

Application 3

I. Needs Assessment

A. The Process

██████████ has worked with agencies involved in the ██████████ County ██████████ Community Collaborative for the past seven years to identify and develop a needs assessment that drives both the 21st CCLC program and the ██████████ short and long-range plans. The stakeholders who meet monthly as a part of the ██████████-led Collaborative include representatives from the ██████████ Board, the Department of ██████████ ██████████ staff (social worker, 21st CCLC Parent Involvement Specialist, Pre-K, Special Ed leadership & Parent Involvement, school counselors, Central Office, etc), ██████████ Chamber of Commerce, ██████████ (██████████ Certified Literate Community Program), Faith-based organizations, the Department of Children and Family Services, City and County Government (including public safety), parents, students, concerned citizens, private business and industry, other non-profits, the Department of Labor, Vocational Rehabilitation, and the media. During this long-term relationship, data have been collected and analyzed for previous and current 21st CCLC applications and ██████████ reports which clearly cite factors that impact the educational outcomes of the identified students and drive the mission of the programs which is to serve as a catalyst for improving the quality of life for ██████████ children & families.

Data have been collected and analyzed annually using a variety of methods and sources which include: ██████████ student, parent and community surveys on topics such as safety, substance abuse, teen sex and needed community resources; ██████████ reports; ██████████ (the ██████████ ██████████ of the Dept. of Health); Kids Counts; the local and regional Certified Literate Community reports; the GA Department of Education and Office of

Student Achievement report cards and Adequate Yearly Progress (AYP) reports; [REDACTED] Schools' student, parent and employee surveys; [REDACTED] Improvement Plans; and other sources. The data have been analyzed by the Community Collaborative as a whole, by [REDACTED] committees, and by other agencies; are summarized; and are shared with local media. The summary reports are then used in the strategic planning sessions to develop a defined set of agreed upon needs that drive program goals, objectives, activities and evaluative components for [REDACTED] and 21st CCLC programs. As an example, the goals of [REDACTED] which focus on healthy children, school readiness and school success were developed after an analysis of the school and [REDACTED] surveys, AYP and educational reports, and health department information. Specifically, the strategic plans of [REDACTED] include a goal that all youth will graduate from high school on time—a target that would be unachievable were it not for the work of collaborative partners and grants such as 21st CCLC.

B. Specific Needs

The needs assessment process has identified academic needs at [REDACTED] in grades 5 and 6, at [REDACTED] in grades 7 and 8 and at [REDACTED] in grades 9-12. While trend data over the past three to five years has been analyzed, current year or two year trend data may be reported herein due to space constraints. Table 1 highlights the AYP status of the three secondary schools and denotes the weakness in math that has resulted in the high school moving into NI status and the struggles of students with disabilities at the two middle schools in ELA and math.

Table 1: AYP Status of [REDACTED] Secondary Schools (data taken from [REDACTED] AYP reports)

	2010 AYP	AYP Issue	2009 AYP	AYP Issue
[REDACTED] High School	DNM – NI 2	Math (all, black and economically disadv. subgroups)	DNM-NI 1	Math (black subgroup); Grad rate
[REDACTED] Middle School	DNM	Math & ELA (SWD subgroup)	Met	NA
[REDACTED] Middle School	Met (Retest re-calculation for SWDs in math & ELA)	Math & ELA for SWDs met Safe Harbor	DNM	Math (SWD subgroup)

Not only does Table 1 provide the reader with a snapshot of secondary academic and accountability struggles but provides one view of the gaps among subgroups. Table 2 provides a further view of the achievement gaps among subgroups of black, white, students with disabilities and economically disadvantaged in the four primary content areas for 6th graders at Hutto, 8th graders at [REDACTED] Middle and 11th graders at [REDACTED] High. Data for 5th and 7th graders at [REDACTED] respectively and for the EOCTs in all grades at [REDACTED] shows similar gaps. Clearly there is a significant gap between the white subgroup and all other subgroups in each content area.

Table 2: Percent of 11th 1st time test takers passing the [REDACTED] and 8th and 6th graders passing the CRCT disaggregated by subgroup (data taken from [REDACTED] School Report Cards)

	English Lang Arts				Math				Science				Social Studies			
	B	W	SWD	ED	B	W	SWD	ED	B	W	SWD	ED	B	W	SWD	ED
[REDACTED]	86	95	57	84	84	98	62	85	84	95	66	84	66	85	40	67
[REDACTED]	89	91	37	88	80	89	17	82	72	86	17	68	62	88	26	77
[REDACTED]	92	92	50	92	53	77	21	57	55	86	26	60	51	71	21	52

In a review of other data, approximately 68% of the students in the three secondary schools are economically disadvantaged according to the 2010 [REDACTED] Report Card and local School Nutrition reports. According to GA Department of Labor Statistics, the unemployment rate in [REDACTED] remains above the state average of 10.2 in January 2011. The rise in

unemployment has had a corresponding increase in student emotional issues and stress according to system guidance counselors, social workers and office referrals. [REDACTED] data from [REDACTED] and other sources shows births to teens down to 86 in 2008 from 108 in 2007 but an increase in STDs among teens from 29 in 2003 to 129 in 2007. [REDACTED] data further indicates that 53% of children in [REDACTED] currently live in single parent or extended family homes, that 40% live below the poverty line and have limited access to health services, and that illiteracy remains well over the 30% mark—all factors that make student success in school more challenging. Partners at [REDACTED] report the following:

Table 3: [REDACTED] Statistics for [REDACTED]

	2009	2010
Total Youth with [REDACTED] cases	220	194
Felonies	33	17
Misdemeanors	115	97
Traffic cases	27	22
Status of unruly or runaway	45	34

Although active cases involving juveniles declined from 2009 to 2010 and there was a downward trend in births to teens, the rise in STDs, situational poverty and the struggles of many students to attain the rigor demanded by the GPS has actually increased risk factors for [REDACTED] youth. Similarly, with regard to personal, health-related, and family issues, the student surveys conducted by Safe and Drug Free Schools, [REDACTED] and Communities In Schools of [REDACTED] of middle and high school students, along with data supplied by [REDACTED], indicate the information found in Table 4.

Table 4: Data on Health, Leisure & Decision-Making

60% report having nothing to do outside school
Only 19% read for pleasure
Only 20% spend three or more hours per week in activities related to the arts
Only 30% indicated that they have adult role models
Only 31% say they know how to plan ahead and make choices
An increase in use of tobacco by 9%
A rise in the consumption of alcohol
An alarming number of students reported being victims of physical violence (by a girlfriend or boyfriend)
A rise in the reports of sexual abuse
Acknowledgment that students had driven while under the influence or been a passenger with a driver who was under the influence (40%)
A rise in teen pregnancy
A self-reported concern about having one or more health issues for which no help had been sought
An increase in obesity

Data from the Georgia Office of Highway Safety indicates that of the fatalities resulting from traffic accidents in ██████ County, 67% were unrestrained and an additional 17% were unknown—pointing to a need to educate drivers about the use of proper restraints. When analyzed, the collective data reported in this section clearly paints a picture of a need for extended day services which includes academics, instruction in safety (personal and vehicular), health and wellness (mental and physical), and enrichment opportunities.

The results from the above, coupled with the requests of students, parents and community who have participated in or worked with our 21st Century elementary school program, have substantiated the need for a comprehensive after-school program for secondary students that addresses more than remedial academics. The wealth of data suggests that the schools still fall short of the goals of involving families more closely in the lives of students at the secondary level ; that math and English/ language arts continue to be areas of weakness; that sexual

activity, specific drug use, and violence against students continues to rise; that career exploration should be targeted earlier; that physical fitness is an issue; and that students need more opportunity for involvement in the arts as well as STEM and other technology initiatives.

C. Program Focus

The primary focus of the proposed 21st CCLC program is academic remediation/enrichment, credit recovery and credit accrual which will enable students to achieve grade level standards and perform satisfactorily on state assessments, thus staying on track for promotion and graduation. One of the goals of ██████████ Schools is preparing students to become college and career ready. The 21st CCLC program can target at-risk students from all subgroups who are not performing satisfactorily in courses and/or on state assessments and those who have failed courses. Without a safe, secure, healthy, and nurturing environment, it is more difficult for effective learning to occur. According to statistics found at afterschoolalliance.org, low income and minority students are more likely to become overweight, are more likely to be referred for disciplinary infractions and eat fewer healthy snacks. They were describing ██████████ youth. Therefore, the second focus of the program is improving positive behaviors through health, safety and wellness activities, including enrichment opportunities in the arts and technology—both of which have a proven research base of improving academic achievement, engaging students and providing students an opportunity to think critically and solve problems. The third focus of the program is parent involvement. The program will build on the strengths of the elementary program and of the current middle/high school program. Establishing relationships and helping parents build capacity to be more successful and raise successful children is a goal. In doing so, parenting classes, access to literacy and educational

programming, and opportunities to work with or support their children in enrichment and wellness activities will be provided.

II. Program Plan and Implementation

A. Program Plan

██████████ has demonstrated previous success in operating 21st CCLC programs at the elementary, middle and high school levels and has served as a model for the state. According to the Evaluation results for middle and high from 2009-10, the Credit Recovery portion of the program works exceedingly well and the average student growth was 19 percentage points; the Test Prep portion revealed an increase in performance on the ██████████ and ██████████; and students at one middle school made significant improvement in reading while the other middle school demonstrated improvement in math. The ██████████ Programs were judged compliant in Program Startup, Implementaiton, Health and Safety, Collaboration and Sustainability, and Fiduciary Responsibilities.

Commendations from the GADOE monitoring for 2009-10 included having a committed and dedicated staff, demonstrated student success, solid communication, and an array of extra-curricular offerings. Also of note in the commendations were the enthusiasm and excitement among students, instructors and parents; committed partners; accuracy and timeliness of Cayen data reporting; and, perhaps most importantly, a program where staff and partners were focused on the improvement of services. ██████████ operates 21st CCLC programs that are in good standing, have no citations, and have demonstrated exemplary fiscal and fiduciary operations.

<p>1) Improve academic performance</p>	<p>1.1) 70% of regularly participating students (those attending 30 days or more) will demonstrate growth on state assessments, benchmark assessments, and course grades in ELA</p>	<p>-CRCT, EOCT, GHSGT -benchmark assessments -course grades</p>	<p>-homework/class work assistance -E2020, Classworks, My Reading Coach, AR, READ 180, Rosetta Stone and similar online software programs -Individual tutoring</p>	<p>-daily throughout the year -weekly throughout the year -as needed throughout the year</p>
	<p>1.2) 70% of regularly participating students (attd = 30 days or >) will demonstrate growth on state assessments, benchmark assessments, and course grades in math</p>	<p>-CRCT, EOCT, GHSGT -benchmark assessments -course grades</p>	<p>-homework/class work assistance -E2020, Classworks, Gizmos, iPASS, USA Test Prep, ExPreSS and similar online programs -Individual tutoring</p>	<p>-daily throughout the year -weekly throughout the year -as needed throughout the year</p>
<p>2) Improve positive student behavior (including critical thinking and problem solving)</p>	<p>2.1) 70% of regularly participating students (those attending 30 days or more) will improve emotional & physical health and wellness</p>	<p>-Surveys -Discipline referrals -ABE statistics</p>	<p>-physical education/wellness & fitness -Alternate Behavior Education (ABE) -character ed, substance abuse prevention, decision-making, leadership sessions (including Girls Circle)</p>	<p>-weekly throughout the year in middle schools -weekly throughout the year -periodic sessions throughout the year</p>
	<p>2.2) 70% of regularly participating students (attd = 30 days or >) will improve critical thinking/problem solving skills</p>	<p>-Surveys -Driving statistics -Grades & assessment data</p>	<p>-driver's education activities</p>	<p>-weekly throughout the year in high school</p>

	<p>2.3) 60% of regularly participating students (attd = 30 days or >) will participate in one school, community or competitive performance activity</p>	<p>-Participation in school, community or competitive performance activity</p>	<p>-Fine arts activities (visual and performing to include but not be limited to painting, drawing, mixed media, crafts, drama, video production, computer design) -web page design -digital storytelling -GPS navigation -products using technology tools</p>	<p>-Weekly throughout the year -Drama (daily throughout the year)</p>
	<p>2.4) 60% of regularly participating students will improve technology skills</p>	<p>-21st Century Skills Assessment or OAS technology assessment</p>	<p>-Family Math and Reading nights -Test Prep Workshops -College/career readiness workshops & fairs -STEM & Literacy events -GED classes</p>	<p>-Weekly throughout the year</p>
<p>3) Increase Family Involvement</p>	<p>3.1) 60% of parents/family will participate in or attend one or more activities with a focus on academics</p>	<p>-Sign-in sheets -Copy of handout</p>	<p>-Family Math and Reading nights -Test Prep Workshops -College/career readiness workshops & fairs -STEM & Literacy events -GED classes</p>	<p>-One or more activities per site per semester</p>
	<p>3.2) 60% of parents/family will participate in sessions with a focus on safety/ health/wellness, technology, or the arts</p>	<p>-Sign-in sheets -Copy of Program</p>	<p>-workshops on safety, health, wellness & tech -Teen Maze (healthy choices) -Parenting Wisely -Financial Planning -Student Art Showcase</p>	<p>-Minimum of two activities offered per semester</p>

B. Quality Contact Time

As over half of targeted students are deficient in their math and/or ELA skills, the district re-evaluated and realigned its school-based interventions. To address Goal 1, the CCLC program will provide intensive interventions based on scientific research, the International Reading Association and the National Council of Teachers of English recommendations, and the National Council of Teachers of Math recommendations. During structured before and after-school time, students will be offered thirteen hours of leveled and guided academic activities by highly qualified instructors. In each content area, activities will be tied to the GPS and the specific objectives and standards to be taught will be shared with the learners. It is possible that a small group of nongrads who are still working in QCC math could be served. READ 180, My Reading Coach, AR, E2020, USA Test Prep and Rosetta Stone will be available for use in ELA. At the high school, access to the Increasing Student Literacy digital storytelling hardware will be available which can guide students toward greater proficiency in writing and reading comprehension. The CCLC program will tap into qualified math professionals via in-house experts and through access to the Science Technology Engineering and Math (STEM) team. Online GPS aligned software such as E2020, Classworks, Gizmos, USA Test Prep and iPass will supplement face-to-face instruction. Students struggling to meet classroom learning goals will be offered intense, individual and/or small group tutorial services.

To address health, safety and wellness, CCLC will provide access to age-appropriate physical fitness activities, Driver's Education (at the high school only), the online Alternate Behavior Education (ABE) program, Girls Circle (middle school only), and anticipates offering the scientifically-based Second Steps and/or Creating Lasting Family Connections model prevention education programs for middle schoolers and either Leadership Resiliency or Parenting Wisely

or similar program for high schoolers. The ABE program (www.abeintervention.com) is an automated software program that gives individualized, corrective instruction for an identified offense, based on discipline referral and/or maladaptive behavior. It uses an enhanced LMS (Learning Management System) not only to intervene behaviorally, but also to teach many social and emotional concepts from the following skill groups: Self-Awareness - Recognizing their emotions; Self-Management & Organization - Managing their emotions while setting & achieving positive goals; Social Awareness - Demonstrating caring & concern for others; Responsible Decision Making - Making appropriate & responsible decisions; and Relationship Management - Handling both interpersonal & relational situations effectively.

Students will also engage in fun yet rigorous workshops in the areas of art and culture that will challenge them to enhance developmental and academic skills that tie to GA state content standards. Middle and high school participants will be able to use technology to demonstrate mastery of standards (both academic and technology). Mentors will be sought for high-risk students and the services of ELL specialists will be sought as needed. Resources from ██████████ College, 1-to-1 Mentoring, ██████████, and ██████████ and schools will be re-aligned to provide a comprehensive intervention system to address parenting and illiteracy risk factors.

In addition to the before and after school sessions targeting academics and enrichment, the high school program will operate a Saturday School Program twice per month and each site will operate a summer program—the high school a full day and the middle schools a half day.

An individualized Family Service Plan will be developed to offer one or more personal growth opportunities that will be regularly and consistently offered by CCLC staff and partners. Families will be offered opportunities to complete lessons on establishing literacy rich

environments, accessing math resources to help themselves and/or their children, understanding and assisting children with academic standards and test preparation, accessing resources, and in understanding college and career opportunities. The Adult Education Program at [REDACTED] and [REDACTED] will offer adult education classes, ESL, GED prep, and basic computer skills courses at each site weekly. [REDACTED] will provide free tax assistance to working students and/or their family members who qualify on a wage earnings scale and will, in conjunction with [REDACTED] and other agencies, facilitate classes in parenting, substance abuse prevention and healthy choices.

C. Recruitment and Retention

Each Center will identify students considered at-risk following the National Research Council recommendations. Using a spreadsheet of data pulled from Infinite Campus and supplemented by Advisors/Counselors/Teachers, students will be identified who are economically disadvantaged (free/reduced lunch), have poor or failing academic grades/test scores, were previously retained or are not on track, have poor attendance, have disciplinary infractions, may have an IEP/SST/504/RTI plan, are not engaged in extracurricular activities, have little access to enrichment activities outside of school, have family members with literacy issues, and may be parents themselves.

To inform students/parents/families letters are sent home, information is provided at Open House, information is posted to the web and/or online news programs, start dates are posted to the marquee, information is shared with partners and agencies that serve families, and flyers are distributed in the community. Information is provided in English and Spanish. In addition, the parent involvement specialist, in conjunction with school site coordinators/teachers, places telephone calls or holds meetings to explain the program and its services.

To ensure consistent and long-term participation, a variety of practices and techniques have been developed. Certainly having a track record of solid programming and engaging activities is a strong recruitment tool. Establishing relationships with family members and communicating clearly with parents regarding the benefits of before and after-school programming has had positive effects. Allowing high school students the opportunity for attendance recovery and credit accrual has strengthened long-term participation as has requiring some students enrolled in nontraditional day programs to attend before/after school as a part of their routine services. In credit accrual, such as Drama or Driver's Education, seat-time requirements are maintained in compliance with SBOE policy. Consistent with research recommendations from Failure is Not an Option and the Successful Practices Network, secondary schools have required some students to attend the 21st CCLC Program as part of a contracted services agreement among parent, student and school.

In addition, attendance is tracked daily; phone calls are made by site coordinators and/or teachers when absences occur; school leadership, counselors and or RTI teams intervene by contacting and/or meeting with students and parents when class failure/promotion/retention is being affected; and referrals are made to social workers as another level of intervention. If all attempts to retain students in extended day opportunities fail, students are withdrawn and another student is afforded the opportunity. High school staff routinely review information on the After School Alliance website to see if there are strategies that have been successful elsewhere that could be implemented in the [REDACTED] Program in improve long-term participation, and student recommendations for leadership opportunities, real world experiences, use of technology and flexible offerings are taken into consideration when program revisions are made.

D. Staffing and Professional Development

The 21st CCLC organizational and managerial structure includes a Program Director, three Site Coordinators, a Parent Involvement Specialist, a Data Management Specialist, Resource Officers, teachers, educational assistants, and volunteers. System staff with fiscal and supervisory responsibility for the 3 sites, the Project Director, and Site Coordinator will have evaluative responsibilities and will monitor staff, students, and activities on an on-going basis.

Job vacancies are advertised as they become available and are reviewed by the Program Director with assistance from HR where needed. As a part of the hiring process all staff must pass a fingerprint and a national criminal background check and have a minimum of one year experience working with children in an education environment. The [REDACTED] School System Police Department, in conjunction with the Sheriff's Department, currently provides background checks for mentors and volunteers. Should interns be employed, they too can be served. The Resource Officer assigned to the site will have the responsibility for conducting the background checks. Checks are completed in an expedient manner and information is provided to the Site Coordinator, Project Director, Principals and Human Resources. Joint partners will be privy to the information, as well.

On-going staff professional learning opportunities have been developed and will be implemented during the course of the grant award period as described below. First, an orientation for all staff, volunteers, and consultants will be conducted by the Project Director before services are provided to students. Introductions will be made to ensure face recognition of non-[REDACTED] employees. The policies that govern the 21st CCLC will be reviewed and a brief written summary provided. The schedule of operations, along with the site map, will be

presented and adjusted, if needed. Job responsibilities will be reviewed as will safety and security measures. A computer lab schedule will be explained and a template for rotations provided. Procedures for logging attendance, assessment information and potential disruptions will be reviewed and access to A3 software demonstrated.

Professional learning has become individualized and tailored to meet the needs of staff. An online professional learning survey of after-school staff is conducted each year. Staff identify training needs that would improve student achievement, i.e., differentiation, motivating the reluctant learner, improving parent involvement, etc. Survey results are reviewed by the Professional Learning Coordinator and shared with the 21st CCLC Director, Site Coordinators, Principals, instructional staff and stakeholders. A variety of methods are used to deliver professional learning such as in-house trainings, [REDACTED]-hosted workshops, state and national 21st CCLC conferences, and PD360. PD360 is an online training program accessible 24/7. All [REDACTED] staff have licenses to use the program and a plan is developed for staff participation. Based on global and individual needs, staff view videos, respond to questions, implement practices, and draft follow-up on the success of the implementation. Participation is monitored and reports are generated for analysis.

Key personnel and their job descriptions are outlined below. A Program Director will be employed to work approximately 20+ hours a week. Minimum qualifications for the position are a Master's Degree in education (certified preferred) and five years experience in school administration and/or direct instruction. The current Director has a Specialist degree and has successfully led 21st CCLC programs. The Director will collaborate with the chair of the Community Collaborative and work with site Principals and Coordinators to hire, monitor, and supervise all staff. The primary duties of the Director are to oversee the 21st CCLC program,

coordinate training, handle budgets, oversee program operations at the system level and ensure success at the school level, see that all reporting is accurate and timely, work with Site Coordinators/Transportation/School Food Service/Principals, collaborate with the System CFO on budgetary and fiduciary responsibilities, serve as the face of 21st CCLC in the community, provide program information to the Superintendent and Board of Education, work with the external evaluator, handle issues, and ensure program success.

Each of the three sites will employ one full-time Site Coordinator (for a total of 3.00 FTE) for approximately 20+ hours per week who will oversee day-to-day program operations and training and who will report to the Principal and Program Director. The Site Coordinator must be a certified educator, hold a Bachelor's Degree, have a minimum of three years experience, and have worked with at-risk students and/or have worked with after-school programs in an education environment. Duties include skills in data analysis, scheduling, curriculum development, program monitoring, policy compliance enforcement and record keeping. Additional skills include communicating with stakeholders, building relationships, serving as a liaison among agencies/individuals, and disciplining students.

A Parent Involvement Specialist will also be employed to work with all 21st CCLC programs; will report to the Site Coordinators, Principals and Director; will assist schools in obtaining information; will assist in resolving attendance problems; act as a liaison among stakeholders; collect data; maintain records and generates reports; facilitate workshops for students and families; recruit volunteers and serve on the Community Collaborative.

One Data Management Specialist will be employed on a part-time basis for a minimum of 3 hours per week. The duties of a Data Management Specialist are to attend all trainings,

maintain records, key all data in Cayen, and compile periodic reports to be reviewed by system staff and the Community Collaborative.

Sites will employ an appropriate number (approximately 12) of part-time certified teachers to work 8+ hours per week to provide direct instruction (Bachelors Degree with current teacher's certificate and license). Sites will also employ an appropriate number of part-time Educational Assistants (to work approximately 12+ hours per week) and use volunteers to provide enrollment/registration support and workshop co-facilitation. Educational Assistants must meet certification requirements of the Professional Standards Commission. Student/teacher ratios will be maintained at the levels recommended which are 10:1 for academic instruction and 15:1 for enrichment sessions.

Volunteers are preferred who have a GED/HS diploma with two years of documented higher education or an Associate's Degree; however, high school students involved with service organizations and adults who have demonstrated volunteer/mentor skills will be considered. Part-time consultants who have training and certification in specific areas, such as math/science, parenting, technical and career preparation, literacy, substance abuse prevention, sex education, and violence prevention, may operate 3+ hours per week in providing services to students and families. CCLC is founded on the belief that successful programs demand meaningful citizen participation. Volunteers will be recruited by the Site Coordinators and by [REDACTED] to work at each school, including senior citizens. Volunteers will engage in meaningful work with children as they provide tutoring, registration assistance, mentoring, and other services. Volunteers are required to hold the same minimum education and health qualifications as the assistants described above.

In addition to the mentor recruitment and training conducted by [REDACTED] and/or [REDACTED], the schools have the support of the Chamber of Commerce, [REDACTED] [REDACTED] and [REDACTED] to recruit, screen, train, and monitor volunteers from their existing membership base. A short one-page form will be filled out by each potential volunteer and an interview will be conducted to assess genuine interest in serving children. Every volunteer must also complete the ACF screening form relative to medical, education, criminal, and personal information and must pass the criminal background check. All volunteers will receive free training on school safety policies, listening and communication skills information, and will be invited to attend all regular staff training events for personal growth. All volunteers will be provided with advocacy services from the partnering agencies which will include sessions to identify personal growth areas and resolve conflict as well as receive public recognition at an annual Recognition Program.

E. Advisory Council and Operating Partnerships

The CCLC staff and Community Collaborative will engage in a community-wide effort to deploy a culturally appropriate information campaign to ensure the target population, regardless of potential barriers, is aware of the program and invited to become stakeholders. The Collaborative, as discussed previously, is comprised of members from private businesses, public entities, social service organizations, faith-based and 501(c)(3) agencies including private individuals, community leaders, public officials, parents, and students.

A subcommittee of the Community Collaborative will function as a 21st CCLC Advisory Board; will include at least two parents and two students; will include an appropriate cross-section from other organizations (those who can leverage support or whose missions are closely aligned with the program); and will meet at a minimum twice a year, to review and approve all

program materials, ensuring that they are culturally relevant and easy-to-comprehend for the literacy challenged population. Topics for subcommittee discussion and review may include operational policies, training, funding allocations, programming to meet unanticipated needs, marketing, sustainability, and progress monitoring.

Minutes of the quarterly meetings will be maintained and will be reported back to the Executive Director, [REDACTED] Board, and will be shared with the committee of the whole. In addition, a mechanism now exists to easily update the [REDACTED] website. Program information, including meeting minutes, can be posted.

The [REDACTED] partnership can also provide needed snacks for students in the 21st CCLC program. [REDACTED] School Food Services provides breakfast for all students, including those who participate in before-school programming and snacks for students in the after-school program. Last summer the 21st CCLC sites participated in the USDA's Summer Food Service Program and plans are to continue. Additionally, [REDACTED] can access resources from the local food bank if students have needs beyond the program in the evenings and on weekends.

F. Communication

Staff will work with media representatives to develop press releases, arrange for interviews and feature stories on the program, and develop free display advertising to announce the program, registration process, and hours of operation in their cultural and mainstream newspapers. Moreover, local radio media representatives will be asked to make regular public service announcements on the program and announce the program site/staff/operational schedules as feature stories.

The CCLC staff will also work with the [REDACTED] Community Collaborative subcommittee (Advisory Board) to develop and arrange for mass printing of multi-language (typically English

and Spanish), easy-to-read and comprehend informational flyers and program registration materials. The materials may also be disseminated in the bulletins of local churches and at locations in the community for the duration of the program. Informational bilingual (Spanish/English) posters and flyers will be posted at the schools, welfare department, clinic sites, churches, and via door-to-door dissemination in targeted school zones. The sub-committee will be responsible for recommending sites that are most accessible in the community.

Schools will host a designated office with posted hours/activity schedules and an open door policy where families are encouraged to drop in. Each center will host periodic meetings where the community can tour the site. Upon the release of annual program results, the CC will continue to work with the media and local agencies to disseminate information on the results of the program. Results will be presented to the local Board of Education, [REDACTED] Collaborative, PTO's/School Councils, parents, and students as a strategy for building continued support for the program. A link to the 21st CCLC Program is maintained on the [REDACTED] Website. Broad information can be found including calendars, activities, workshops, evaluations, Advisory Board information, etc. Each Site Coordinator will be responsible for ensuring that the web information is accurate and updated regularly.

The communication process that will be used to allow the program staff to have access to necessary school-generated student data needed to measure progress towards the stated program objectives is described below. Each site will be responsible for maintaining a process that will track the progress of the established performance goals, objectives, outcomes, and activities that are described herein and which completely articulate with the goals and indicators established for the statewide program and local School Improvement Plans (SIP's). Benchmarks have been set

and data collection methods employed that will provide progress checks at periodic intervals throughout the year.

With the assistance of Site Coordinators, and once participants are identified and their baseline data collected, staff will set nine week benchmarks to monitor progress toward measurable objectives. In addition to formal assessment data, informal data will be collected by instructors so that modifications in methods, programs and schedules can be made. Plans will follow the methods prescribed by Rick Stiggins in Classroom Assessment for Student Learning. While summative information is important, it is the interim data that can be of immediate assistance in altering plans to meet student needs. For example, the diagnostic/prescriptive/evaluative components embedded in Classworks, E2020, Rosetta Stone, USA Test Prep and other online programs will be used to measure growth. Edusoft benchmark data, tied to day school core academics, will be accessible to after-school instructors and can be used to monitor progress toward proficiency. In addition, A3, our online RTI progress monitoring tool, can be accessed for after-school instructors to progress-monitor interventions and/or add new areas of concern so that day school instructors, counselors and leaders have up-to-date information on students.

G. Student Safety and Transportation

Safety is the first order of business for [REDACTED]. Procedures and policies that govern day school are followed for the 21st CCLC program. Parents/guardians are required to sign students in and out during after-school events and to show proof of identification if they are not known; information on who has permission to sign-out students is cross checked in Infinite Campus; and the services of a School Resource Officer are maintained.

The Drop off/Pick up policy is the same for the 21st CCLC program as the [REDACTED]

School transportation policy. List of bus riders, contact information, and parent contact information is included. Registration forms also include information regarding bus transportation. Bus passes or bus labels are used with some of the school sites. Routes are tagged and buses have after-school numbers on the side.

School district buses driven by commercially certified adults will provide full after hours and summer busing for participating students (and for any field trips). The buses will transport the students from the site to their homes using established routes at the end of each program day and on field trips. The ██████████ 21st CCLC maximizes the use of buses to serve students at all sites. An appropriate number of routes are created to cover the service area which ensures that every child arrives home within 1 hour of the program end time (by 6:30 PM). CCLC funds will be used to support maintenance and upkeep of buses.

All three facilities used for 21st CCLC program are licensed, commissioned, and registered public school sites that have met state and federal safety regulations including DHR licensure and accessibility standards, including the Americans with Disability Act. School safety plans exist and have been approved by GEMA. In addition, a sexual harassment policy exists to insure that staff and consumers act in a manner that promotes safety for everyone. Safety specialists from the ██████████ Schools Police Department have agreed to facilitate needed training on safety issues and plans for CCLC staff and volunteers and will be on duty after school. Staff will be required to monitor indoor/outdoor environments and report safety concerns to administrators and resource officers.

Space is not an issue as the after-school program uses the portions of the school building needed, whether those be classrooms, labs, art or physical education facilities. Likewise, the schools can safely accommodate the proposed number of students since class sizes in

before/after school are well below those conducted during the regular school day. In the summer, in order to maximize resources, the 21st CCLC program is operated at two sites (one for elementary and middle and one for high school). In the past, space has been adequate to serve the population and no changes are anticipated for FY12.

H. Sustainability Plan

The CCLC program will operate under the continued advisement of the [REDACTED] Community Collaborative (CC). The CC meets monthly and will periodically (preferred quarterly but at a minimum twice per year) plan program activities and media events, develop and deliver funding sustainability efforts (grant proposal development, fundraisers), disseminate program results to community leaders and stakeholders to justify future and expanded support of the program, and analyze summative and formative reports to identify programming strengths and improve weaknesses. CC members have established a comprehensive sustainability plan to maintain programming and funding throughout and beyond the grant cycle. Sustainability strategies will include the following:

1. LEA will coordinate a series of planning meetings that will cover grant reporting, accountability requirements, and funding sustainability requirements.
2. Attendees will be encouraged to pledge support of time each month to program activities.
3. The LEA team will facilitate a three-part training session with the Community Collaborative where they will develop a model that aligns CCLC service priorities with upcoming grant competitions and funding opportunities which will act as an annual “schedule” for grant development.
4. The Community Collaborative members will seek relevant RFP’s for grant competitions that aim to sustain the CCLC program beyond the funding cycle or expand the program. The

Afterschool Alliance Funding Database will be used as one funding tool. Stakeholders in the Community Collaborative will attempt to develop and submit at least two grant proposals for federal and state funding per year in an attempt to sustain or expand the program.

5. The Community Collaborative will work with the collaborating schools, district, community agencies, local government, and private foundations to identify internal and external funds to sustain the program. Funds may include Title IV/entitlement, Environmental Protection Agency in an effort to link after-school STEM initiatives to funding guidelines, the Endowment for the Arts, Health and Human Services and other grant revenue.

6. The team will make community presentations to stakeholder groups on the results of the program and the program benefits for children and families to promote buy-in.

7. Conversations will continue among the school system and stakeholders to consider making services available on a sliding fee scale.

III. Evaluation

A. Evaluation Plan

The [REDACTED] CCLC uses an external evaluator who is an individual with no vested interest in the 21st CCLC program to conduct the evaluation component of the program. As stated in the guidelines, the evaluator is not connected to the family members of applicants and/or family members of partners, employees of applicant, and/or employees of applicant's renewal option for each subsequent year. The amount paid to the evaluator will not exceed 3% of the award. The external evaluator is a professional consultant with over twenty years of experience in working with companies and organizations to conduct needs assessments; identify and clarify goals; conduct discovery and design; assist with project definition; identify data sources, baselines and provide data analysis; and provide feedback and reports for sustainable

change. The evaluator has met GADOE requirements for previous 21st CCLC program evaluations.

The external evaluator, Project Director and school system data coordinator have developed a plan for continuously assessing progress toward meeting each of the objectives identified in the grant narrative and GADOE requirements for previous 21st CCLC programs. Detailed methods and specific sources are as follows. To measure academic achievement and enrichment goals and, in part, health and wellness goals, the System data coordinator uploads CRCT, EOCT, GHSGT data at scheduled times (GHSGT and CRCT in the late spring and EOCT in December and May), as well as data on benchmark assessments (by 9 weeks), attendance, discipline and grades (by semester and/or year). That data is provided to the external evaluator for analysis and feedback.

The external evaluator also administers pre- and post-surveys to parents, instructors and students to collect qualitative data which measures health, wellness, enrichment and parent involvement goals. In addition, the external evaluator periodically monitors (each semester) progress toward objectives through observations and interviews conducted at each site. Feedback is provided to the Project Director, Site Coordinators and instructors so that needed adjustments can be made. Two written reports are provided by the external evaluator each year—one in January and one in June. Those reports are shared with the system leadership, stakeholders, and the Board of Education. The information contained in the mid and end-of-year reports are used to refine, improve, and strengthen the program for the second semester and subsequent year, improve the performance measures, and are made available to the public via the 21st CCLC webpage on the DCBOE site.

In addition to the formative and summative evaluations conducted by the external evaluator, teachers monitor progress toward goals and submit reports to Site Coordinators. Site Coordinators and the Project Director have administrative level access to all online software programs used, all of which include a tracking/progress monitoring component. Those reports are likewise submitted to the external evaluator for analysis quarterly, by semester or annually. For activities that do not include an online software component, traditional observation and monitoring are conducted using a checklist/rubric to measure strengths and weaknesses.

██████████ has demonstrated the capacity to access and collect appropriate evaluation data and the willingness to provide any and all data necessary to GADOE and the USDOE. Furthermore, the system has demonstrated a willingness to assist other 21st CCLC programs by training staff, answering questions, sharing ideas, opening the doors for visits, and problem-solving. The ██████████ team views service to others as a moral imperative.

IV. Budget

The reader will note that the items within the budget support the goals of the project. The preponderance of the budget (75%) is allocated for instruction/pupil services and 14% for transportation. Instruction and pupil services tie directly to the instructional and parent involvement goals of the grant.

Costs projected in this application have been based on the costs of running previous 21st CCLC programs which were determined to be reasonable and necessary for program operation. The projected number of students to be served and personnel to be hired are similar. The ██████████ School System has received a tremendous service from local non-profits, local government and other service providers as in-kind services for the elementary program. While a number of those services can be expanded to include this middle and high school application, a

limited amount of contracted services has been added to cover the commitment of personnel and material resources required for successful operation at the secondary level.

Again, teacher and paraprofessional, program director, parent involvement, resource officer, data entry and site coordinators salaries; professional learning and travel; and general supplies were projected based on the previous 21st CCLC programs. All projections have been determined as reasonable and necessary by either DOE review (elementary and/or previous middle/high grant) and/or LBOE curriculum, professional learning, or financial services.

21st CCLC funds will be used to supplement not supplant other Federal, state and local funds. Without 21st CCLC there would be few opportunities for extended school day programming for remediation and enrichment at the middle and high school levels. The \$350,000 allocation is insufficient to operate the three sites; however, other federal, state and local funds can be used to assist where needed. As an example, PD360 is funded by state professional learning and/or Title IIA funds and can serve to provide needed training. Local funds can fill gaps in transportation costs and the system's technology funds will cover the majority of the costs of computer maintenance, technical support, hardware and software. System level leadership staff in conjunction with the finance department review policies to ensure that supplanting does not occur.

Activities related to the administration of the program are budgeted as 8.03% of the grant and are under the 10% maximum set and the external evaluation budget has been set as 1.14% of the budget which is less than the 3% maximum allowed.