

A. Need

The Chambersburg Area School District (CASD or District) has been focused on sustaining activities that support the needs of the at risk students attending our District, a district serving an economically diverse population in a rural area of south central Pennsylvania. The District serves approximately 7,900 students located in over 250 square miles in 18 elementary schools (K-5), Chambersburg Area Middle School (6-7), Faust Junior High (8-9) and the Chambersburg Area Senior High School for grades 10-12. It is an area in economic decline, with a growing population of economically disadvantaged families. **Pennsylvania has identified CASD as one of the school districts with one or more schools that has not met Annual Yearly Progress (AYP) targets for academic achievement. All schools on the Needing Improvement list are considered high priority for 21st Century funding.**

Within the Borough of Chambersburg, 17% of all families with school-aged children live below the poverty line (1999 incomes). Research evidence indicates that growing up in a background of poverty tends to result in low educational achievement, while low educational skills increase the likelihood of poverty (Facing Facts: A Study of Issues that Shape Our Region, 2003).

Four of the elementary schools are Title 1 schools. King St. has 96%, Stevens has 92%, Gordy has 58% and 44% of Buchanan's population is listed as Title 1. Our target population is the group of at-risk students attending those schools who are eligible for federally subsidized school lunch programs. The 2005 Math and Reading results from these schools follow:

School	Mathematics	Basic Reading
King St.	61% did not meet minimum standards	67% did not meet minimum standards
Stevens	54% did not meet minimum standards	60% did not meet minimum standards
Gordy	48% did not meet minimum standards	33% did not meet minimum standards

Buchanan	38% did not meet minimum standards	35% did not meet minimum standards
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No Child Left Behind (NCLB) requires all students will meet or exceed proficient levels of performance in language arts/reading and mathematics by school year 2013-14. The District has made some progress over the past few years by creating instructional strategies to help prepare students to achieve at the proficient level or above. Unfortunately, the percentage of students failing to meet minimum state standards in these three schools targets them for intervention.

The target population for **eligibility** is the at-risk student population of the four aforementioned schools. Because many of these students matriculate to Chambersburg Area Middle School, we have chosen to serve this school, as well, as it is important to maintain the benefits of the program throughout the participants' careers. Also, the danger of at-risk educational and social behaviors increases during the teenage years.

Student behavior and rule infractions are often indicators of future delinquent behavior. The District administered a survey, the Primary Perceptions, Attitudes and Use Survey (PPAUS) in 1998. The survey was administered to 1,350 students in the sixth, ninth and 12th grades. Survey data, published by Diagnostic Plus in State College, PA, indicated these trends:

- 28% of 6th graders and 17% of 9th and 12th graders fought in school
- 43% of seniors, 28% of 9th graders and seven percent of 6th graders indicated that they drank alcohol weekly or more often
- 18% of seniors and 13% of 9th graders reported smoking marijuana monthly or more
- 13% of the students surveyed claimed to have tied stimulants
- Seven percent of the students surveyed said they tried designer drugs
- 42% of students surveyed reported engaging in at least one physical fight
- 17% of students indicated they have been involved with aggression and weapons at least once
- Almost half of the students surveyed indicated the presence of gangs in the schools.

In 2000, the District administered another survey, The Survey of Student Resources and Assets, (SSRA) developed by America's Promise and The Search Institute. The survey was administered to 604 youth in the 6th, 9th and 12th grades. Survey data, published by The Search Institute, Minneapolis, MN, detailed the following trends among students:

- 26% of 6th graders, 43% of 9th graders and 42% of 12th graders do not participate in a team, club, program or other activity at school
- 29% of 6th and 9th graders, and 34% of 12th graders are afraid of getting hurt by someone at school
- 36% of 6th graders, 35% of 9th graders and 32% of 12th graders feel unsafe or afraid in the places they go after school
- 35% of 9th graders and 49% of 12th graders do not believe it is against their values to drink alcohol while a teenager
- 38% of 9th graders and 62% of 12th graders do not believe it is against their values to have sex while a teenager
- 14% of 6th graders, 20% of 9th graders and 24% of 12th graders indicated that they skipped school during the last four weeks
- 69% of 9th graders and 82% of 12th graders feel they are not given chances to help make their town or city a better place in which to live.

One of the primary benefits of conducting the PPAUS and the SSRA is that the data can be used as the baseline against which future prevention and intervention efforts can be assessed.

The Chambersburg Police Department Juvenile Crime statistics for the first quarter of 2001 included 10 drug and alcohol offenses and 26 violent offenses. The second quarter of 2001 experienced an increase in both violent offenses and drug and alcohol offenses, and for the year, the department had 127 arrests related to violent or drug and alcohol offenses. Curfew, loitering and disorderly conduct arrests for the 2001-year totaled 142. The total number of juvenile arrests filed by the Chambersburg Police Department for 2001 was 428. Overall, 29.7% of arrests by the Chambersburg Police Department for juvenile were for violent or drug and alcohol related offenses and 33% of arrests were for curfew, loitering or disorderly conduct offenses. In addition, in 2000, the Franklin County Juvenile Probation Department received 776 complaints and in 2001, the department received 645 complaints. The pattern of juvenile crime in Franklin County is consistent

with FBI statistics: the greatest number of crimes committed by youth occurs between 3 PM and 6 PM Monday through Friday. An alarming increase in school violence nationwide emphasizes the need for increased intervention at the middle school level. Administrative hearings for fighting and verbal abuse in school continue to increase. The most recent statistics indicated that over one in five students was referred to administration for serious discipline violations. Many of our children do not feel safe in their schools. After-school days and summer programs are needed to give students additional opportunities to master key academic skills and to insure that students with low aspirations or low ability will not grow discouraged. All extended days and summer programs will be based on prior research such as the seven components of quality after school programs found in Promising Practices of Academic and Educational Development.

Family support is a key element for individual and community development programs. In Chambersburg, 23.9% of the population is separated, widowed, or divorced, creating many single parent situations. With support, struggling families can grow, attain stability, and escape the grasp of poverty. Agencies, school districts, and health care providers often struggle to provide an effective support system for families. Scarcity of resources demands that all partners work closely together to build the capacity of family members to support each other.

The CASD 21st Century Community Learning Center (Program) will increase student achievement of the Pennsylvania learning standards in reading and mathematics, decrease student risk-taking behaviors, increase family involvement and increase family literacy for students living in the District attendance area. The Program will address the identified risk factors for first through seventh grade students and their families through a comprehensive, after-school program from 3:00

PM to 6:00 PM and an eight week summer program. The District will collaborate with its major partners and other agencies, organizations, and community members to provide academic enrichment, youth development and family programming, including literacy and migrant education.

B. Program Design

The primary goals of the Program are to enhance student academic performance and reduce their risk-taking behaviors, and engage parents in the education process. The District utilizes professional staff, parents and our interns to assist and support students daily with homework and tutoring. Collaborators provide volunteers and resources to make the experience more effective.

Parents are particularly important to the effort for many reasons supported by educational research. Mapp and Henderson (2002) feel strongly that schools need to recognize parents as partners to create the family engagement necessary to students' success. The research found that there is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students of all ages. Parents will be real partners in the extended day program of their children. Parents are encouraged to sign a "Parent Contract" that shows a two-way commitment to their children: (1) written documentation of what the program staff promises and (2) written documentation of the parents' responsibilities. For parents who are unable to respond due to legal or health issues, a caring adult must serve as the child's advocate.

The following Program objectives and activities were created in response to identified needs. The staff and instructors will evolve individual plans for each child in concert with the regular classroom teachers and the guidance counselors. They will be guided into actions based on the

Goals	Objectives	Relationship to Needs	Program Activities	Measures (When & By Whom)
<p>Goal 1: To increase student academic performance and reduce risk-taking behaviors</p> <p>(a) By increasing performance in reading, writing, science and mathematics.</p>	<p>1. Every student who participates in the program (at least 50% days attended) will increase reading, writing, math and science skills by one grade level by the end of the first full year of implementation.</p> <p>2. Every student who participates in the program (at least 50% days attended) will increase their ELA and Math achievement on the PA State assessments by the end of the first full year of implementation.</p>	<ul style="list-style-type: none"> •Poor results reported on PA State Assessments. •Low number of diplomas •School dropouts 	<ul style="list-style-type: none"> •Daily tutoring in reading, writing, science and math. •Daily homework help. •Daily remediation services to provide additional assistance in math and science. •Frequent computer time to access software to improve reading, science, and math skills •Parenting Skills class for parents to learn how to help with homework 	<p>Annually: Students' E/LA and Math achievement measured by state assessments; IOWA Test scores; parent and teacher surveys (by Coordinator and External Evaluator [EE]).</p> <p>Quarterly: Report card scores; tutor/remediation teacher ratings; pre and posttest data from software-generated reports (by Coordinator, Teachers, and Tutors).</p> <p>Daily: participation (by Coordinator).</p>
<p>(b) By improving students' physical and social skills, and providing for greater community connections</p>	<p>3. Every student will learn skills and develop life style habits to promote physical, social, and emotional well-being and alternatives to violence.</p> <p>4. Every program participant will have a mentoring experience for at least 10 hours a year.</p> <p>5. At least 25% of program participants will learn leadership, mediation, and conflict resolution skills.</p> <p>6. Every student will have a minimum 10-hour service learning experience in the community.</p>	<ul style="list-style-type: none"> •High Risk Behaviors reported in PPAUS & SSRA (drug & alcohol use and abuse, teen pregnancies) •Number of school discipline referrals •Impaired sense of hope and vision for the future •Lack of connection with the larger community outside of Chambersburg 	<ul style="list-style-type: none"> •Agency and District sponsored programs that focus on developing life style habits to promote: physical well-being, anger management, and conflict resolution •Additional Fitness Activities •Mentor match-ups with children to facilitate positive role modeling and raise aspirations •Service projects to benefit community 	<p>Annually: District discipline records (by Coordinator); focus group data (by EE); teacher, parent and staff ratings (by teachers, parents and staff); student's attitude ratings (by students).</p> <p>Quarterly: Self-reported skill increases (by students).</p> <p>Daily: participation records (by Coordinator).</p>
<p>(c) By offering activities that stimulate a child's natural curiosity and interest in learning.</p>	<p>7. To expose every student to at least three forms of artistic expression by participation in activities provided by the local art community and participation in Art, Drama and Vocal Music Clubs.</p> <p>8. To provide every student a variety of enrichment activities each week.</p>	<ul style="list-style-type: none"> •Impaired sense of hope and vision for the future •Lack of connection with the larger community outside of Chambersburg 	<ul style="list-style-type: none"> •Art modules regularly with professionals from Contemporary School of the Arts •Drama, Art, and Vocal Music Clubs with support from local talent. •Story tellers to promote richness of local/regional history and raise awareness of contributions of diverse groups 	<p>Annually: Parent surveys (by parents).</p> <p>Quarterly: Review of student portfolios (by local artists); self-reported student ratings of frequency and use of expression (by students);</p> <p>Daily: Participation records (by Coordinator)</p>
<p>Goal 2: To engage parents in the learning process and their children's education.</p>	<p>9. At least 80% of participating students will have one parent or guardian involved in either adult education or a sustained intergenerational activity for a minimum of 15 hours per year.</p>	<ul style="list-style-type: none"> •High rate of abuse and maltreatment •Lack of involvement •Relatively low education rates 	<ul style="list-style-type: none"> •Parent/adult education opportunities (life skills, parenting skills, literacy, GED Preparation, employability skills). •Parent involvement opportunities (time with children at school, attendance at open houses and parent conferences). •Parent involvement on the Advisory Council. 	<p>Annually: Focus group data (by EE).</p> <p>Quarterly: Minutes of meetings; activity records (by Coordinator); self-reported ratings (by parents).</p> <p>Daily: Participation records (by Coordinator).</p>

needs of the students. The objectives are clear and measurable.

Programming will be provided by quality staff and an impressive list of community partners. The program will be greatly enhanced through the use of a mobile computer lab and software that motivates students to strengthen literacy skills. Students will benefit as PEAP-funded tutors work with them using the District's reading software. Both parents and students will benefit from our instruction. A number of motivational tools will be used to encourage students to read as many good books as possible over the school year or summer. We will have three free book distributions to every student. English as a Second Language is an essential program for many of our students. The program will be administered by our regional supplementary ESL specialists of the Lincoln Intermediate School District.

All parents at targeted schools will be notified after the grant is awarded and will have an opportunity to register their child(ren). Direct mailings to parents, print media, and classroom teachers will be used to disseminate program information. A web site will provide links to all partners and educational resource sites as well as tools for communication with parents. Assistance will also be secured from existing parent organizations to help promote the programs. Students will be expected attend at least 70% of Program days.

Our teams will provide programs that operate daily after school (approximately 3 PM) until 6:00 PM beginning January 3, 2006 or whenever our contract with PDE becomes executable. Bus service will be available to transport all participating elementary students home at 6 PM. During the summer of 2006, an eight-week themed summer program will be continued with enhanced options. The Program Director and administrative assistant will work with the following team:

School	Expected CASD Enrollment	CASD Staff
Gordy/Stevens Site	40	Site Coordinator, 3 tutors, 2 group leaders, 1 instructional ass't, college interns, volunteers, artists, performers and special programs from partnering agencies
Buchanan/King Site	60	Site Coordinator, 4 tutors, 2 group leaders, 2 instructional ass't, college interns, volunteers, artists, performers and special programs from partnering agencies
Chbg. Middle	110	Site Coordinator, 8 tutors, 4 group leaders, 4 instructional ass't, college interns, volunteers, artists, performers and special programs from partnering agencies

Additionally, the District will operate the PEAP tutoring program at all four elementary schools and Middle School. The required ratio for the PEAP grant is 1 to 10/tutors to students. Students participating in the CASD Program should benefit greatly from the greater personal attention that this affords.

The Study of Promising After-School Programs (2003) has been designed with the understanding that effective after-school programs must incorporate certain process and content features and also certain structural and institutional features in order to achieve positive effects for at-risk children and youth. Process and content features are those elements of a program that establish the setting and context for positive relationships and high-quality activities.

The study defines essential process and content features in terms of practices that prior research and theory indicate most directly shape the after-school program experiences of children and youth for affiliation, identity, and mastery, and include staff practices that promote positive relationships as well as rich program content and content delivery strategies that challenge and support youth to master new skills. These features include:

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| <ul style="list-style-type: none"> • Positive relationships, including positive staff-child relationships, positive peer relationships, and connections with families and the community; • Rich content-based program activities, including a mix of academic and nonacademic (physical and recreational) enrichment activities that build skills; and, • Learning and mastery-oriented content delivery strategies that provide both structured and unstructured learning opportunities and promote participant autonomy. |
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McLaughlin (2000) observed that after-school programs that capture youths' interest and promote their learning are "not happenstance." Positive outcomes emerge when adults deliberately create opportunities in which both the content of activities and the instructional processes are "knowledge-centered" and "youth-centered." The extent to which after-school programs can provide the types of high-quality relationships and activities described above depends on certain structural and institutional features, particularly the characteristics of staff, the number of staff relative to children, the availability of key resources, the program's connections to other individuals and institutions that affect children's lives (e.g., parents and schools), and the likelihood that the program will be sustainable over the long term (based on its relationships with local agencies and its funding base).

The Program will be guided by the research reported in Promising After-School Practices. Teachers and staff will: promote positive relationships; develop rich content-based program activities; and design both structured and unstructured delivery strategies. The full-time Site Coordinators will be supervised by the Program Director and will spend the majority of their workday (10:00 AM – 6 PM) at the sites. Each Site Coordinator will have direct contact with classroom teachers and students and will serve as a liaison between the school faculty and Program administration. This is to ensure that activities will be articulated with the regular school program. A critical component of the management process is the role of the Site Coordinator as a member of his/her school building management team. The relationships between site coordinator and school staff will help build bridges between the regular school day and the after school Program.

Teachers working in the Program will supervise the Homework Club, as well as

remedial

and tutoring activities. Teachers will also be consulted to insure enrichment and youth

development

activities that support Pennsylvania learning standards.

The Program will improve student achievement through a variety of tutorials, academic enrichment, educational field trips, and family literacy activities. The Site Coordinator will meet monthly with teacher teams to plan for congruency between the school day and Program activities. This will include teacher-designed, project-based activities appropriate for carrying over into after school, and activities for taking advantage of extended day access to the computer labs and school libraries.

The Advisory Council, (whose membership is found in the Management Plan), will be responsible for ongoing review of the success of the Program and recommending changes for improving the Program. Additionally, the results of student surveys will guide the Council as new programs and activities are considered.

The District will disseminate information about the Program through letters sent home to parents, information printed in the newsletter (sent to all families in the District, including home-school families), brochures, and press releases. Program activities will be open to all students including those with disabilities and English language learners and all Program sites are handicapped accessible. The CASD Program will not discriminate, all students, both regular and those in special education in the targeted grades, who reside in the District, will be invited to participate. Limited English Proficient learners will be accommodated should they enroll and at-risk home-schooled students will be encouraged to

participate. The Program Site Coordinator will be responsible for outreach to special populations and will work with school staff and parents to make necessary accommodations in activities to ensure successful participation

The objectives of our diversity education program include the celebration of the differences between the racial and cultural groups in our schools and in our area, the fostering of pride and self esteem in our children and their family members, and to show appreciation for the contributions of the different groups. Programming includes immersion in a local, multicultural history, student involvement in planning and presenting Pennsylvania historical marker dedications, heritage tours, a migrant education segment, reading programs, and the celebration of Franklin County Diversity Day. The Program will provide a safe environment for children and will be supervised by caring adults. Every participant will be served a nutritious snack each day, the food and its preparation will be supplied through the District's Food Services Department. The healthy habits education component will be provided by CATCH, a nationally respected and research based curriculum, which will afford participants with the knowledge on how to make healthy choices about nutrition, dietary behaviors, social skills, and relationships.

A sample one-month operating schedule of program activities is included in Section C. The Advisory Council and Program leadership will monitor all activities and will seek continuous input from participants to determine any changes that may prove to be more responsive to the needs of the students and their families.

C. Management Plan

Currently, approximately 1800 at-risk students in grades one through twelve *are not*

being served by our after school or summer programs. Our plan is to serve 150 students by the end of year one. In addition, our summer program will host 100 students. The District and its partners need to be involved in programs that address a range of youth development needs during non-school hours. School success should be the focus of all programming efforts, and should include building a network supporting and involving each student's family. School facilities need to be used during non-traditional hours. All appropriate facilities will be used to support program efforts.

A collaboration of 11 partners will contribute to the program in many ways. Lincoln Intermediate SD will offer **ESL** and **Migrant Family programming**. **Health programs**, covering topics including **smoking** and **drug education, nutrition, and suicide and pregnancy prevention**, will be provided by the Penn State University Nutrition Links and Franklin/Fulton County Drug/Alcohol Prevention. **Counseling and family conflict resolution** will be covered by ESCAPE Parent-Child Center and Franklin County Children and Youth Program. **Culture, crafts, and the arts** will be presented by Penn State Extension 4-H Club and Council for the Arts. **Business and technical adult education** will be administered by Wolfsons, Inc and MinuteMan Press . **Service learning** will be part of the program through the Cub Scouts. **Physical education** will be enhanced by the Chambersburg Recreation Department.

The District and its collaborators will provide an eight-week themed summer program that will allow students to experience a deeper appreciation of the area being explored. This program will operate from 8AM until 3PM at a central site and include various outdoor venues in the community and nearby state parks. It will include a full range of academic,

enrichment, youth development, and recreational activities. Each week will host 20 students, with a total of 160 kids being served through the summer program.

There has been a renewed national focus on the role that families play in their children's educational development. More than three decades of research show that, regardless of economic, racial/ethnic and educational background, there is a strong link between educational benefits to children and various forms of family engagement such as encouragement to succeed academically, involvement in at-home activities such as help with homework, volunteerism in schools, and participation in governance activities (Mapp, 2002). The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rates, greater enrollment in postsecondary education, and more positive attitudes about school (Henderson & Berla, 1994).

The various elements of programming will also address the requirements of *No Child Left Behind* as it relates to the Program:

- A balance of activities between academic enrichment and youth development;
- Programs and strategies be developmentally appropriate;
- Services provided for families;
- Plans for interagency collaboration; and
- Meeting the principles of effectiveness.

Program activities will expand opportunities for students and their families to engage in educational, cultural, fitness and mental health activities not currently available.

Transportation will be provided for students who would otherwise be unable to participate.

Parents will be strongly encouraged to be involved with their children in family literacy activities and adult education programs. High School non-completers will be served.

The Program will develop an aggressive approach to encourage parent participation. The “joining process” (Minuchin, 1981) of welcoming, honoring, and connecting with families creates a school community in which they feel like “members of a family.” Parents respond to this culture by participating in their children’s education in ways that they themselves had never foreseen and by becoming loyal members of the school community.

The District has chosen to submit a 21st CCLC proposal because of the high poverty and low achievement indicators at each target school. All of the students currently not meeting minimum state standards need to build and strengthen their academic skills and are at-risk of not receiving a high school diploma. The Program was planned, developed, written, and implemented by a team composed of District staff, collaborating agencies and organization representatives, parents and students. The Program partners and the District are well qualified to implement a successful 21st Century Community Learning Center. The District has a long history of working with regional agencies and organizations to provide high quality programs for students. The District employs a staff of highly qualified certified teachers who are dedicated to supporting student’s academic achievement.

The District will provide certified teacher-tutors for each group of 30 students so as to create a teacher-student ratio of 1 to 10, supported by funding from the Pennsylvania Educational Assistance Program (PEAP). All tutoring incorporates Pennsylvania tutoring design principles in its program design and execution. These include using evidence-based models for instruction, coordinating tutoring with the school curriculum, having tutors communicate with classroom teachers and families, holding frequent sessions with an emphasis on regular attendance, providing individual instruction and small class size,

providing professional development and training, and focusing on evaluation and accountability for results.

The District will utilize program space at the Zion Reformed Church and an additional community center in the heart of the neighborhood in which a large concentration of Title I students reside. Both sites will be used as a community centers that will host at-risk students from King St., Stevens, Gordy, Buchanan, and other qualifying elementary students within the District. The District will provide a facility at the Chambersburg Area Middle School, with access to school computer labs, kitchens, and gyms when available. Tutorial and academic enrichment activities will be provided, some (nearly all) of them free, by certified teacher-tutors, professionals, and collaborators. The District will also have instructional assistants who will tutor, help with homework, and administer enrichment activities. The 21st CCLC grant will provide for a part time Program Director for and an Administrative Assistant. The Program Director will provide supervision for the Site Coordinators and coordination of itinerant and fiscal services for the Program and will serve as the main communication link between the partners and the Site Coordinators. Each Site Coordinator will link school day and after school activities.

The Advisory Council will include the Program Director, the superintendent of schools, a former longtime Title I coordinator of CASD, a participating classroom teacher, a participating tutor, two parents, two students, the president of the Parenting Programs Coalition, and the Lincoln Intermediate SD Parenting program coordinator. The Council will further link all the Program components. It will guide the extended school day and summer programs. It will meet quarterly and will use Roberts Rules of Order for conducting

meetings. A consensus-seeking approach will be used to reach decisions. Using the original goals and objectives established by the planning team as a focal point, the Advisory Council will continue to seek reactions (feedback) from diverse members of the school and partner organizations. Council members will bring their own perspectives as they refine a common vision about how the Program will help the children reach their objectives.

Planned Advisory Council Activities

- A continuous review of statistics from unbiased sources relevant to at-risk behaviors with implications for the Program
- A continuous effort to determine availability of community resources that might improve the quality of programs and services
- A commitment to reach out to other possible partners that may have much to offer, and in many cases are already serving some of the same populations
- A focus on program objectives with review of formative data from each site, as well as anecdotal data from stakeholders
- Developing key indicators of success for all components of the program
- Participation in the evaluation process

The strength of the program management model is the representation of stakeholders found on the Advisory Council. Not only will many voices be heard during Council dialogue on issues affecting the after-school and summer program, but there will also be attempts to gather input from other stakeholders through surveys and focus groups. A major responsibility of the Program Director is to insure that a wide variety of voices are heard, and communication occurs among partners. The Director will also insure that all partners perform as promised, with frequent discussion about overall progress, with specific emphasis on the partners' individual roles to achieve success.

On-going professional development for Staff will be coordinated by the Program Director and will include training and orientation for new staff members. A portion of each monthly staff meeting will be devoted to targeted training needs. 21st Century Grants, Inc., a

nationally known specialist in this field, will provide on-site professional development to focus on integration of content for both structured and unstructured learning opportunities. They will also provide staff development for teachers and staff, and will provide specialized training on innovative learning activities. Staff will also participate in semi-annual training provided by the Pennsylvania Department of Education and the National Center for Community Education.

D. Adequacy of Resources

The attached detailed budget narratives will itemize how 21st CCLC funds will be used to support the CASD 21st CCLC program during the first three years of operation. These budgets cover program expenses, including student transportation. Required training activities are also included in the budgets.

The Program will be supported through a partnership of human, physical plant, and fiscal resources provided by the District, partnering agencies and collaborating organizations. Each site will have adequate space, equipment, supplies, and other resources to support the Program. This will include leveraging the use of District buildings to provide appropriate activity space at each site. Additionally, the Program will leverage the use of hardware, software, and Internet use available in through a mobile computer lab to support after-school projects, student enrichment activities, and adult learning activities, with PEAP tutors working with students on Study Island software. Utilities within the District's buildings will be provided as an "in-kind" district service. USDA funds and District employees will support preparation and delivery of a nutritious daily snack. Also, the Program will provide

library access at program sites through its partnership with the Franklin County Library System, specifically, the Bookmobile.

A combination of 21st CCLC funds, District resources, and partner in-kind support will enable the Program to provide staff training and attendance at required state and federal training activities. Program staffing is designed to provide appropriate support for insuring the Program's success. Resources are leveraged along with substantial collaboration among partners that will result in a strong sustainable Program.

The District and its partners are deeply committed to providing and sustaining a high quality after-school program. Many District and other certified teachers will continue to provide top quality instruction. Academic and cultural content will be donated by collaborators. Continued sources of funding will be available through the efforts of Heritage Tours, an annual fund drive, proven fundraisers, other grants and the donation of in-kind business services. In order to insure sustainability, the District will employ PEAP tutoring funds in the most advantageous manner. The District will continue to build upon its strong collaborative relationships with community agencies, organizations, and individual volunteers to help cover the cost of Program activities at the end of the original 21st CCLC grant.

E. Program Evaluation

Much of this proposal is supported by the findings of *Beyond the Head Count* from the Harvard Family Research Project (2002) and is consistent with the *Principles of Effectiveness*.

Tutoring is enabled by the *Pennsylvania tutoring principles*. The strength of the program

management model is the commitment to continuous improvement and parent, school, and community partner involvement through the Advisory Council. The Project Director will provide a steady flow of objective data so that the focus will remain on meeting project objectives to insure students meet Pennsylvania and local academic achievement standards.

The goals and objectives of this proposal (found in the multiyear program design) are congruent with the overall goals of the 21st Century Community Learning Centers Program. District Objectives 1, 2, and 3 indicate participants will demonstrate educational and social benefits and exhibit positive behavioral changes. Objectives 1 - 4 indicate the District will offer a range of quality educational, developmental, and recreational services for students and their families. In addition, the District's commitment to collaborative partnerships, an Advisory Council made up of stakeholders, and a continuous improvement process maximize the probability of a high quality, sustainable program.

The indicators listed in the "Measures" column of the table found in the multiyear program design will provide a contextualized snapshot of each activity that will help the

Short term

The daily monitoring of the program by the site coordinator will be useful when gathering data on short-term indicators of success. Information on rate of attendance, disruptive incidents, participation in service projects, and teacher evaluations will provide a short-term means of assessing the programs' progress towards its objectives. Short-term indicators of program progress will also include surveys of staff, students, parents, and volunteers about their understanding of their responsibilities, their satisfaction with the system of accountability, and satisfaction with program components.

Intermediate (Quarterly)

The site coordinators will gather student report card data each quarter for the participating after-school students. The Project Director: will work with appropriate school personnel to monitor the number of students referred for discipline code violations; will organize focus groups to gain additional parent satisfaction data about program quality and transportation services; and will work with the district officials, partners and Advisory Council to insure that sustainability issues are discussed and plan is on target.

Annual

The Project Evaluator will use a Solomon Four-Square Group Design to determine that the gains reported from program indicators were not due to chance. Report card data, IOWA TEST results and State Test data from the school will be useful. Pre and post student attitude surveys and surveys provided to regular school teachers for students will also yield important data about over-all program effectiveness.

evaluator and staff understand their program. Data will indicate how well each program objective is being met. The formative and summative evaluation data will be extremely helpful to the Program Director and the Advisory Council as it relates to the continuous improvement management strategy the District has chosen to adopt for the Program. All Program components will be modified as needed by data-driven program decisions. Project evaluation will be accomplished in three ways:

The services of an External Evaluator (EE) from 21st Century Grants, Inc. will be contracted to develop systems to efficiently collect and organize data for later analysis. 21st Century Grants, Inc. has provided evaluation services at numerous 21st CCLC schools. The senior evaluator, Dr. Duane Rupert, has been associated with the 21st Century Community Learning Centers Program since its inception. The EE will make quarterly site visits to: provide technical assistance, as needed; validate evaluation processes; and review quantity of data collected. The EE will gather and analyze both formative and summative data. Primary methods for collecting formative data will include assessment of appropriateness and quality of program activities (specific measures are found on page B-6). Observations, document reviews, and participant surveys will provide data on these variables. Strengths, limitations, and barriers relative to program activities will be examined through focus group interviews with participating students, teachers, and families, as well as through partnering agencies. Summative data will focus on program impact related to the two goal areas.