

Application 5



Program Abstract

I. Needs Assessment

A. The Process

An organizational meeting was conducted December 3, 2010. [REDACTED] Superintendent of [REDACTED] School System announced that [REDACTED] Assistant Superintendent of the school system, and [REDACTED] Executive Director of the [REDACTED] Community Enrichment Coalition [REDACTED] and [REDACTED] Connection Coordinator, would serve as co-chairmen of the CCLC committee. In addition to the previously mentioned co-chairmen, the CCLC committee consisted of [REDACTED], [REDACTED] Graduation Coach; [REDACTED] Director of Federal Programs; [REDACTED], System Social Worker; [REDACTED] Pre-K Transition Coach; [REDACTED] Technology Coordinator; [REDACTED] [REDACTED] Community Liaison; [REDACTED] Graduation Coach; [REDACTED], [REDACTED] Resource Coordinator; [REDACTED] Middle Health Prevention Services Coordinator; [REDACTED], Director of [REDACTED] Recreation Department; and [REDACTED], Administrative Assistant for [REDACTED] Recreation Department. Following an explanation of the purpose of the grant, committee members brainstormed ideas for inclusion. Topics for consideration included: student security and safety, parent involvement, after school remediation and enrichments activities, professional development, student management and discipline, alternative instructional programs, day care providers, tutoring, and mentoring programs.

For informational purposes, [REDACTED] co-chairman of CCLC, viewed two webinars, entitled "The Competitive Application Preview" (12/3/10) and "Get Ready to Apply" (12/10/10). Ms. [REDACTED] attended the FY12 RFA workshop sponsored by the GaDOE on January 20, 2011. Ms. [REDACTED], in turn, shared this information with a sub-committee on January 21st. The sub-committee

included [REDACTED] and [REDACTED]. During the meeting held on 1/21/11, the group reviewed and determined feasibility of ideas from the initial session. After determining practicability of the ideas, the group narrowed the focus and identified a target group.

The [REDACTED] Community Enrichment Coalition, the designated Georgia Family Connection Collaborative for [REDACTED] and the co-applicant for this proposal, began an assessment of community needs and community planning on October 21, 2009 for the completion of its three-year Strategic Plan. The [REDACTED] Community Enrichment Coalition (henceforth referred to as The Coalition) held three assessment and planning retreats on 10/21/2009, 11/18/2009, and 1/20/2010. Both the school system and Communities of Opportunity needs assessments were incorporated into The Coalition's community-based assessment through participation on the [REDACTED] Collaborative. The community-based assessment was led by staff, Board members, and Collaborative partners of The Coalition, including [REDACTED], Chair; [REDACTED], Executive Director; and representatives from local organizations and agencies, including the School System, [REDACTED], Chamber of Commerce, municipal and county government, CASA, and community program sites.

Members of the sub-committee gathered data from various sources including, [REDACTED] County Schools AdvancEd Standards Assessment Report 2010, Safe Schools/Healthy Students' surveys, FY11 school improvement plans, Georgia Student Record Data Collection, Georgia County Guide, and the Kids Count Data Center. Members of the sub-committee worked collaboratively to design the project based upon identified needs in the community and research.

B. Specific Needs

A review of our community demographics will assist in understanding the reasons why [REDACTED] students have high risk factors. [REDACTED] is located in south central Georgia along Interstate 75 and U.S. Highway 41 in an area covering approximately 393 square miles. With a total population of about 11,458, [REDACTED] is a part of the Southwest Georgia Empowerment Zone. One of the poorest counties in the state, approximately twenty-two percent of all persons is living below the poverty level. The number of [REDACTED] children under the age of eighteen living in poverty (34%) is almost double the statewide average of 17 percent. Here, the median household income is only \$32,608. Approximately 17.8%, or 2052 recipients, receive public assistance income and 4,051, or 35.1%, are Medicaid recipients. Of the 4,455 persons in the labor force, the majority of persons employed (40.5%) work in agriculture, manufacturing, or construction. Over eight percent of households have no telephone services, and the unemployment rate is 12.4%, over three percent higher than the national average of 9.1%. (Georgia County Guide 2010)

By race, 46% of the county's population is Caucasian, 49.5% are African American, 4.7% are Hispanic, and less than one percent is of some other race. Education for many [REDACTED] County citizens is not a top priority as evidenced by the fact that approximately 31.5 percent of the population has not completed high school. Only four percent of the population has a post-secondary degree. There are approximately 1,928 school-aged students in the county, with 31% enrolled in private school, home-school or out-of-county public schools.

In addition to community risk factors, the school system faces educational challenges that must be met in order for our students to succeed. The [REDACTED] School System is comprised of three schools, [REDACTED] Elementary School (PK-5), [REDACTED] Middle School (6-8) and [REDACTED] High School (9-12). Enrollment totals for FY10 showed a total of 1,334

students, with 57.9% males and 42.1% females. By race, the student body is comprised of 7.5% Caucasian, 15.0% Hispanic, 76.6% Black, and 0.9% Multi-Racial. According to the Georgia Department of Education (GaDOE) website, the [REDACTED] School System has a 91.72 percent poverty rate as determined by the number of households qualifying for free and reduced price meals. Students with disabilities represent nine percent of the student population and five percent are English Language Learners. The GaDOE 09-10 Report Card indicates a system drop-out rate of 4.2 percent, with the high school at 6.3%. Figures taken from the same report revealed that 107 students in grades K-12 were retained.

[REDACTED] County School System AYP Status 2009-10					
School	AYP Status	Test Participation	Academic Achievement Reading/LA	Academic Achievement Math	Second Indicator
[REDACTED]	Yes	Yes 99.7	Yes 75.8	Yes 64.6	Yes 6.0
[REDACTED]	No	Yes 99.9	Yes 87.2	No 61.9	Yes 9.4
[REDACTED]	No	Yes 97.7	No 80.1	No 47.4	No 69.3

Summative test data shows that the elementary school met state standards for Adequate Yearly Progress (AYP) in 2009-10, but the middle school and the high school did not. [REDACTED] County High School had only 69.3% of all students graduating compared to the state requirements of 80%. In the area of academic achievement, high school students did not meet the absolute bar in mathematics of 74.9%, showing only 47.4% of the students meeting criteria. Students did better in the area of English/Language Arts by coming closer to the absolute bar of 87.7%, but scored only 80.1%.

The [REDACTED] Elementary School had a 99.7% participation rate on state assessments. The school made AYP at the absolute bar by having 75.8% of students meeting or

exceeding standards on the English/Language Arts portion of the CRCT. On the math section of the same test, 64.6% of students met or exceeded expectations, meeting AYP criteria at the confidence level. The school met the standards for the attendance indicator by having only 6% of students absent more than fifteen school days.

██████████ Middle School did not make AYP for the first time in six years. Students had a 99.9% participation rate and an attendance rate of only 9.4% of students absent over fifteen days. The school's reading/English-language arts scores soared over the absolute bar of 73.3%, with 87.2% of students meeting or exceeding standards. Math scores indicated that only 61.9% of students met or exceeded state standards, which did not pass Georgia's absolute bar of 67.6%.

The Georgia Criterion Referenced Competency Test (CRCT) administered in grades one through eight measures the knowledge and skills students are expected to have mastered by the end of the school year. Based on Georgia standards, student scores are categorized as either Level 1: Does Not Meet; Level 2: Meets; or Level 3: Exceeds. The following tables reveal CRCT scores for the past six years in the Level 2 plus Level 3 categories.

Writing (% Students at Level 2 + 3)

Grade	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
5	76	65	35	51	47	34
8	84	86	62	72	60	66

CRCT Reading (% Students at Level 2 + 3)

Grade	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	70	70	79	74	65	85
2	64	78	88	85	85	76
3	92	55	69	67	67	87
4	73	69	71	77	58	71
5	75	64	76	71	76	79

6	78	82	87	91	81	84
7	90	72	81	86	88	73
8	77	90	90	86	91	97

CRCT Math (% Students at Level 2 + 3)

Grade	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	63	67	46	65	61	78
2	54	59	57	77	68	69
3	85	82	84	37	48	58
4	54	68	35	49	38	53
5	79	90	83	35	62	84
6	63	51	51	54	54	62
7	75	64	51	60	59	66
8	61	79	66	24	48	65

CRCT English/Language Arts (% Students at Level 2 + 3)

Grade	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	65	55	65	64	67	71
2	67	64	68	71	75	62
3	88	62	73	68	70	80
4	74	65	68	79	61	66
5	83	76	87	81	82	72
6	64	88	89	85	83	90
7	91	75	89	84	87	87
8	74	88	86	82	91	95

CRCT Science (% Students at Level 2 + 3)

Grade	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
3	87	69	50	45	62	60
4	77	80	35	54	43	54

5	83	91	45	46	71	51
6	83	50	31	52	45	48
7	89	52	57	68	53	63
8	54	80	76	41	67	60

CRCT Social Studies (% Students at Level 2 + 3)

Grade	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
3	88	74	80	70	58	58
4	74	81	70	80	24	42
5	81	85	87	76	42	45
6	87	72	67	n/a	n/a	47
7	88	85	78	n/a	n/a	41
8	94	93	87	35	42	73

Students must pass the Georgia High School Graduation Test to graduate high school.

The Georgia Department of Education requires students to pass all five areas on the test including: writing, English/language arts, math, social studies, and science. The table below reveals the percentage of eleventh grade students who were first time test takers who passed the test.

Georgia High School Graduation Test (11th Grade First Time, Regular Program)

Subject	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
E/LA	84	88	99	76	86	79
Math	64	76	90	82	90	87
SS	36	53	70	58	74	70
SC	16	39	51	65	85	83
Writing	93	97	82	79	75	84

A four year comparison of graduation rates shows a steady increase in the number of students completing high school.

Graduation Rate	2005-06	2006-07	2007-08	2009-10
%	51.5%	59%	54.8%	69.3%
# Graduates	66	78	57	70
State average %	70.8%	72.3%	75.4%	80%

Data from the Georgia Student Health Survey FY09 were studied as collated in the table below:

County Students-Unsupervised Time Watching Television, FY09						
Grade	None	> 1 Hour	1 Hour	2-3 Hours	4-5 Hours	6 Hours
Sixth	11	13	10	23	8	21
Eighth	7	4	12	30	18	23
Tenth	4	4	3	5	3	6
Twelfth	2	3	5	11	4	8

Note: All figures are reported in percentages and rounded.

County Students-Unsupervised Time on Computer, FY09						
Grade	None	> 1 Hour	1 Hour	2-3 Hours	4-5 Hours	6 Hours
Sixth	31	21	14	10	2	8
Eighth	20	17	15	25	7	1
Tenth	4	9	2	4	3	3
Twelfth	2	11	5	9	1	5

While the majority of students indicated that they average two to three hours of television viewing per day, another thirty-eight percent reported that they watch four or more hours of television daily. In addition to television viewing, twenty percent of students indicated that they spend two to three hours unsupervised on a computer per day. Another thirteen percent of students revealed that they spend over four hours sitting in front of a computer. In addition, staff survey results from a FY10 Safe Schools/Healthy Students National Evaluation indicate that 56% believe that students are not alert and well-rested for instruction.

Although no formal survey has been conducted in the schools in regards to obesity, observations by administrators and staff members reveal an alarming increase in the number of students who appear overweight. According to the FY10 Safe Schools/Healthy Students National Evaluation, faculty and staff believe that forty-six percent of our students

are not physically fit. Also, the [REDACTED] adult obesity rate, the percent of adults that have a Body Mass Index greater than 30, is 33% (County Health Rankings FY10).

According to the Georgia County Guide (2010), there were 1,251 [REDACTED] children ages 10 to 16 at risk as identified by juvenile court or probation records. The violent crime rate age 17 or older per 1000 is 4.5, while other crimes rate is 40.8. This is an increase since 2004 of 39.8.

According to the Georgia County Guide FY10, during 2007, the rate per 100 live births to unwed mothers in [REDACTED] was 65.4, an increase of 6.2 from the rate counted during 1998-2007. Over nineteen percent of all live births to unwed mothers were to teenagers. From 1998 through 2007, twenty children born to [REDACTED] mothers died during infancy. During 2008, there were 96 reported cases of child abuse and the foster care monthly average clients equals eight. Additionally, over 34.9 percent of the single-mother families with children under the age of eighteen are below the poverty level. Here, twenty-nine percent of families have a female as the sole head of the household. All parents face difficulties and challenges; but parenting can be even more daunting in the case of the solo parent.

Risk factors affecting children identified by the Annie E Casey Foundation and published by the Kids Count data center 2010 reveal the following information:

Risk Factors	Georgia	[REDACTED] County
Low birth weight	9.6%	12.3%
Teen births, age 15-19 per 1000	51.7	82.6
Students graduating high school on time	78.9%	54.8%
Substantiated incidents of child abuse per 1000	10.8	6.2
Unemployment	10.2%	9.9%

As the chart indicates, ██████████-frequency is higher than the state average on two out of five indicators, including low birth weight and teen births. In addition, the county's graduation rate from high school is 24.1 percent lower than the state average.

C. Program Focus

Based upon the needs assessment, support services gaps include instructional extension support, academic enrichment, recreational opportunities, and parent education and support.

Some researchers have linked attendance in after school programs to better socialization, higher academic achievement, and increased overall health. Teachers reported that students who attend an after school program had better social skills and fewer acting-out behaviors than children who attended no after school activities. For those children not enrolled in an after school program, time spent on academic endeavors is reduced, while time viewing television is increased (Shumow, 2001). Other researchers have linked television viewing with lower reading achievement, more frequent behavior problems, and higher instances of obesity. There is ample documentation that prevention and early intervention efforts can reduce violence and other troubling behaviors in schools (Coie & Jacobs, 1993; Elias & Tobias, 1996).

According to the National Institute on Media and the Family, recent studies have found that students who watch more than three hours of television per day are fifty percent more likely to become obese. Statewide figures show that in 1988 only ten percent of adults were obese; but by 2000 that figure rose to more than twenty percent. The Center for Disease Control indicates that obesity puts children at risk for a variety of health problems including diabetes, hypertension, high cholesterol, and heart disease. The Centers for Disease Control report that regular physical activity for children can: (1) improve strength and endurance, (2) help build healthy bones, muscles, and joints, (3) help control weight and reduce fat, (4) reduce anxiety and stress, and (5) increase self-esteem. A connection may be made between increased self-esteem,

reduced anxiety and stress, and improved behavior and academic achievement (Rice, et.al., 2008).

Currently, there is no physical activity associated with existing after school programs. Limited opportunities for recreation in the county include youth football, basketball and baseball programs. However, because of the costs associated with the recreational programs, many low-income children are unable to participate. With additional funding, [REDACTED] can organize a needs assessment to determine the number of students at risk for obesity and can conduct an awareness campaign to inform the community about this issue. Grant funds will afford the school an opportunity to add additional staff to the after school programs to supervise guided recreational activities, and to assist community-based programs with needed materials or scholarships for needy students.

Due to lack of funding, the school system has cut elementary arts and music programs. Cultural and arts-based enrichment activities have been shown to produce positive outcomes for youth. A study conducted in 2006 by Randy Kennedy at the Guggenheim Museum in New York City found that students in the arts program performed better in six categories of literacy and critical thinking skills — including thorough description, hypothesizing and reasoning — than did students who were not in the program. CCLC grant funds will be utilized to expose children to arts and music experiences.

Another factor associated with many after school programs is the availability of transportation to and from the program. Rising fuel costs have made transportation for many after school programs cost prohibitive. CCLC grant funds will offset fuel costs and bus driver salaries for the after school programs, thus affording more students the opportunity to attend. Both school and community-based programs will benefit from the elimination of this barrier.

Adult caregivers play a critical role in influencing their children's social and emotional health. Beauchaine (2005) postulates that training adults to have more effective parenting skills is the most powerful tool available for treating children with serious conduct behaviors. A comprehensive parenting program will target effective play skills, problem-solving, strategies for coping with stress, ways to boost children's social skills, and management techniques for aggressive or problematic behaviors.

CCLC grant funds will enable the county to implement a program to provide parenting skills for our young mothers and families. Opportunities for parents to attend seminars, workshops, or other instructional programs will be offered throughout the grant period. Funds will be utilized to procure curricula, pay stipends for presenters, and provide other supplies necessary for the parenting workshops.

II. Program Plan and Implementation

A. Program Plan

██████████ School System has sponsored a targeted assistance program for students at risk for academic failure for the last fifteen years. Various funding sources included for-fee, or local, state, and federal funds. Programs have included after school, intersession, and summer school. Students are recommended for participation based upon an analysis of test scores.

Due to limited funds, the current ASP operates one and one-half hours per day three days per week from October through March. Targeted students in grades three through eight are provided instruction in skill deficient areas. Once a student has attained mastery of the targeted skill, the student rotates out of the program, allowing another child to take his/her place. This cycle ensures that all children have equitable opportunities to quality intervention programs that meet individual needs and expose children to qualified teachers and small group instruction.

Alternative instructional materials and techniques are utilized such as direct instruction, multi-sensory phonics, gradient texts, and online technology. Collaboration between the regular classroom teacher and the ASP teacher is necessary to determine which learning outcomes should be remediated.

██████████ School System has sponsored several parent involvement/educational projects. A six-week parenting program, entitled "Parents with a Purpose," included topics such as self-esteem, mental health, nutrition, hygiene, immunizations, and bullying. Although participation was open, some parents were mandated by the ██████████ Judicial Circuit to attend because of their child's poor attendance record or by the ██████████ Department of Family and Children's Services because of case plan requirements. Another project, entitled the "8-Plus," targeted parents of students who reached the age of 15 by his/her eighth grade school year. Meetings were held monthly to keep parents abreast of their child's progress both academically and socially and to assist parents with the transition from middle to high school. The school system regularly schedules activities to increase parent involvement such as workshops, meetings, and other events.

██████████ Community Enrichment Coalition is the Family Connection agency for ██████████. The Coalition meets monthly to collaborate, discuss the provision of wrap-around services for children and families, and to monitor progress toward meeting the community strategic plan. The Coalition has been providing opportunities for youth and families since 1997. The Coalition has served over 3200 youth and families through after school programs, summer programs, mentoring programs, car seat safety trainings, and leadership training programs.

██████████ Recreation Department consolidated county-wide opportunities for recreation in 2000. Organized team sports include baseball, softball, T-ball, football, basketball,

and cheerleading with approximately 500 children served per year. In addition, the recreation department offers free-play opportunities for approximately 300 children ages three to eighteen. The recreation facilities include two gymnasiums, two softball complexes, a baseball complex, a football complex, a soccer field with walking track, and a community room. In addition to organized sports, these facilities are utilized by the community for social and civic programs, family reunions, and church retreats. The department staff includes three full-time staff members, four permanent part-time workers, and twenty iterant staff. Also, fifty community volunteers coach throughout the year.

██████████ Community Enrichment Coalition has been designated as the Family Connection agency for ██████████. The Coalition includes a collaborative group of faith-based, school-based, and civic organizations; business leaders; local elected officials; the Health Department, the Department of Human Resources, Department of Labor, and the local school system. The Coalition meets monthly to collaborate, discuss the provision of wrap-around services for children and families, and to monitor progress towards the community strategic plan. The Coalition completes and maintains a three year strategic plan and a Family Connection Annual Plan. Both plans include needs assessment, community planning, outside evaluation, and planning facilitation.

In order to meet the needs identified, the CCLC team formulated a strategic plan with the following goals: (1) improve academic achievement, (2) improve parent competencies and strengthen families, and (3) improve students' personal, social, and environmental development. A comprehensive plan based upon the goals includes measurable objectives, assessment tools, activities and a timeframe.

The strategic plan targets children in grades kindergarten through eighth who are at risk for academic failure and students in grades ninth through twelfth who are at risk for failure in their choice of post-secondary option. The CCLC grant will allow the expansion of the number of

students served in grades three through five and adds students in grades kindergarten through two. It extends the hours of the system's current after school program by thirty minutes per day, and adds another day, Monday, for academic enrichment. The CCLC grant will also allow the system to begin the ASP earlier in the school year (August) and extend the time to May. This is approximately a 300% increase in the amount of instructional time available to students. A Saturday Adventure Camp has also been added to offer recreational opportunities and a parent component has been included to increase the capacity of caregivers to assist their children. A summer component will provide needed supervision for students during times that they may have none.

The program will operate five days per week. Certified teachers will provide instructional remediation to students from 3:30-5:30, Tuesday through Thursday. On Mondays from 3:30-5:30, qualified personnel will offer academic and social enrichment activities, such as arts and crafts, dance, music, recreation, or technology skill enhancement. [REDACTED] Recreation Department staff will offer an Adventure Camp each Saturday from 8:30-12:30. Concurrent with the Saturday Adventure Camp, a Parent University will be conducted from 9:00-12:00 featuring educational opportunities for parents of the targeted group. Topics such as financial planning, school success, communication, anger management, first aid/CPR, nutrition, hygiene, bullying, and gang awareness will be presented.

The COALITION will operate one site for summer programming for 175 students in grades kindergarten through twelfth at [REDACTED] High School. The summer program will operate eight hours a day, 8 until 4, Monday through Friday, for a four week span. Students will participate in academic enrichment, character building and field-based activities designed to improve student achievement, reduce risky behaviors, provide recreational opportunities and improve student motivation. In addition to activities in core academic subjects, program staff

will strive to provide activities in which most [REDACTED] students would not get a chance to participate. Enrichment activities may include West African drumming, Science First, visual arts, theater, martial arts, dance, and sports/ recreation. Field experiences may include visits to local colleges, tours of museums, and theater experiences.

Georgia Performance Standards will be the basis for all academic remediation and enrichment activities. Teachers will utilize frameworks posted on the Georgia Department of Education website in developing individual student plans and to guide instruction.

As indicated in Program Focus, the planned activities are indeed researched-based and have been proven effective. It has been proven that students participating in cultural/social (arts, humanities, recreational) activities perform better than non-participants in six categories of literacy and critical thinking skills. Research also indicates that the present student population is more obese than ever before. The CDC reports that regular physical activity helps to control weight, reduce fat, decrease anxiety, and increase self-esteem. Connections can be made to increased self-esteem, decreased anxiety and stress, and improved behavior in academic achievement.

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1. Improve academic achievement	<p>1.1 Increase the percentage of students meeting and exceeding target by 10% in reading and math as measured by the Georgia Criterion Referenced Competency Test each year.</p> <p>1.2 Eighty percent of regularly attending students will improve their reading and/or math grade as measured by nine weeks progress reports.</p> <p>1.3 Increase the percentage of students meeting and exceeding target by 10% as measured by the Georgia High School Graduation Test.</p>	CRCT GHSGT Progress Report	After school enrichment and remediation	3 times per week throughout the school year
2. Improve parent competencies and strengthen families	<p>2.1 Fifty percent of parents of regularly attending students will be positively involved in their children's academic related activities as measured by the PTI point scale.</p> <p>2.2 Fifty percent of participating parents will</p>	<p>2.1 Parents Taking Initiative (PTI) point scale</p> <p>2.2 Pre/post checklist and program</p>	<p>Parent Involvement meetings/ workshops/lunches</p> <p>Parent-Teacher conferences</p> <p>Learning Friends (volunteers)</p> <p>Parent University</p>	<p>Monthly throughout the school year</p> <p>4 times per school year</p> <p>Twice per school year</p> <p>Saturdays throughout the school year</p>

	<p>improve problem-solving, nurturing, and communication skills as measured by pre/post checklists and program assessments.</p>	<p>assessments</p>		
<p>3. Improve students' personal, social, and environmental development</p>	<p>3.1 Increase the percentage of participating students showing positive self esteem and self-confidence, wise decision-making, healthy lifestyle, and improved physical skills by 80% as measured by the YAR-PET. 3.2 Increase the percentage of participating students showing cohesiveness and positive listening and engagement skills by 80% as measured by the YAR-PET. 3.3 Increase the percentage of participating students with knowledge and interest in the local environment by 80% as measured by the YAR-PET.</p>	<p>Youth at Risk Program Evaluation Tool (YAR-PET) pre/post assessment</p>	<p>After school recreational program After school enrichment activities Saturday Adventure Camp</p>	<p>Mondays throughout the school year Mondays throughout the school year Saturdays throughout the school year</p>

B. Quality Contact Time

The project will house children at four sites, including the [REDACTED] Elementary/Middle School complex, the [REDACTED] High School, the [REDACTED] Recreation Department complex, and the [REDACTED] Family Resource Center. Programs at each site include one-to-one tutoring, direct instruction, and recreation and social enrichment activities.

The program will operate five days per week throughout the school year following the system calendar. Certified teachers will provide instructional remediation to students from 3:30-5:30, Tuesday through Thursday. On Mondays from 3:30-5:30, qualified personnel will offer academic and social enrichment activities, such as arts and crafts, dance, music, recreation, or technology skill enhancement.

[REDACTED] Recreation Department and the Coalition will offer an Adventure Camp each Saturday from 8:30-12:30. Concurrent with the Saturday Adventure Camp, a Parent University will be conducted from 9:00-12:00 featuring educational opportunities for parents of the targeted group. Topics such as financial planning, school success, communication, anger management, first aid/CPR, nutrition, hygiene, bullying, and gang awareness and will be presented.

The Coalition summer program will operate eight hours a day from 8:00 to 4:00, Monday through Friday, for a four week span. Students will participate in academic enrichment, character building, cultural, social, drivers education, and field-based activities designed to improve student achievement, reduce risky behaviors, provide recreational opportunities and improve student motivation.

C. Recruitment and Retention

A prospective pool of participants will be generated through teacher referrals, administrative recommendations, parent requests, system analysis of standardized test data, attendance reports, and discipline records.

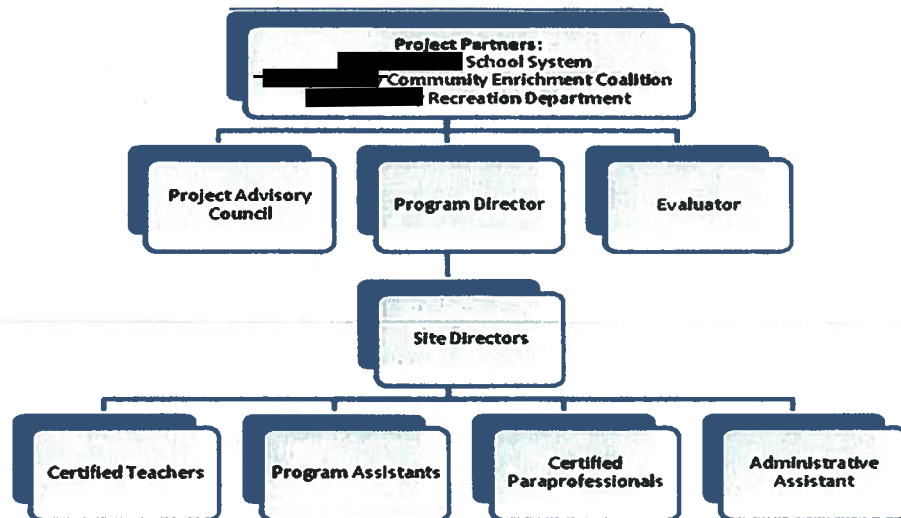
Priority for services will be based upon the following criteria:

- (1) Not meeting grade level expectations (below 800) in reading and/or math as measured by the Georgia Criterion Referenced Competency Test
- (2) Failing grades (below 70) in reading and/or math as measured by academic progress reports
- (3) Excessive discipline, attendance or school counselor referrals
- (4) Other risk factors such as limited English proficiency, migratory status, or special disability

After determining the prospective pool of participants, students will be ranked according to the aforementioned at-risk factors, with the neediest students receiving service first. Should the number of participants exceed the capacity of the program a waiting list will be maintained. In the event that space is available, students will be accepted for the program on a first-come, first-served basis. Daily attendance of program participants will be continuously monitored by the program director, site directors, and instructors to ensure consistent and long term participation.

D. Staffing and Professional Development

The organizational hierarchy consists of project partners, an Advisory Council, and project staff. The project staff will include a Program Director, administrative assistant, evaluator, site directors, certified teachers, certified paraprofessionals, and program assistants.



A committee representative of all three project partners will select prospective staff. Positions will be advertised in the legal organ. All applicants for each position will be interviewed by the committee using a predetermined set of questions.

Prior to hiring, all staff members will be required to submit to the national background check process. No personnel hired will have (1) been convicted of any crime, (2) entered a plea of guilty or *nolo contendere*, or (3) suffered first offender adjudication, or any similar criminal, quasi-criminal determination, or adjudication, other than minor traffic violations. Volunteers will be required to meet the same criminal background criteria as project staff. The cost for background checks has been included in the budget.

With CCLC grant funds, the project partners will employ a full-time Program Director to manage the day-to-day operations of the grant programs and serve as liaison with community agencies. The Program Director will report to the Advisory Council, the partners, the community, and GaDOE. Qualifications and educational requirements for the Program Director are listed as follows:

- Minimum Bachelor's Degree from an accredited university

- Minimum one year experience working in or managing an extended day or out-of-school program
- Evidence of effective networking and facilitation among diverse groups and agencies
- Experience working with local school districts and/or human service agencies toward common goals
- Experience with children and families with special needs, especially in school settings
- Knowledge of minority populations/needs
- Ability to complete complex tasks and synthesize outcomes for concise reporting
- Adept with computer technology, i.e. Word and Excel programs
- Experience with effective public relations/marketing strategies
- Excellent problem solving and crisis management skills
- Excellent oral and written skills
- Evidence of successful experience in grant writing, grants administration, reporting, and financial management
- Evidence of personnel management skills
- Flexibility, adaptability, and ability to bring groups together for the common goal

Specific program responsibilities include the following: (1) facilitation of needs assessments, surveys, or evaluations, (2) coordination of the [REDACTED] CCLC plan of community intervention activities, (3) supervision of project staff, (4) preparation of all required reports, (5) preparation and dissemination of promotional materials, (6) development and implementation of policies related to health, safety, and discipline issues, (7) implementation of program and staff policies and procedures, (8) supervision of [REDACTED] CCLC grant funding, (9) development and supervision of annual budget and financial reporting, and (10) submission of payroll and invoices.

To support the activities of the Program Director and assist other support staff in the operation of the program, an administrative assistant will be employed. Qualifications for this position include at a minimum a high school diploma, with an associate or bachelor's degree

preferred; experience in educational or social services preferred; strong oral and written communication skills; excellent human relations skills, detailed record keeping; excellent time management and organizational skills; and basic knowledge of word processing, presentations, spreadsheets, and databases. The duties and responsibilities of the administrative assistant include (1) performing general word processing and presentation preparations, (2) maintaining a schedule of activities for grant programming and administrative activities, (3) preparing and maintaining a filing system for administrative records and correspondence, (4) organizing and preparation of all required federal reports and documents as directed by the Program Director and/or the local evaluation team, (5) typing correspondence, memoranda, and other documents as assigned, (6) answering telephones calls, handling reception duties, relaying messages and/or providing information within the scope of assigned duties, (7) handling all mail, distributing it to appropriate staff and /or dealing with it when appropriate (8) performing clerical work for the Program Director as needed and assigned, (9) maintaining all necessary records and reports, including all school district and state forms and federal requirements such as progress reports and continuation grants, (10) coordinating communications with program staff and community partners, consultants, and general public to provide information and assistance, and (11) attending and recording minutes of all Advisory Council and planning meetings.

Two site coordinator/instructors will oversee the after school programs. Requirements for these positions will be a minimum of a high school diploma with certification as a paraprofessional from GaPSC. Site coordinators must have good organizational skills, excellent human relations skills, and experience in educational or recreational settings. In addition to these basic requirements, the site coordinators must be able to maintain records and complete reports as requested.

After school instructors shall hold valid teaching certificates and paraprofessionals shall hold valid paraprofessional licenses. The specific instructional staff responsibilities include: (1) collaborating with regular classroom teachers to determine specific student needs, (2) developing individual student activity plans, (3) providing instruction, (4) monitoring academic progress, (5) documenting attendance, and (6) preparing reports.

Program assistants will work under the direct supervision of certified personnel. They must have good organizational skills, excellent human relations skills, and experience in educational or recreational settings. In addition to these basic requirements, all staff must be able to maintain records and complete reports as requested.

The ratio of staff to students for academic instruction will not exceed 10:1 and personal enrichment activities will not exceed 15:1.

The Program Director will survey program employees to determine professional learning needs. Based upon identified needs, the Program Director will ensure provision of necessary training. Funding for training opportunities is included in the budget.

Program volunteers, including senior citizens, will be solicited throughout the community via networking with other agencies and faith-based and civic organizations. Project goals and objectives will be shared with parents and other community stakeholders via the news media and community meetings to generate participation and support.

E. Advisory Council and Operating Partnerships

An Advisory Council, comprised of a minimum of two parents of program participants, two participating students, teaching staff, community agencies, and the private sector, will be developed. The Advisory Council will monitor the activities of the Project Director and ensure accountability of all grant personnel. Meetings will be held quarterly to monitor the activities of the grant, ensuring that the goals and objectives of the project are carried out. These meetings

will be facilitated by the Program Director. Reports from program representatives will be presented to the Advisory Council for evaluation and analysis. The committee will work with the evaluator to design a final evaluation plan that will guide the evaluation of the program.

Program participants will be provided a nutritious snack each day of program operation. In addition, program participants will be provided a nutritious breakfast and lunch during the operation of the four week summer program. Snacks, breakfasts, and lunches will be provided in collaboration with the [REDACTED] Schools' Nutrition Department, the [REDACTED] Community Enrichment Coalition, and community partners/supporters.

Memoranda of Agreements have been signed by [REDACTED] School System, [REDACTED] County Community Enrichment Coalition and the [REDACTED] Recreation Department. The MOA are included in Appendix C.

F. Communication

Project staff will disseminate information regarding program activities regularly to parents of targeted children in the [REDACTED] School System. The project will be promoted via flyers, newspaper articles, newsletters, PSAs on local radio and television stations, school announcements, and announcements at local board meetings and events immediately upon notification of award and quarterly thereafter. The Program Director will be responsible for ensuring flyers and other communication documents are created and disseminated. Translations in Spanish will be available through the system interpreter.

Parents will be required to sign a release of information to project staff, allowing access to their child's school data for evaluation purposes.

The partnership will advertise its intent to apply for the CCLC grant in the legal organ.

G. Student Safety and Transportation

While on a school campus, all students will follow the system-wide Code of Conduct, which includes a zero-tolerance policy for weapons on campus. This Code is disseminated

annually to students and parents in the schools' handbooks and reminders will be issued periodically throughout the project operation.

All campuses will be closed to ensure safety of participants. Doors will be locked and monitored at all times by staff. Upon arriving at a school, all visitors will check in with the site director or staff, sign-in, and receive a visitor's pass. On a routine basis site directors and/or the Program Director will assess classrooms, hallways and restrooms to ensure that the physical environment is in good working condition, and that there are no hazardous materials that may endanger the health or lives of students. No student will be allowed to leave a school campus unless an authorized adult signs the child out.

Security and safety will also be maintained at the [REDACTED] Recreation facilities and the [REDACTED] Community Enrichment Coalition building. Staff will monitor exits carefully to ensure that children remain within the bounds established. No children will be left unattended.

All facilities meet the requirements of the Americans with Disabilities Act. The maximum capacity of the facility will not be exceeded.

Staff members have been trained on emergency preparedness through safety drills, assemblies and meetings. In addition, students participate in safety drills during the school year. The administration also attempts to identify any safety gaps for each scenario and adjusts the plans as needed. Parents are informed of safety procedures, so that families understand the school's crises plans and are aware of how their children are being kept safe.

Transportation to the program will be provided by school bus. The system follows all safety procedures for maintenance of school buses in accordance with the GaDOE standards. All drivers must possess a valid CDL license with SP endorsement, attend an annual safety training

meeting, pass a physical examination by a licensed medical doctor, and pass random drug/alcohol screenings.

The maximum length of time that students will travel via school bus is dependent upon the child's address. However, routes will be established using the quickest, but safest route to each child's residence. Children will not ride the bus for more than one and one-half hours each way.

H. Sustainability Plan

The partnership will regularly monitor grants.gov for opportunities that will assist in sustaining the project. The system will use a comprehensive budgeting process during each budget cycle to identify undesignated local funds for ways to prolong the project. The project will utilize a train the trainer model to ensure that all staff members receive needs-based professional development. The project successes will be shared with community stakeholders, garnering support for initiatives. Local funding will be solicited. The Advisory Council will communicate and collaborate with community partners to build the financial capacity to sustain the program.

III. Evaluation

██████████ School System will contract with an independent, non-vested agency for rigorous, objective evaluation during the grant period. Applicants for the evaluation agency will follow system established procurement policies.

Qualifications for evaluator include an advanced degree in psychology, education, sociology, statistics or related field, and significant experience in educational evaluation. In addition, the external evaluator will have the ability to speak and design survey instruments in the language of the target audience, understand and respect differing views – even controversial

ones – while retaining scientific objectivity, and translate scientific evaluation concepts into language that can be understood by lay people. Upon selection of a qualified external evaluator, a one-year contract for evaluation services will be offered. This contract will have a renewal option for the following years dependent upon evaluator’s successful execution of program evaluation.

Using both qualitative and quantitative research data, collection will include program participation, daily attendance, interviews, on-site school visits, case studies, observation-rating instruments, student achievement test analyses, and online survey questionnaires. The external evaluator and the Program Director will monitor data collection for all sites, ensuring fidelity to and progress toward meeting identified program goals and objectives. Furthermore, the Evaluator and Program Director will conduct surveys with students, teachers, administrators, and community-based agencies to determine the success of awareness campaigns and other aspects of the project. Data will be collected on a continuous basis, reporting to the Advisory Council regularly. The Evaluator will analyze performance data, policies, activities, curricula, programs, and services provided by the CCLC partners and will provide written quarterly reports to the Advisory Council. Although these duties will be conducted independently, the evaluator will be in constant collaboration with the Program Director and Advisory Council. This will enable the Advisory Council to review progress in meeting outlined goals and objectives and make changes in program services as necessary.

The following data collection tools will be utilized: Georgia Criterion Referenced Competency Test, Georgia High School Graduation Test, system student progress reports, Youth-At-Risk Program Evaluation Tool (YAR-PET), Parent Involvement Evaluation Toolkit, Parents Taking Initiative (PIT) Rating Scale, and informal satisfaction surveys.

The external evaluator will utilize all informational sources to submit formative and summative evaluations to GaDOE in accordance with reporting requirements as outlined in the RFA.

IV. Budget

A. Reserve Operating Capital

██████████ School System maintains adequate reserve operating capital to operate the Building a Better ██████████ Program for at least three months as required by application guidelines. According to the working capital analysis worksheet found in Appendix A, ██████████ County Schools has a calculated ratio of 193.47% of the needed operating capital.

B. Budget Summary

All items included in the budget are in support of the goals of the project in such that academic enrichment will be provided to all program participants to increase achievement both formatively and summatively; cultural and social activities will be provided to increase positive self esteem and self-confidence, wise decision-making, healthy lifestyle, and improved physical skills; and activities will be provided for the family to increase positive involvement in their children's academic related activities and to improve problem-solving, nurturing, and communication skills. The budget includes a project director, site directors, administrative assistant, certified teachers, certified paraprofessionals, program assistants, materials and supplies for program operation, guest speakers, transportation expenses, custodial supplies, community field trip expenses, utilities, contracted services with outside individuals to provide specialized experiences, and administrative expenses. Each of the items included are needed to ensure smooth operation of the program.

The costs associated with each item in the budget are in direct alignment with current assessed costs for similar services contained with the [REDACTED] School System's annual budget. The adult to student ratio is within the recommended guidelines of the 21st CCLC.

The budget contains sufficient detail to outline costs for each item and how allocated. The greatest percentage of the total budget is to provide direct services to participating students and their families.

[REDACTED] Schools receives funds from numerous Federal sources and constantly monitors those funds to ensure no supplanting issues arise and that all funds are utilized to supplement the existing instructional program. The 21st CCLC application has been reviewed by the System's Federal Project Director to further ensure no containment of supplanting issues.

The total budget request for each year of operation is \$329,815 with a total of \$32,396 being utilized for administrative components of the operation of the program. This budget amount is \$585 less than the 10% cap.

The 3% cap which can be utilized for the external evaluator dictates that no more than \$9894 should be allocated. As indicated in the budget detail, an amount of only \$9,889 has been allocated which is less than the 3% cap.