6. Student-to-staff ratio:** For academic-enrichment activities in the areas of math and reading, the ratio of students to teachers will typically be 10:1. For personal-enrichment activities, the ratio of students to adults, including volunteers, will typically be 15:1. (See Appendix B for weekly schedules.)

**7. Plan for recruiting volunteers, including senior citizens:** Approximately 25 UGA volunteers will be recruited to help the most-at-risk students with homework, tutoring, mentoring, and physical activities, depending on the needs. One of the [REDACTED] sites (currently under construction) is located within a [REDACTED] zone funded through a federal planning grant awarded to [REDACTED] In Schools of [REDACTED] for a local [REDACTED] County initiative called *Whatever It Takes* (WIT).<sup>6,7</sup> All three [REDACTED] programs, serving students in

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<sup>6</sup> This is one of 21 projects funded throughout the nation; the current year is a planning year, but the implementation phase is a 10-year period.

first grade through eleventh grade, will be coordinated with WIT initiative personnel, including recruiting volunteers from the identified WIT neighborhood. The WIT staff and volunteers will soon conduct a community survey using trained volunteers, to identify needs and gaps in services. [REDACTED] for Elementary School Students will be able to use the results of that survey to fine-tune its own needs assessment. [REDACTED] will provide ongoing training for all [REDACTED] staff and volunteers who assist students with academic classroom work or homework so they will be able to support student learning through an understanding of the Georgia Performance Standards.

***E. Advisory Council and Operating Partnership***

**1. Plan to develop an advisory council and its operating procedure:** The Partners for the proposed [REDACTED] program will share the responsibility of planning and conducting quarterly Advisory Council meetings; networking with other community agencies; recruiting students and volunteers; and marketing the [REDACTED] programs at the Eastside and Westside sites. If funded, approximately seven representatives of the [REDACTED] grant program (1 principal or assistant principal, 2 [REDACTED] Club representatives, 2 teachers, 2 parents, and two students) will join the existing [REDACTED] Advisory Council. The Advisory Council will grow to about 22 members; therefore, at each meeting once the general information is presented and common issues are addressed, each of the three grade levels (elementary middle, high) will meet separately to discuss issues of concern to each grant project, including the budget; professional-learning opportunities; effective, high-impact teaching practices; high-quality, high-interest learning activities; and retention of students in [REDACTED]. Agenda, attendance lists, and minutes and will be available to [REDACTED] and the general public to document Advisory Council meetings and issues.

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[REDACTED] is a Partner for the two current [REDACTED] programs for middle and high school students.

**2. How snacks will be provided through partnership:** [REDACTED] routinely provides nutritious snacks for all after-school students through the USDA's federal meal program. For the proposed [REDACTED] P program, snacks will be provided at no cost to the grant or the students. The East-side facility is located next door to [REDACTED] Elementary School, and the Westside facility shares an educational campus with an Early Learning Center; both have kitchen facilities.

***F. Communication***

**1. Specific information that will be disseminated to the target community:** [REDACTED] P for *Elementary School Students* will be marketed to teachers, parents, and students through normal means of communication—daily announcements; take-home flyers; parent conferences; email; [REDACTED]; and [REDACTED] s websites; and Channel 16, a television channel dedicated to news and information about the [REDACTED] School District. The following information will be disseminated: Focus (academic enrichment, specifically math and reading in the content areas of science and social studies; personal enrichment (physical activities, sports, teambuilding, service learning, etc.; and family enrichment); hours and days of operation; transportation; highly qualified teaching staff; number of students served; goals; how to register; and funding sources. Occasionally, teachers will be reminded to urge students who could benefit from [REDACTED] to enroll. Information sent to parents will be provided in English and Spanish, and [REDACTED] will provide a telephone number for parents to call for translations in other languages, as needed. A waiting list will be generated, and students who drop out of the program will be replaced by other students on the waiting list.

**2. Timeline for dissemination activities:** All 14 elementary schools and the [REDACTED] will implement strong marketing campaigns in August, January, and May each year. At each school and [REDACTED] site, principals, assistant principals, counselors, teachers, children, and parents

will be informed about the program in order to provide children and their parents with accurate information about the program and how to register.

**3. Methods of dissemination:** Within the school communities, information about [REDACTED] for *Elementary* will be disseminated during faculty meetings, parent-teacher conferences, open house, take-home flyers, emails, as well as school newsletters and other publications. Outside of the schools, the Partners' websites; Channel 16; brochures; informational meetings; and posters strategically placed at the [REDACTED]s and throughout the community will be used to disseminate information about [REDACTED] year-round extended-learning opportunities. The community will also receive information through newspaper announcements and articles as well as radio public-service announcements. [REDACTED] leads a number of public events each year (e.g., community fairs, bus tours of schools, poverty simulations), during which information about the newest grant-funded [REDACTED] program will be disseminated. The continuity of out-of-school services and the vertical articulation of performance standards and services from grades 1 through 11 will be emphasized, including a teen center with a professional sound studio for older students.

**4. Personnel involved in community outreach and communication efforts:** [REDACTED] Office of Public Relations and Communications will advise and assist in the dissemination of news and information regarding the proposed [REDACTED] program, as it does with the district's other 21<sup>st</sup> CCLC grant programs. To reach community agencies, news and information about [REDACTED] for elementary students will also be announced at monthly Interagency Council meetings (over 90 community agencies belong). Along with providing ongoing updates about the activities of the grant-funded program at Interagency Council meetings, the [REDACTED] Coordinator will give longer presentations to that group twice a year to disseminate information about eligibility, goals, objectives, strategies, and formative and summative evaluation results.



**5. Details and methods regarding communication in appropriate language(s):** The most common second language among ██████ County families is Spanish. Therefore, all printed information about the proposed grant project will be disseminated in English and Spanish. All parents/guardians who need translation/interpretation services during public meetings, parent-teacher conferences, and parent-interest meetings will be provided with a Spanish-speaking translator. For speakers of languages other than English or Spanish, the school district subscribes to a phone-activated language-translation service that parents may access.

***G. Student Safety and Transportation***

**1. On-site safety:** The Fourth Street site has 5 cameras inside and 4 cameras outside the building. The H.T. Edwards site will have a fully functional video-security system as well. The Fourth Street site is designed so that children's areas are visible to staff at all times through strategically placed windows and doors. The H.T. Edwards site is designed similarly. Student contact information will be readily available to ██████ teachers and administrators through ██████ student data system so parents/guardians may be contacted for medical emergencies. Like the regular school day, parents/guardians who check students out early will need to present identification. At both ██████ sites, all doors except the front door are locked during out-of-school and regular school hours. The ██████ staff, ██████ Club staff, and from three to 25 volunteers each day, typically university students, will help children participate in the activities of all 250 children served by the proposed ██████ program. National criminal background checks will be required of all staff and volunteers before working with children.

**2. How students will travel safely to and from sites:** At all 14 elementary schools, ██████ after-school buses currently drive from 75 to 100 students to local ██████ facilities for after-school activities, and many parents pick up their children at the end of the day's activities.

We are requesting funding to provide transportation home, for the first time, following daily services for approximately 100 children per day, 50 from each site. (see Budget). Liability coverage will be provided by [REDACTED], as with any other school-bus transportation schedule. All school bus drivers have Georgia Commercial Driver's Licenses and undergo 12 hours of classroom training, six hours of roadway training, and six hours of roadway training with students. All drivers must receive annual recertification in driving safety. Each fall and spring, all drivers receive training in bus-conduct management; emergency procedures; and bus evacuation, including practice drills.

**3. Maximum length of travel time:** [REDACTED] is the smallest county in the state, which means that a typical length of travel time is reasonably short. Travel time, both to the [REDACTED] sites and home at the end of [REDACTED] after-school should take between 5 and 30 minutes. Every effort will be made to get all [REDACTED] students home within 30 minutes of dismissal. While some students will ride home on the school bus (even those who live close to the sites), other students will be picked up by their parents using their own transportation, and those who live in the immediate vicinity will walk home with parents or older siblings. The number one concern will be the children's safety. [REDACTED] registration form will record each family's transportation option.

**4. Facility's accessibility and ADA compliance plan:** Both [REDACTED] sites are ADA accessible, and the Partners will do everything possible to remove barriers that could prevent children from accessing the proposed grant activities. The Eastside facility is a brand new building located on [REDACTED] next to [REDACTED] Elementary. The Westside facility is under construction at the [REDACTED] for Teaching and Learning, a complex composed of several educational programs, including the district's Early Learning Center. The [REDACTED] is renovating an existing gym and other spaces owned by [REDACTED] with \$3 million—\$1 million from the [REDACTED]

██████████ \$1 million from the ██████████ Unified Government, and \$1 million from the ██████████ Authority. The facility will have ramps and elevators. ██████████ Special Education Coordinator and/or school-based special education teachers will collaborate with ██████████ teachers to ensure that the ██████████ program contributes to each student's Individual Education Plan (IEP) goals.

**5. Facility size and ability to safely accommodate project population size: ██████████**

Street facility has 26,000 square feet, while the ██████████ facility, due to open in summer 2011, will have 16,000 square feet. In all 14 elementary schools, there are approximately 5,000 students in grades 1-5. The ██████████ Partners expect to serve approximately 125 elementary school children at each facility during after-school hours and approximately 125 students during summer school at each facility, or 500 students per year (some double counted for extra-time learning). The ██████████ currently serve over 4,200 youth in five facilities, including sites in ██████████ counties. ██████████ currently serves 1,392 students in the parent-pay after-school program, some of whom may switch to the new ██████████ after-school program, if they qualify.<sup>8</sup> (See Appendix F for a sample of a selection-criteria form.) Each facility can easily handle 125 ██████████ children per day. See Appendix B for typical weekly schedules at each site.

***H. Sustainability Plan***

**1. How the program will continue after funding ends:** The Partners expect ██████████ *for Elementary School Students* to be sustained after the 21<sup>st</sup> CCLC grant ends in 2014. All 14 elementary schools are Title I schools, which means that if the two ██████████ sites have a three-year record of helping students improve their academic achievement, Title I funds will be used to support after-school and summer programs based on the established ██████████ model. By the end of the third year of funding, project-based learning will have become institutionalized for both

<sup>8</sup> The current after-school program is for students in grades 3 and 5 only for one hour per day.

extended learning programs at the two sites. At all 14 elementary schools, the parent-pay programs (homework help and recreation) may continue, while [redacted] students will be transported to one of the two [redacted] sites. Table 10 below presents the coordination of funding sources, apart from Title I, that will sustain after-school and summer services for elementary school students:

Table 10: Coordination of Resources to Support Out-of-School Learning Time			
Out-of-School Programs	Funding Source	Annual Amount	Purpose
<b>After-School Program</b>			
[redacted] for Elementary School Students	21 <sup>st</sup> CCLC grant	\$350,000	Academic enrichment, personal enrichment, family enrichment (literacy, GED)
[redacted] (Remediation)	Title I	\$200,000	Remediation
Afterschool Parent-Pay	Parents	\$150,000	Homework help; physical activities
Extended Learning	[redacted]	\$75,000	Preteaching/re-teaching
<b>Summer Program</b>			
[redacted] for Elementary School Students	21 <sup>st</sup> CCLC grant	\$20,000	Academic enrichment, personal enrichment
Summer school	Local	\$60,000	Remediation/CRCT retest

21<sup>st</sup> CCLC funds will be kept separate from all other funds, and no co-mingling of funds will take place, which has been [redacted] practice since our first 21<sup>st</sup> CCLC grant was awarded in 2003. [redacted] has a fulltime grant writer who will continue to apply for grant funding to support the [redacted] after-school and summer programs for elementary school students.

**2. Partnership investments and associated timeframes:** Table 11 below presents the anticipated contributions by the Joint Applicants and Partners to sustain the [redacted] *for Elementary School Students* after the grant period ends. (Also see signed MOA in Appendix C.)

Table 11: Partnership Investments		
Joint Applicants & Partners	Investments	Timeframe for Securing Contributions
[redacted] School District	Title I funding; state and local extended-day and extended-year; transportation to sites; fiscal management, grant administration; expertise (special ed., ESOL, gifted, curriculum, etc.); indirect costs	Summer 2011
[redacted] of [redacted]	Two new facilities with all of the resources available at those sites; on-site supervision; indirect costs	Summer 2011

### III. EVALUATION

#### A. Evaluation Plan

**1. Identification and qualifications of the proposed external evaluator:** [REDACTED]

[REDACTED] Associate Director of the [REDACTED] and the [REDACTED] will serve as the external evaluator for the proposed project. Since 1999, [REDACTED] has served as Principal Investigator or Project Manager for over \$14 million in grant funding. His expertise is in planning, implementing, and evaluating educational research projects in the areas of assessment, implementation (e.g., Georgia's Reading First), scaling process, interrator reliability, character education, reading, educational psychology, and social work, primarily for the Georgia Department of Education and the University of Georgia. He has served as the external evaluator for [REDACTED] Schools' 21<sup>st</sup> CCLC grant as well as [REDACTED]'s current 21<sup>st</sup> CCLC grants for middle and high school students. [REDACTED] has agreed to attend GDOE sessions for evaluators.

**2. How the plan will be implemented and will meet the GDOE requirements:** The current Advisory Council (for both 21<sup>st</sup> CCLC grants) monitors the implementation of the evaluation components of the [REDACTED] grants for middle and high school students. For [REDACTED] for elementary students, the Evaluator and Project Coordinator will ensure that data will be collected, entered into [REDACTED] Afterschool 21 Data Management System for the U.S. Department of Education's 21<sup>st</sup> CCLC Profile and Performance Information Collection System by a Data Entry Clerk. In addition, data will be entered into CCSD's data system accurately, analyzed, and reported to the [REDACTED] Board of Education, the Georgia Department of Education, all of [REDACTED] principals, and the general public, as appropriate.

**a. Summative Evaluation Process:** From the first day of implementation, all program staff will be involved in collecting and recording data. Realistically, however, it takes at least six months following implementation for after-school programs to have any measurable impact. [REDACTED] will analyze all *formative* data collected during each year of the grant period, including: Student enrollment, daily attendance, current level of program operation at sites according to a capacity-building rubric, student achievement (grades, test data, etc.), student behavior (classroom/hallway disruptions, discipline referrals, etc.), assessment of progress towards achieving each objective, and homework completion. The methods for data collection (who collects data, how it is collected, accuracy, timelines) will also be noted, along with additional partners and financial/in-kind contributions. Program data will be uploaded to the [REDACTED] System by the 10<sup>th</sup> of every month, as required.

In addition to using an observation instrument to evaluate the quality of instruction, the following questions will guide the summative evaluation of the proposed [REDACTED] program:

1. Which program activities have the greatest impact on student learning in math and reading?
2. Which activities have a neutral or negative impact on student achievement?
3. How does the approach to instruction (project oriented, student-focused discovery work in math and reading; no grading, etc.) affect learning?
4. How does focusing on personal enrichment impact student behavior and school attachment?
5. What efforts are made to increase daily attendance in [REDACTED] and how successful are they?
6. How does family enrichment affect students' attitudes toward school?

7. How can the [redacted] components—academic enrichment, personal enrichment, and family enrichment—be improved for low-achieving and other special-group students?

Data will be collected, analyzed, interpreted, and reported, along with recommendations for program improvement. By June 30<sup>th</sup> following each school year, the summative reports submitted to GDOE will include the following sections, as required: Overview and History, Student Enrollment, Program Operation, Quality of Staffing, Objective Assessment, Other Observations, Progress towards Sustainability, and Overall Recommendations.

**b. Formative Evaluation Process:** To assess the quality of the after-school and summer programs, [redacted] will adapt the “Out of School Observation Instrument” (2<sup>nd</sup> Edition) and procedures developed by Policy Studies Associates, Inc. This instrument will assess participation; adult-student ratios; types of activities, such as academic enrichment, homework help, mentoring, or group projects; instructional strategies, suitability of space and resources; relationship building; content and structure; youth-development domains; and other characteristics of successful out-of-school programs. GDOE’s “Self Assessment Reporting Form” will also be used. Formative data will provide multiple and timely opportunities for program improvement. A “Checklist of Core Elements,” developed by Communities In Schools, summarizes the core elements of quality after-school programs into a format that facilitates planning, implementation, and evaluation of an after-school program, and by extension, a summer program. Afterschool Administrators, Teachers, and others will complete an “Internal Evaluation of the [redacted] for *Elementary School Students* grant program twice a year, generating six sets of summative evaluations by multiple people directly involved in the program.

#### IV. BUDGET

The [redacted] County's Reserve Operating Capital is established by the Annual Financial Audit Report [in original proposal]. The complete report is available upon request. Grant Budget Summary: All of the expenses listed on the Budget Summary and Detail Forms in Appendix A support the three primary goals of the proposed grant project: Increased academic achievement, increased personal growth and development for students, and increased parental/family engagement. The combined yearly budget for the two proposed sites is \$350,000, which will allow the [redacted] Partners to serve a total of 500 students each year of the grant program. The Evaluator has agreed to \$4,500 per year to evaluate the [redacted] for Elementary School Students grant program, which is what we pay him to evaluate our [redacted] program for middle school students and [redacted] program for high school students. More than 65% of requested funds will support instruction. Indirect costs are part of both Partners' in-kind contribution. To accomplish our goals and objectives, the [redacted] Partners request \$350,000 to hire sufficient personnel to implement the proposed grant project. [redacted] will administer this [redacted] grant program; the [redacted] Advisory Board will monitor the grant budget on a monthly basis; and [redacted] will monitor grant activities, budget, and reporting on a quarterly basis. (For a detailed breakdown of expenses, see Budget Justification in Appendix A.)