

Table of Contents

Narrative

- 1) Need for project (40 points) page 1-3
 - (A) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

- 2) Quality of Project design (30 points) pages 3-13
 - (A) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
 - (B) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
 - (C) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

- 3) Adequacy of resources (15 points) pages 13-15
 - (A) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organizations.
 - (B) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

- 4) Quality of the management plan (15 points) pages 15-17
 - (A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timeliness and milestones for accomplishing project tasks.
 - (B) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

- 5) Quality of Project Evaluation. (15 points) pages 17-20
 - (A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

- 6) Cooperation and participation with other entities in the community as well as coordination of state and federal programs. (15 points) page 20

NEED FOR PROJECT

Grantee is a larger North Dakota community. Grantee Public Schools (PS) serves the community with 16 elementary schools, 3 middle schools and 2 high schools. The average PS 2002-03 enrollments total 10,358 students from kindergarten through grade twelve. Grantee also has an alternative high school, an adult learning center, and an early childhood leaning center (ECEP) in the public school system. Parochial schools consist of 5 elementary and middle schools and 2 high schools.

Three public elementary schools in Grantee have a poverty rate of 40% or higher based on free and reduced lunch statistics. Two of these elementary schools are located in the south part of town and graduate students into A Middle School. The target schools for this 21" Century Community Learning Center (CLC) Grant over a 5-year period of Fall 2003-2008, will be Elementary School I, Elementary School II, and Middle School A. These sites have been selected because of their levels of poverty, rates of single parent families, Title I Program Improvement status, academic achievement scores below state averages, student alcohol, tobacco, and other drugs use, and lack of services and transportation.

Elementary School I and Elementary School II are both on Title I Program Improvement because of low achievement scores in the areas of language arts and math on the state mandated assessments. These two schools have 50.2% and 68.5% of their schools' populations living in poverty and unable to afford after hours programming. These same schools have single parent family rates ranging from 27.5% to 42.7%. Both schools have Title I Schoolwide plans.

The percentage of students at the Advanced and Proficiency level at Elementary Schools I and II and Middle School A in the areas of Reading and Math are below ND State and PS averages, as shown in chart A.

Chart A

READING	Advanced + Proficient	Partially Proficient	Novice	MATH	Advanced + Proficient	Partially Proficient	Novice
N.D. Grade 4 Average	74	18	8		57	29	14
Grantee Public 4th Gr.	77	16	7		43	45	10
Elementary School I	62	33	4		32	64	4
Elementary School II	47	33	20		47	33	20
N.D. Grade 8 Average	66	20	13		43	45	12
Grantee Public 8th Gr.	70	19	11		43	45	10
Middle School A	62	23	14		41	43	15

A Community Needs Assessment done in the fall of 2000 by The Missouri Slope Areawide United Way, which serves Grantee and the surrounding area, indicated that community leaders saw affordable child care tied with public transportation, as the greatest needs in the community. 75% of community leaders felt the cost of child care and lack of child care were the two most serious barriers to receiving services. Currently, outside of the school facilities, the only youth recreation facilities that exist on the south side of Grantee are A Wave Pool, the Grantee Parks and Recreation Department Soccer and Softball complexes, and The Dakota Zoo. These are primarily unsupervised summer programs or organized sports programs requiring fees, leaving no low cost supervised or winter programming for these children. The Grantee Family YMCA and the Grantee Parks Recreation Department Memorial Building are both locate 3-7 miles from

these schools. With no public transportation, these children do not have access to the YMCA or the Memorial Building.

In the 2000 United Way Community Needs Survey, community members rated alcoholism, divorce, drug abuse, inadequate public transportation, and shortages of youth programs that teach values, build character and self esteem as the top five problems in the community. A Youth Risk Behavior Study administered at A Middle School, which is fed by both Elementary School I and Elementary School II, indicated that 22% of 7th and 8h graders have used alcohol and 13% have smoked cigarettes. Grantee's other middle schools average 12% of students drinking and 8% of students smoking cigarettes. Marijuana use at A Middle School is 50% higher than the other Grantee middle schools.

The need for out of school programs was assessed through surveys at Elementary School I, Elementary School II, and Middle School. Both student and parent surveys were done. The Middle School surveys showed that 300 families, 474 students will be interested in the center with attendance of 100- 177 per day. Elementary School II surveys showed that 22 families, 50 students, were interested with attendance at 18-20 students per day. The Elementary School I surveys indicated 72 families, 85 students, were interested with attendance of 54-63 students per day. Attendance at Elementary School I and Elementary School II will be higher than the returned surveys indicated, based on the current attendance of their present after school activities averages I 00 students per day. The questionnaire also surveyed student and parent interests, which will be used in program planning.

Because of their Title Program Improvement status, levels of poverty, rates of single parent families, academic achievement scores below state averages, student alcohol, tobacco, and other drug use, lack of services, and transportation, 21" Century Community Learning Centers at these sites are critical.

Quality of Project Design

The goals, objectives, and outcomes of the Kid's Club program are clear and measurable.

Goal 1: To increase the number of Kid's Club students in the reading and math proficiency area by 4% per year.

Objectives

- 100% of the Kid's Club members will be given a personal assessment identifying their interest and unique leaning styles as measured by copies of completed assessments.
- 100% of the Kid's Club members, with assistance by their classroom teacher, will develop individual reading and math goals (Kid's Club Action Plans) designed to be attainable within a nine week period as measured by copies of completed Action Plans.

Goal 2: To provide students with a safe, violence and drug free, environment outside of the normal school hours with an emphasis on helping them to use their time productively pursuing life-enhancing activities.

Objectives

- 100% of at-risk students will attend Kid's Club programming as measured by attendance records.

- Kid's Club members will engage in healthy lifestyles, free of drug experimentation and violence, as measured by Youth Risk survey.
- Kid's Club member's school attendance will exceed their home school's average by 2% as measured by attendance records.

Goal 3: To provide additional time and opportunities for students and families to access their local school's library.

Objectives

- 100% of the Kid's Club families will access their local school's library outside of the normal school day as measured by library usage records.
- Kid's Club member's library usage will be 5% above their local school's average as measured by circulation data.

Goal 4: To provide opportunities for Kid's Club participants to experience a variety of recreational activities.

Objectives

- 100% of Kid's Club members will learn new recreational skills as measured by student surveys.
- 100% of Kid's Club members will complete basic water safety training as measured by completion records.
- 100% of Kid's Club members will be involved in summer recreation activities as measured by activity records.
- Kid's Club members will improve their physical fitness as measured by the Presidents Physical Fitness assessment.

The Kid's Club program will be developmentally appropriate and successfully address the needs of students at risk of academic failure, as well as address the needs of those children requiring out of school programming. **The over-riding goal of Grantee Kid's Club is to assist the students attending Middle School A, Elementary School II, and Elementary School I to become proficient readers and mathematicians.** In order to accomplish this goal there needs to be close communication and cooperation between the Kid's Club staff and the students' teachers. The Kid's Club site coordinators will compile a student profile for each student. The profile will include Grantee Public Schools' computer-based assessment results for math and reading, an interest survey, current classroom grades, and average daily attendance information. The students' teachers will also be surveyed as to what areas they perceive to be an area of strength for each student as well as an area of need. This information will be updated each nine-week period.

Site coordinators will share the students' profile with the student's classroom teachers and the teachers will in turn share the information with the students. Kid's Club members will meet with their teachers and develop a Kid's Club Action Plan. The action plan will be a set of attainable math and reading goals that will be completed by the end of the nine-week period. This process will be repeated at the end of each nine week period; student interest survey, review of assessment data, classroom performance, and attendance data, followed with an individual Kid's Club Action Plan developed by the student and the student's teacher.

Currently, a broad array of services is offered with little coordination between services and gaps in existing services. The funding from a 21" CLC Grant will be used to increase and coordinate services provided by already established state, local and other non-federal funds. The grant money will not supplant any funding

already in place for out of school programming. Current programming is outlined in the following Chart B.

A 21st Century Learning Center grant will enable coordination of all programs currently being offered and help to expand hours and opportunities for the children at these schools.

Chart B

Program	School or Site	Activity Descriptions	Funding Source	Continued with 21st Century CLC?
After School Clubs	Elementary Schools I and II & Middle School A	Recreational and Academic Activities, M-Th, 3:00-5:00 pm	Title I Program Improvement and Title IV, Safe & Drug Free School grants	Yes, if funding is available, will add additional clubs to 21 st CLC Programs.
Before School Supervision and Storytime	Elementary School I	Supervision from 7:00-7:40 am, Before School Story Time 8:00-8:25 am	Title I Program Improvement grant	Yes: expanded 6:30-8:30 am with greater variety of activities and services.
Co-curricular Activities	Middle School A	After school curricular activities.	Grantee Funds	Yes.
America Reads	Elementary School I	Summer reading program offered 8:00 am-3:00 pm	Title I, Foster Grandparents Program, RSVP	Yes. This will be a component, but not funded by 21 st CLC.
Summer Activity Centers	Elementary Schools I and II	Recreational and social activities operated by BPRD M-F, 8:30 am-12:00 noon & 1:00-4:30 pm	Parks and Recreation and Program Fees	Yes. This will become one component the children could choose to participate in for a portion of their summer day.
Youth Sports	Elementary Schools I and II and PRD facilities	BPRD Youth Sports Programs in Basketball, Volleyball, Track, Cross Country, and Soccer offered after school and in the evenings.	PRD and Program Fees	Yes. This will become one component children could choose to participate in after school or during the summer.
Youth Super Sports	YMCA	YMCA Youth Sports in Basketball and volleyball offered after school and in the evenings.	YMCA, Program Fees and Strong Kids Campaign Scholarship funds.	Yes. This will become one component children could choose to participate in after school or during the summer.
Girl Scouts and Boy Scouts	Elementary Schools I and II	Scouting troops and packs for children conducted by volunteer leaders in the evenings.	GS and Boy Scout Council and Program Fees	Yes. These are primarily after program hours but will be expanded to include packs and groups with Kid's Club.

YMCA Day Camp	YMCA	8 Weekly Day Camps for elementary children in the summer. Camps run M-F, 8:00 am-4:00 pm	YMCA, Program Fees, YMCA Strong Kids Scholarship funds, and United Way funds	Yes. This will become one component the children could choose to participate in for a portion of their summer day.
Breakfast Program	Elementary Schools I and II and Middle School A	Before school breakfast program M-F 7:45-8:25 am	USDA CNP and student meal fees.	Yes. This will be a component but not funded by 21 st CLC.
Summer Lunch Program	Elementary Schools I and II	Free lunches are served at Elementary Schools I and II in the summer.	USDA CNP	Yes. This program will be expanded to include Middle School A.
Open Door Community Center	Open Door Community Center	Social and recreational activities after school M-F, 3:00-5:30 pm and 8-week summer camp M-F, 7:30 am-5:30 pm for grade school children. Primarily serves Elementary School I.	Open Door Community Center, Donations from area churches, and program fees.	Yes. This will become one component the children could choose to participate in for a portion of their day.
Summer Remedial Math and Language Arts Program	Middle School A	Summer remedial program for students who need the extra help in math or language arts 8:00 am-12:00 noon	State Foundation Aid	Yes. This will become one component in their summer day.
Camp Edventure	Elementary Schools I and II	Summer school program for elementary students offered 3 weeks in June, M-F, 8:00 am-12:00 noon	State Foundation Aid	Yes. This will become one component the children could choose to participate in for a portion of their summer days in June.
The Island	Hospitality House	After school activities and tutoring for homeless children M-F from 3:00-4:45 pm. Primarily serves Elementary School II.	Department of Public Instruction Grant	Yes. HH will work with 21 st Century CLC to assure HH elementary and middle school children are served.

Beginning with the school year in the Fall of 2003, The Grantee Kid's Club will provide before and after school, as well as summer, educational learning activities for children in grades K-6 and their families. Fifty-one percent or more of the children served will be from Elementary School I and Elementary School II. Forty-nine percent or less of the children served will be from Middle School.

The centers will be open Monday through Friday at Elementary School I, Elementary School II, and Middle School. The before school program will run from 6:30 a.m.-8:30 a.m. The after school program will begin at school dismissal at 3:05 p.m. and end at 6:00 p.m. The summer program will provide services from

6:30 a.m.- 6:00 p.m. Breakfast, lunch and snack programs through USDA CNP will be incorporated.

The Kid's Club will focus on **remedial reading and math, character education and life skills, recreational activities, and expanded library services**. The program will seek to enhance, but not duplicate school experiences.

I. Academic and Remedial Components to increase the number of Kids Club students in the Reading and Math proficiency area by 4% per year.

- Academic and remedial components will work in conjunction with the school's regular curriculum.
- Site coordinators will meet with the classroom teacher and student every nine weeks to design an individual Kid's Club Activity Plan, including reading and math goals.
- Tutoring will be provided on an individual and small group basis, to help children with specific areas of need, as requested by classroom teachers or parents.
- General homework help will also be offered daily and children can be referred by the classroom teacher or parent.

Reading

- The program will use the Four Block Method of guided reading, self-selected reading, writing blocks, and working with words.
- In kindergarten to grade 3 the program will focus on the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension as recommended by the National Reading Panel Report.
- Soar to Success Reading and Early Success is an eight-week program designed for groups of up to six. This program is for the most in need.
 - Soar to Success is a research-based reading intervention program for students in grades 3-8 who are reading significantly below grade level. It is a small-group model that uses motivating literature, reciprocal teaching, and graphic organizers in fast-paced lessons to help students in grades 3-8 accelerate their reading growth. Originally called Project SUCCESS, this research-based intervention model was field tested with 345 students in 14 locations across the country. This extensive national study proved that this intervention model was effective in accelerating the reading growth of below-level readers in a small amount of instructional time.
- Literature activities will be offered through the Kidz Lit program developed by the Developmental Studies Center specifically for after school programs. The Kidz Lit program is designed to increase literacy and build character through reading, discussion, vocabulary games, journal writing, music, art and drama. An evaluation report, done by the Center for Developmental Studies in 1999-2000, found that Kidz Lit program:
 1. Increased enjoyment of literature and desire to read.
 2. Increased competence and interest in partner or buddy reading.
 3. Improved vocabulary and word recognition.
 4. Increased ability to share ideas.

5. Increased ability to think critically and express ideas out loud and in writing.
6. Built stronger relationships with peers and adults.
7. Increased understanding of themselves and others.
8. Strengthened commitment to shared values.

- America Reads program will continued to be offered at Elementary School I in the summer in conjunction with the Foster Grandparents program and Retired Senior Volunteer Program. Students attend two one-hour sessions each week. 30 minutes is devoted to a reading activity and 30 minutes to a math activity.

Math

- Will incorporate the Investigations in Numbers, Data, and Space math methods currently being used at Elementary School I and Elementary School II Elementary.
- Math activities will be offered through the Kidz Math program developed by the Developmental Studies Center specifically for after school programs. The Kidz Math program supports children's mathematics learning and social development through math games and stories. The program supports and correlates with the Principles and Standards for School Mathematics published by the National Council of Teachers of Mathematics and supported by the National Science Foundation.

II. Character Education and Life Skills to provide students with a safe, violence and drug free, environment outside of the normal school hours with an emphasis on helping them to use their time productively pursuing life-enhancing activities.

- Character Education and Life Skills components will be a continuation of the models used in the school day.
- Botvin's Life Skills at the Middle School Level is the highest rated, recommended and researched school-based substance abuse prevention program today. It is uniquely designed, proven effective, and grounded in over 20 years of research.

Rather than simply teaching information about drugs, Life Skills combats the underlying causes of substance use. The Life Skills program consists of three major components that cover the critical domains found to promote drug use. Research has shown that students who develop skills in these three domains are far less likely to engage in a wide range of high-risk behaviors. The three components include:

- Drug Resistance Skills enable young people to recognize and challenge common misconceptions about tobacco, alcohol and other drug use. Through coaching and practice, they learn information and practical ATOD (Alcohol, Tobacco, and Other Drug use) resistance skills for dealing with peers and media pressure to engage in ATOD use.
- Personal Self-Management Skills teach students how to examine their self-image and its effects on behavior; set goals and keep track of personal progress; identify everyday decisions and how they may be influenced by others; analyze problem situations, and consider the consequences of each

alternative solution before making decisions; reduce stress and anxiety, and look at personal challenges in a positive light.

- General Social Skills teach students the necessary skills to overcome shyness, communicate effectively and avoid misunderstandings, initiate and carry out conversations, handle social requests, utilize both verbal and nonverbal assertiveness skills to make or refuse requests, and recognize that they have choices other than aggression or passivity when faced with tough situations.
- Kovalik's Lifelong Guidelines and LIFESKILLS at the elementary level. Since its inception in the early 1980's, this life skills program has demonstrated gains in student achievement across diverse populations in urban, rural and suburban districts. Scientifically-based research showing significant improvement of student academic achievement exists for the following components of the model: Collaboration, Immediate Feedback, Graphic Organizers, Clear Performance Criteria, Movement to Enhance Learning, Integrated Conceptual Curriculum, Being There Experiences - Using the Environment as a Context for Learning, Threat-free Learning Environment, Parental Involvement, Direct Teaching, Multiple Intelligences, LIFESKILLS and Lifelong Guidelines, Constructivist Teaching, Action Research and Responsible Citizenship.

III. Extended library hours to provide additional time and opportunities for students and families to access their local school's library resources.

- The library will be open daily beyond normal school hours for Kid's Club activities.
- The libraries will be open until 7:30 pm one school day per week.
- The libraries will be open each Saturday.
- Community members, parents, families, and students will all have access to the site school's library's resources such as quiet study and reading areas, book and magazine check-out, use of internet data resources, access materials from other school, city and state libraries.

IV. Recreation to provide opportunities for Kid's Club participants to experience a variety of recreational activities.

- Activities include basketball, volleyball, soccer, golf, swimming, other sports, cooking, model cars, fashion, foreign languages, woodworking, photography, girl power, social time, board games, free art and field trips.
- Girl Scouts will offer "Girls Are Great Program."
- Girl Scout "Groups," "Troops" and Boy Scout "Packs," will be offered in conjunction with the center.
- Social activities will be facilitated through the BPRD BLAST program.

A sample program is found on the following Chart C.

Chart C

BEFORE SCHOOL SAMPLE PROGRAM					
	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-7:45 am	Homework Creative Art Board Games	Homework Science Board Games	Homework Storytelling Creative Art	Homework Math Games Creative Art	Homework Puppets Board Games
7:45-8:05 am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:05-8:30 am	Homework Story Time	Homework Creative Art	Homework Board Games	Homework Story Time	Homework Creative Art

Chart C

AFTER SCHOOL SAMPLE PROGRAM					
	Monday	Tuesday	Wednesday	Thursday	Friday
School Dismissal until 3:30 pm	Kid's Club or Teen Club	Kid's Club or Teen Club	Kid's Club or Teen Club	Kid's Club or Teen Club	Kid's Club or Teen Club
Snack, large group activities, and activity sign-up					
3:30-4:30 pm	Activity Clubs Tutoring Homework BLAST Arts & Crafts Cooking	Activity Clubs Tutoring Homework BLAST Music Girl Power	Activity Clubs Tutoring Homework BLAST Leader's Club Computers	Activity Clubs Tutoring Homework BLAST Sports YMCA Trip	Activity Clubs Tutoring Homework BLAST Community Service
4:30-5:30 pm	Activity Clubs Photography Sports Leaders Club Kidz Lit BLAST	Activity Clubs Drama/Theatre Model Cars Computers Kidz Math BLAST	Activity Clubs Crafts Fashion Foreign Language Sports BLAST	Activity Clubs Music YMCA Trip Creative Art BLAST	Activity Clubs Science Dance Word Working BLAST
5:30-6:00 pm	Clean-up Pick-up	Clean-up Pick-up	Clean-up Pick-up	Clean-up Pick-up	Clean-up Pick-up
SUMMER SAMPLE PROGRAM					
	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-8:00 am	Creative Art Storytelling	Puppets Science	Board Games Story Time	Creative Art Math Games	Arts and Crafts
8:00 am-12:00 noon	Camp Adventure America Reads Remedial Math & Language Activity Centers	Camp Adventure America Reads Remedial Math & Language Activity Centers	Camp Adventure America Reads Remedial Math & Language Activity Centers	Camp Adventure America Reads Remedial Math & Language Activity Centers	Camp Adventure America Reads Remedial Math & Language Activity Centers
12:00-1:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:00 pm	Drop Everything and Read (DEAR) Journal Library	DEAR Journal Kidz Lit	DEAR Journal Library	DEAR Journal Kidz Math	Drop Everything and Read (DEAR) Journal Library

2:00-4:00 pm	Sports Activity Centers Leaders Club Community Service	Sports Activity Centers Art Babysitting	Sports Activity Centers Drama Crafts	Sports Activity Centers Music Photography	Sports Activity Centers Technology Scouts
4:00-4:30 pm	Snack	Snack	Snack	Snack	Snack
4:30-5:30 pm	Co-op Games Sports Arts & Crafts	Co-op Games Sports Arts & Crafts	Co-op Games Sports Arts & Crafts	Co-op Games Sports Arts & Crafts	Co-op Games Sports Arts & Crafts
5:30-6:00 pm	Clean-up/ Pick-up	Clean-up/ Pick-up	Clean-up/ Pick-up	Clean-up/ Pick-up	Clean-up/ Pick-up

Many families have children at both the elementary and middle school levels, and as such will be able to access the parent and family programs at both Elementary School I or Elementary School II and Middle School A. The families will be involved through extended library hours at all three schools, volunteer opportunities, parenting classes, take-home activities, and family involvement activities and programs. The library at each school will be open one night per week weekdays and Saturdays so families may access the facility with their children. Guardians and older siblings are encouraged to volunteer in the program and share their expertise and talents. Parents will also be encouraged to volunteer to serve on Parent Advisory Committees for their school's Kid's Club Program and the chairperson of that committee will serve on the Advisory Council. Parenting classes, offered through Partners in Parenting and ECEP, will be offered at each school one night per month. Take-home activities will center around a learning theme and provide discussion and interactive learning and play for the family to experience together at home. The family will be invited to special family events through out the year such as Lights On Afterschool celebrations, open houses, family picnics, children's art shows, musicals, and other special events that the children and program staff will prepare for in the Kid's Club program. The Kid's Club program has the responsibility to ensure the trust and protection of confidentiality of student records and information of its students and families. This responsibility applies to all persons working in the Kid's Club program including advisory council members, staff and volunteers. Because of the Kid's Club linkage between the two elementary schools and the middle school, the transition between the elementary and middle school will be smoother for both the students and their parents.

All three sites have passed the safety inspections required by the State Fire Marshall and comply with the ADA act. Travel to and from the center will be the parents' responsibility, similar to travel from home to school. All field trip travel will be on PS buses with appropriately licensed and trained bus drivers. Any child enrolled in the program is automatically checked-in when they report for the before school program or the school day. The child's parent will be responsible for checking their child out of the center at the conclusion of the day.

The requested grant is for a five-year period. At the end of the 21st Century CLC Learning center funding, the program will be continued with a commitment from PS, the YMCA, and the PRD. A fee structure will be developed that uses a sliding fee scale for participation. Other grant and foundation funding, will be sought to assist in reducing the cost to parents. The Grantee Public Schools will continue to provide facilities. The YMCA will fully fund the Program Director Position and provide facilities. The YMCA will also raise money through

its Strong Kids Campaign to provide for scholarships for those who cannot afford the full fee. The Grantee Parks and Recreation Department will continue to provide the BLAST program, Activity Centers, Youth Sports Programs, facility usage, and scholarships as part of the 21st Century Learning Centers.

ADEQUACY OF RESOURCES

Several organizations and agencies have come together to consider a 21st Century Learning Centers for the Grantee community. The Grantee Family YMCA, PS, the Grantee Parks and Recreation Department (PRD), the Areawide United Way, Partners In Parenting, Hospitality House, Open Door Community Center, Foster Grandparents Program, Boy Scout Council, and the Girl Scout Council are all committed to working with the centers. The Grantee Kid's Club program was developed with the active collaboration of PS, the YMCA, and the PRD. PS, the YMCA, and the PRD have formed a partnership to ensure that quality out of school activities can be offered in easily accessible locations in an affordable manner. Each agency is, in itself, a proven expert in working with children in the Grantee community.

Grantee has been working with children for over 125 years. Some out of school programming is currently offered at all three proposed Kid's Club sites through limited grant dollars from Title I Program Improvement and Title IV Safe and Drug Free Schools funds. These programs are currently well attended. PS will provide facilities for all Kid's Clubs. Grantee Public Schools will also facilitate the evaluation process for the Kid's Club, including the administration of mandated state assessments for grades 4 and 8 and computer-based assessments for grades 2 through 8. Teachers and teacher's aides, currently working in these schools with these students, will be employed in the Kid's Club. PS will facilitate training for after school program staff in academic areas, restitution, and working with children in poverty. The schools will also provide usage of a phone, copy machine, and other equipment.

The PRD currently provides a social and recreational after school program, BLAST, in all PS except Elementary School II and Elementary School I and Summer Activity Centers in all PS schools. With the Kid's Club, BPRD will offer its BLAST program in conjunction with the center. The PRD also offers youth sports programming in basketball, volleyball, soccer, flag football, and many other sports. The PRD will provide social, recreational, and sports-related programming, scholarship assistance, and some facility usage. Their current Summer Activity Center programming will continue to be offered and used within the format of the Kid's Club, as one of the choices the children will have in which to participate.

The Grantee Family YMCA has offered childcare for infants-school age children since 1980. Currently, the YMCA has a successful Kid's Club program for 65 children on-site and an After School Middle School program at Simle Middle School. The after school programs are based on National Y-USA models and use National School Age Childcare Association guidelines. The YMCA also has offered quality youth sports, swimming lessons, and recreational activities for children for over 25 years. The YMCA will provide a Program Director and employ Youth Leaders, Teachers, and Teachers Aides for the program. The Program Director will work with the PS to ensure that the academic components of the curriculum meet the needs of the students and with PRD to ensure that the social, recreational and sports components coordinate with all other enrichment activities. The YMCA will provide facility usage for the program. YMCA training courses will be used to train staff in conflict management and negotiation, understanding teens and substance abuse, adolescent sexuality issues, outreach skills, and peer mediation.

Facilities and equipment for the program are readily available through resources at PS, the PRD, and the YMCA. Storage cabinets to house program supplies and some recreational equipment for each site will need to be purchased. Non-reusable resources such as paper, markers, paints, arts and crafts supplies, will need to be purchased, based on activities planned each month.

The Kid's Club will not have a fee for participation. The cost per child per month will be \$185.15, compared to an average cost of \$203.00 for school age care in Grantee. The grant request covers \$110 per month per child. The proposed program employs highly qualified staff for academics and program leadership and offers more options than the average school age program.

QUALITY OF THE MANAGEMENT PLAN

An Advisory Council will be established with representatives from Grantee Public Schools administration, Principals of each school, YMCA and Grantee Parks and Recreation Representatives and the chair of each Parent Advisory Committee. One of the Advisory Council members will be appointed as the person responsible for the Kid's Club program evaluation. The Advisory Council will be responsible for the design of a strategic plan for improvements to the program based on continuous evaluation and improvement. With the YMCA Executive Director, the Advisory Council will conduct an annual employee performance review of the Program Director. This council will meet monthly.

Parent Advisory Committees will be established at each site. The Parent Advisory Committee will be responsible for recommending program improvements to the Advisory Board. These committees will meet monthly.

A YMCA Leaders Club will be established at each site consisting of children interested in helping to plan the center's programming and activities, as well as community service projects. The Leader's Club will also make recommendations to the Advisory Board for program improvements. The Leader's Club will meet weekly.

The Program Director, funded in part by the YMCA, will be a full-time employee of the YMCA. The director will hold a B.S. in Education or a related field with experience preferred in the school setting or out-of-school programming. The director will be responsible for all aspects of the program, including supervising site coordinators, monitoring curriculum development, working with the Advisory Council and the Parent Advisory Committees, and implementing evaluation tools and improvements indicated by those tools. The Program Director will conduct annual performance reviews of the site coordinators in conjunction with the site school principal.

The three site coordinators, one at each school, will be employees of their respective schools. The site coordinator will hold a B.S. in education or related field with experience preferred in a school setting or out-of-school programming. The coordinator will supervise the day-to-day implementation of the program at their school, the program staff with a 1: 15 staff to child ratio, including one teacher or teacher aide per day, 5 youth leaders and any volunteers. The site coordinator will work with school staff to assure and coordinate usage of the facility. Teachers will be able to communicate with the after school site coordinator and recommend students for tutoring programs, homework help, or other activities. The site coordinators will conduct annual performance reviews of the teachers, teacher's aides, volunteers and youth leaders.

The remedial and homework components will be staffed by certified teachers and teacher's aides. The academic enrichment, social, recreational, and life skills activities will be staffed by Youth Leaders. Youth Leaders will also be responsible for group times and meal times. Youth Leaders must be a high school graduate, preferably a college student majoring in an educational field.

All staff working with the centers will be required to attend orientation and training. The orientation component will include employment conditions, working with children in an out of school program information, discipline guidelines, program organization outlines, safety and emergency procedures, and introduction material to Grantee Public Schools life skills, prevention, and academic programs. Additional training will be provided on academic programs, academic enrichment programs, recreational and social programs, restitution, working with children in poverty, conflict management and negotiation, understanding teens and substance abuse, adolescent sexuality issues, outreach skills, and peer mediation. All staff will attend a School Age Child Care Conference held annually in May by Child Care Resource and Referral.

QUALITY OF PROJECT EVALUATION

The Grantee Kid's Club is committed to conducting an evaluation to determine the degree to which The Grantee Kid's Club has met the project's goals. The primary purpose of the evaluation plan outlined here is to provide usable data for continuous growth and quality of the program on an on-going basis.

The project evaluation will be both formative and summative. The formative evaluation activities will include monitoring the implementation of the proposed program, student records of participation and services provided, and formal assessment data. The Program Director, in cooperation with the evaluation Advisory Council member, will be responsible for collecting and maintaining data throughout the project period. This data will enable us to pin-point and closely examine the extent to which the program has been successfully implemented. Data will be collected and stored in a database program so it can be easily disaggregated, by school, activity, gender, race, ethnicity and family income.

The summative evaluation will be conducted to assess the overall academic performance of the Kid's Club students. The project students' scores on the various tests administered and report card grades will be used in assessing their performance. The data will be compared to the PS averages and the state averages when available.

The effectiveness of the program will be determined by evaluating the extent to which each of the project goals have been met, including, (a) To increase the number of Kid's Club students in the Reading and Math proficiency area by 4% per year; (b) To provide students with a safe, violence and drug free, environment outside of the normal school hours with an emphasis on helping them to use their time productively pursuing life- enhancing activities; (c) To provide additional time and opportunities for students and families to access their local school's library; and (d) To provide opportunities for Kid's Club participants to experience a variety of recreational activities.

The evaluation will involve all students in the Kid's Club, designated instructional staff (teachers and teacher assistants), all participating parents, and other persons served by the project. It will provide information on: (1) Continuous improvement, "Do Kid's Club students' performance results show continuous improvement?" (2) Comparative performance, "How do Kid's Club students' performance compare with the data from other Grantee Public Schools?"

(3) Absolute performance, "What do Kid's Club students' performance results show in relation to the targeted school's desired level of performance?" (4) Program quality, "Does the Kid's Club program meet the needs, both academic and recreational, of the students it serves?" Chart E shows the program goals, measurement tools, responsible persons, and timelines for evaluation. The Advisory Council Evaluator will report quarterly and a final report will be due in September of each year. The Advisory Council will prepare a strategic plan by October of each year. Reports will be provided to the state and public by October of each year or by the deadline determined by the State. Appendix D further outlines the evaluation process.

Chart E

Goals	Measurement Tools	Person Responsible	Timeline	Further Actions
Goal 1: To increase the number of Kid's Club students in the Reading and Math proficiency area by 4% per year.	PS district on-line Assessment Tool	PS classroom teacher	September and April of each year	Data will be collected by Program Director and relayed to Advisory Council Evaluator. Advisory Council Member will do a SWOT analysis to present to the Advisory Council.
	Mandated State Assessment Tool	PS classroom teacher	March of each year	
	Student Report Cards	PS classroom teacher	Every 9 weeks during school year	
	Teacher Survey on homework	Site Coordinator	Every 9 weeks during school year	
Goal 2: To provide students with a safe, violence and drug free environment outside of the normal school hours with an emphasis on helping them to use their time productively pursuing life-enhancing activities.	Police Youth Bureau Records	Program Director	December, May, September of each year	Data will be collected quarterly by Program Director and relayed to Advisory Council Evaluator. Advisory Council Member will do a SWOT analysis to present to the Advisory Council.
	Office Referrals	Site Coordinator	December, May of each year	
	PS Youth Risk Behavior Study	Safe and Drug Free Schools Coordinator	Spring of each year	
	School Attendance Records	Site Coordinator	Every 9 weeks	
Goal 3: 50% of the Kid's Club families will access their local school's library outside of the normal school day	Open Library Attendance Records	Site Coordinator	December, May, August of each year	Data will be collected quarterly by Program Director and relayed to Advisory Council Evaluator. Advisory Council Evaluator will do a SWOT analysis to present to the Advisory Council.
	Circulation Data	Librarian	December, May, August of each year	
Goal 4: To provide opportunities for Kid's Club participants to experience a variety of recreational activities.	Student Program Surveys	Site Coordinator	Quarterly	Data will be collected quarterly by Program Director and relayed to Advisory Council Evaluator. Advisory Council Member will do a SWOT analysis to present to the Advisory Council.
	Parent Program Surveys	Site Coordinator	December, May, August of each year	
	Teacher Program Surveys	Site Coordinator	December, May, August of each year	

COOPERATION AND PARTICIPATION WITH OTHER ENTITIES IN THE COMMUNITY AS WELL AS COORDINATION OF STATE AND FEDERAL PROGRAMS

Along with the community cooperation as mentioned in the resources description found on pages 13 and 14, the 21st Century Learning Center grant will coordinate state and federal funding currently available. Chart B indicated all currently operating programs and the sources of funding. The Grantee Kid's Club will include any Title I Program Improvement funds to further expand club opportunities available to the participants. Title I will continue to fund the America Reads program at Elementary School I and will become a part of the Kid's Club. USDA Child Nutrition Programs (CNP) will be incorporated into the Kid's Club program. Title IV Safe and Drug Free Schools grant funds will be used to enhance life skills and prevention programs within the Grantee Kid's Club. State Foundation Aid will continue to fund the Camp Edventure and Summer Remedial Math and Language Arts programs and will coordinate with the Kid's Club program.