

2003-2008

NEW YORK

21ST CENTURY

COMMUNITY LEARNING CENTERS

PROGRAM

**THE
UNIVERSITY
OF THE
STATE
OF
NEW YORK**

**THE STATE
EDUCATION
DEPARTMENT**



*A Grant Application From
The Enlarged City School District of Middletown*

DUE: Postmarked by September 30, 2003

Program Abstract

The Enlarged City School District of Middletown will create a 21st Century Community Learning Center, a research-based After School and Summer Institute with its partners, the Interactive Museum of Middletown and the Middletown Literacy Volunteers of America. The goal of the program is to address the needs of targeted at-risk students and families with academic and enrichment learning activities to improve academic performance and social development. Focus will be to improve literacy and numeracy skills and bring students up to NY State Standards in these areas. Day and after school staff will work together to ensure the best program for each participant. Six hundred students will be selected from four district schools: two middle schools designated as “Schools In Need Of Improvement” and two intermediate schools. Eligible students from two parochial schools will also participate in the over 250 extra hours of quality, individualized instructional time through a curriculum infused with hands-on pedagogy. Enrichment activities will also focus on nutrition, fitness, and youth development. Parent support and participation in their children’s learning will be maximized through visits to the program and special workshops.

Responsibility for carrying out these initiatives will be shared among the three partnering agencies. The school district, which has significant history of coordinating programs beyond the regular school day, will provide after school instruction two hours a day as well as summer programming with highly qualified teachers. The Interactive Museum will provide the art and technology integration into the curriculum through programs and consultation offered by its members and contacts. It will also coordinate the enrichment program. The Interactive Museum and Literacy Volunteers of America will provide parent workshops and adult literacy training.

Baseline data and periodic progress assessment will drive instruction and a formal evaluation. An outside Project Evaluator will ascertain program efficacy through student achievement, data collection, and periodic surveys of all constituent groups.

Program Narrative

Extended Day and Summer Institute

A Collaborative 21st Century Learning Center Grant Project between The Enlarged City School District of Middletown, The Interactive Museum, and Middletown Literacy Volunteers of America

1) Project Need:

District Background: The Enlarged City School District of Middletown is an ethnically diverse public school district in Orange County New York, with a large number of low-income families. It is designated as a high needs district by the New York State Education Department, and the entire district qualifies as Title I. The core of the district is the City of Middletown, but it also includes some surrounding suburban and rural farm area. The 1990 census for the City of Middletown showed the per capita income at \$13,796 and the median household income at \$30,194. In the 1990 census, 13.4% of the City of Middletown was living below poverty and 49.2% had low or moderate income. Poverty levels continue to increase. By 1999, the school district poverty level had risen to 23.07%. In January 2003, 56.87% of the district-wide student population were eligible for free or reduced price meals.

The ethnic breakdown of the district students includes 40.9% white, 32.6% Hispanic, 23.9% Black, 2.3% Asian/Pacific, and 0.3% American Indian. The Hispanic population is the fastest growing group. These students often come from the lowest income areas of the City and often struggle academically because of language and learning problems. They often need extra help from special programs such as Pre-K, Summer School, After School Assistance, and AIS (Academic Intervention Services). Some of the greatest needs of these students and their families are in the area of reading and literacy skills.

This project will be carried out in four district buildings: Maple Hill Elementary School, Mechanicstown Elementary School, Twin Towers Middle School, and Monhagen Middle School.

The student ethnic breakdown in each of these buildings is as follows:

School	Hispanic	Black	White	Asian	Indian
Maple Hill	37.05%	24.81%	35.29%	2.77%	0.08%
Mechanicstown	34.53%	24.81%	39.66%	2.22%	0.51%
Twin Towers	40.50%	22.63%	34.25%	2.50%	0.12%
Monhagen	34.05%	28.12%	36.19%	1.64%	0.00%

The NY State Education Department listed 2002-03 poverty levels of all the participating schools at over 40% based upon free and reduced price participation rates. Their data, showed the following:

Maple Hill	Mechanicstown	Twin Towers	Monhagen
65%	60%	58%	57%

Based on January 2003 school data¹, each participating school showed the following levels of eligibility for free and reduced price meals, which is consistent with statewide poverty data:

Maple Hill	Mechanicstown	Twin Towers	Monhagen
67.88%	60.75%	58.44%	57.76%

Because of their low socio economic status, many of these children do not have reading resources and educational support at home. In addition, many of these children have Spanish speaking parents and grandparents who need literacy help.

Both participating middle school buildings are designated by the NY State Education Department as Buildings in Need of Improvement, with Monhagen in year two as a School Requiring Academic Progress in Math 8 and Twin Towers in year one as a School Requiring Academic Progress in Math 8. This designation in both buildings results from our students with disabilities falling below the district's Annual Measurable Objective (AMO) of 81 set by No Child Left Behind (NCLB). The Monhagen students with disabilities had a 68 math performance index, and the Twin Towers students with disabilities had a 73 math performance index. In both schools all other cohort groups were equal to or above the 81 AMO.

¹ Updated 2003-04 school year school lunch data will not be available until 10/03.

It is acknowledged that inner cities like Middletown have larger numbers of students at risk for academic failure. While many district students are meeting stringent local and state standards, there is a significant group that desperately needs the academic support a 21st CCLC Institute will provide. The tables below show numbers and percent of students performing at each level on standardized tests in Reading/Language Arts and Mathematics by grade level². (See Footnote 4 for an explanation of Levels.) These scores indicate that students are performing well below state standards in these critical areas.

Reading/Language Arts						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level 4	# 68 % 18	# 54 % 13	# 74 % 16	# 20 % 5	# 17 % 4	# 19 % 4
Level 3	# 184 % 48	# 217 % 54	# 164 % 35	# 133 % 32	# 125 % 28	# 143 % 33
Level 2	# 91 % 24	# 107 % 26	# 117 % 37	# 208 % 50	# 244 % 55	# 245 % 57
Level 1	# 42 % 11	# 26 % 6	# 55 % 12	# 56 % 13	# 55 % 12	# 26 % 6

Mathematics						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level 4	# 92 % 24	# 48 % 12	# 87 % 18	# 15 % 4	# 8 % 2	# 18 % 4
Level 3	# 173 % 45	# 188 % 47	# 223 % 45	# 117 % 28	# 93 % 21	# 130 % 30
Level 2	# 91 % 24	# 135 % 33	# 152 % 31	# 185 % 45	# 183 % 42	# 173 % 40
Level 1	# 29 % 8	# 33 % 8	# 32 % 6	# 98 % 24	# 155 % 35	# 109 % 25

2) Project Design:

The project’s **Primary Goal** is: To address the needs of targeted at-risk students and their families through an after school program of academic and enrichment learning activities to improve student academic performance and social development. Objectives were selected to meet the needs

² These scores were from the 2002-03 testing cycle, i.e., Grade 3 students were tested in Grade 2, etc.

described above and to form a comprehensive, effective, high quality program. The Performance Measures will help determine progress toward the goal. Where the program will concentrate on achieving objectives, it will remain flexible for delivery of services to clients entering the program mid-year. It will also respond to community needs, new learning opportunities, and changes to improve the program and meet the diverse needs of the target population based on evaluative data.

Objectives	Performance Measures ³
Objectives Related to Total School Academic Performance	
1. Increase literacy and numeracy skills as measured by New York State and local standardized testing. ⁴	a. Scale scores on State Performance Tests in Math and Language Arts will increase for at least 30% of participating students by 5 percentile points. b. TerraNova Scores will increase for at least 30% of participating students by 5 percentile points. c. Report card grades will increase for at least 25% of participating students.

³ Performance will be measured either at the end of the school year, after the summer program, or at the time of the regular testing program, as appropriate. Grade 3 tests in March, Grade 4 tests in January and May, Grade 5 tests in March, Grade 6 tests in March, Grade 7 tests in March, and Grade 8 tests in January and May.

⁴ We will use the scores on New York State Standardized Tests and the *Basic Multiple Assessment Plus TerraNova Test*. The *TerraNova Test* was developed by McGraw-Hill and provides the district with comprehensive data on each student, aggregated by class, building, and district. These tests are well researched and their results are statistically significant on the local, state, and national levels. These tests are already part of the districts testing program and all students in the district are tested.

TerraNova Group Performance Level Reports list students by performance level and provide a measure of what a student can do in terms of content and skills. *The TerraNova* levels are based on the relationship between *TerraNova* and the corresponding New York State tests as well as patterns of growth observed in the nation. This report can predict what students may require Academic Intervention Services. The *TerraNova Objective Performance Report* provides analysis of objective mastery. This information is used to analyze curriculum strengths and areas of need. We use this data to help make suggestions for instructional changes and special tutoring. In addition, the *Item Analysis Report* shows each student's score or incorrect response on each item. It helps find common errors, curriculum not taught, and the types of items that students do not understand. It is used to make recommendations for instructional changes. The *Student Rank Order Report* ranks students based on a specific score achieved at the time of the testing. Student scores are ranked high to low within test sections. The *Student Rank Order Report* along with other information is used to identify students for special programs.

Both the *TerraNova* scores and the New York State Test scores are scored on levels 1 to 4. Level 1 means students have serious academic difficulties. Level 2 means students need extra help to meet the standards. Level 3 means students meet the standards. Level 4 means students exceed the standards. Combining level 3 and 4 determines the students meeting state standards. Combining level 1 and 2 determines the students performing below state standards.

Objectives	Performance Measures ³
<p>2. Through Institute instruction, counseling, role modeling, recreation, and youth development activities student behavior will improve in the school day classroom.</p>	<p>Based on data to be provided by the classroom teacher:</p> <ul style="list-style-type: none"> a. At least 50% will show an increase in attending classes regularly. b. At least 50% will show an increase in getting along with others. c. At least 50% will show an increase in participating in class. d. At least 50% will show an increase in being ready to learn. e. At least 50% will show an increase in turning in homework on time. f. At least 50% will show an increase in completing homework.
<p>Objectives Related to Institute Performance</p>	
<p>3. Offer increased opportunity for integration of art, science, and technology into English Language Arts and Mathematics instruction by facilitating collaboration between instructional staff and community consultants.</p>	<ul style="list-style-type: none"> a. Each building coordinator will archive collaboration data provided by program staff. b. 95% of student progress reports to parents and classroom teacher will show participation in interdisciplinary projects.
<p>4. Provide enrichment activities that incorporate nutrition and health awareness and organizational skills.</p>	<ul style="list-style-type: none"> a. 80% of student progress reports to parents and classroom teacher will show improved organizational and learning skills. b. 100% of students will be offered a healthy snack as part of the program.
<p>5. Offer students opportunities to explore and pursue meaningful avenues of recreational activities that reinforce the NY State Standards.</p>	<ul style="list-style-type: none"> a. 100% of students will participate in some recreational activity as indicated on student progress reports to parents and classroom teacher.
<p>6. Facilitate community involvement through establishment of a planning board consisting of representation from parent organizations, local mental health and social services agencies, PINS diversion, and the city policy agency.</p>	<ul style="list-style-type: none"> a. Planning Board will meet quarterly. b. Minutes will be kept. c. Program modifications will be based on evaluation and Planning Board and staff suggestions.
<p>7. Provide parents (or other household adults) of participating students with training to assist their children academically as well as to improve their own literacy and numeracy skills.</p>	<ul style="list-style-type: none"> a. Parent workshops on literacy skills will be offered and evaluated through Literacy Volunteers of America. b. 50% of all families will send at least one adult (18+) to at least one workshop or class offering.
<p>8. Provide participating students with approximately 250 additional hours of instructional time within the course of the school year, representing a twenty-five percent increase.</p>	<ul style="list-style-type: none"> a. Attendance records will show at least 75% of Institute elementary students and 50% of middle school students having regular attendance (attending at least 75% of program days).

Project Activities: After school and summer programs will offer students an additional instructional period daily in language arts and math skills. Students will also be provided daily with nutritional snacks and opportunity to complete homework with assistance from certified teaching staff. In addition to academic intervention services, daily enrichment activities will focus on integration and application of literacy and numeracy skills in a variety of hands-on projects employing technology, science, the arts, home and careers skills, etc., as well as a variety of recreational activities that build health, wellness, character, and youth development, enhancing physical, social, and emotional growth. Students will have an opportunity for service learning by helping in the design and utilization of the Interactive Museum.

Student Recruitment and Attendance: Students will be selected to attend the program based on standardized test scores. The majority of students in the program will be those who have achieved scores within the Level 2 range on either NY State or TerraNova standardized annual assessments. Teacher recommendation will also be accepted for students who demonstrate or possess the following characteristics: 1) Motivation and stamina to benefit from additional instructional time; 2) Parental encouragement of consistent attendance; and 3) Need and desire for individualized academic assistance. Attendance will be expected for all dates that the program is in session. Excused absences will require verbal or written documentation from a parent. Students may also be excused from the program to participate in other regularly scheduled school activities, i.e. sports, drama, musical productions, etc. To take into account the inconsistencies of attendance due to weather, other activities, illness, family obligations, etc., “Regular Attendance” will be considered participating in Institute programming for at least 75% of program days.

Provision of Services and Activities Not Currently Available: As district enrollments swell, students participating in the Extended Day and Summer Institute programs will be afforded research-based educational opportunities: 1) Small group instruction; 2) Individualized program

planning and assistance; 3) Additional time on task; 4) Diagnostic instruction based on needs assessment; and 4) Lower student/teacher ratios.

Improvement of Student Achievement and Promotion of Positive Youth Development:

A constructive, hands-on curriculum will be developed to facilitate academic achievement. Data maintenance and analysis will monitor individual as well as group progress and will be used to drive instruction. A leadership program will be initiated to train and guide students to effectively assist their peers through tutoring within the program. Positive youth development⁵ will be promoted further through interface with the Peer Mediation Program⁶ and a branch of the national ROTC Young Marines Program,⁷ which will be offered along with other recreational activities.

Coordination With The Regular School Day: protocols will be established to facilitate: 1)

Communication from regular classroom teachers to Institute program service providers regarding skills currently being addressed during the school day as well as specific deficit areas of participating students; and 2) Periodic progress reporting by Institute program service providers will be sent to the classroom teachers of participating students.

⁵ Youth Development prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent as seen through their behavior.

⁶ Peer Mediation creates a safe school environment, builds a sense of ownership and pride, and develops character. The program teaches conflict resolution and develops a strong school culture through cross-grade student relationships. It has been well researched, including a 1997-1999 study by the Carnegie Corporation of N.Y. in collaboration with Social Policy Research Institute of Menlo Park, and a 1998 Stanford Center on Adolescence study- *A Conflict Mediation Assessment* by Sten Swanson and Elizabeth Cauffman, Ph.D.

⁷ The Young Marines Program educates and inspires youth within communities by promoting a healthy and drug free lifestyle through instructional and adventurous activities. It develops responsible citizens using the volunteer resources of a civilian and military partnership. The teamwork and esprit-de-corps enjoyed by the Young Marines helps them discover the hero within. This leadership program instills the core values of honor, courage, and commitment. It is organized on the guiding principles of health, welfare, and safety. The program has evolved through research and practice since 1958. It has included female student since 1975. Since 1980, it has had an IRS 501(c) 3 status as a youth educational organization.

This will become a feeder program to our highly successful Jr. ROTC program at the high school. Selected Jr. ROTC members will act as peer leaders of the Young Marines Program.

Weekly Program Schedule: The Institute scheduling will provide extended school hours as follows:

- Twin Towers Middle School - Monday through Thursday, 2:00 - 4:30 pm.
- Monhagen Middle School - Monday through Thursday, 2:00 - 4:30 pm.
- Maple Hill Elementary School - Monday through Thursday, 3:00 - 5:00 pm.
- Mechanicstown Elementary School - Monday through Thursday, 3:00 - 5:00 pm.

The after school program will start in October and be in session in each building for between 82 and 86 days, depending on the building's other program scheduling. Students attending these programs will also be eligible to receive between 90 and 110 additional hours of program during the Summer Institute. During this extended school time, about half will be spent on direct instructional activities, tutoring and planned work. The other half will be spent in related enrichment and recreational activities.

Student and Parent Involvement In Program Planning: Students, parents, teachers, and program service providers will be asked to complete surveys to identify benefits and deficiencies in the program and to offer constructive suggestions and recommendations for program improvement. Parent representatives will be included on the Institute Planning Board. An appropriate, interested middle school student from each middle school will be sought to be on the Planning Board. The Planning Board will be involved in Institute evaluation and discussions of program modification.

Special Needs Populations: ESL/bilingual and special education sections will be opened at each site and staffed by highly qualified professionals. In addition, the leadership program will provide peer tutors⁸ to assist struggling students.

Information Dissemination: The After School and Summer Institute will be in compliance with Section 427 of GEPA and will ensure that families with special need students are aware of the

⁸ Peer tutors will be solicited from participating Institute students as well as other students from the elementary, middle, and high schools who are looking for volunteer service experience, and who will serve as role models.

program and able to participate in its services. Utilizing the expertise of our district Bilingual staff and CBO consultant staff, a public relations component will be developed for the Institute program, consisting of: 1) Press releases to local newspaper, radio stations, and the district TV channel. These releases will be in Spanish to Spanish media; 2) Bilingual presentation in English and Spanish to parents; and 3) Student newspaper clubs at each site coordinating publication of periodic newsletters promoting program activities as well as messages from building administrators and announcements.

In addition, all buildings are handicapped accessible, and Summer Institute Programs will be conducted in the air conditioned buildings of the district, to ensure comfort, good air quality control, and maximized learning of students and working conditions for staff. Where necessary, student materials and information will be translated into Spanish by our Bilingual Staff.

As part of Institute planning, the community was informed of our intent to apply for 21st Century Learning Center Funding through announcements at televised School Board Meetings and notices placed in building lobbies.

Safety, Health and Nutrition: Daily snacks will be provided by Federal government funding through the US Department of Agriculture Food and Nutrition Service for “after school snacks,” not 21st Century Learning Center funding. The district’s Food and Nutrition Service will administer this part of the program at no additional cost to the Institute. Enrichment activities at each site will include cooking projects, to facilitate student involvement in nutrition planning and food preparation. The focus of the student cooking workshops will be to help plan, prepare, and serve the daily snack, as well as how to do simple cooking at home that is easy to prepare and healthy to eat. Student enrichment workshops on first aid, babysitting, etc., will be offered and certificates will be offered to students who complete the programs.

Safety issues are reviewed and expedited at regularly scheduled meetings of existing building and district level safety committees. Safety plans and emergency response guides have been developed, published, and disseminated at all district building and program sites and will be provided to Institute Staff. Institute Staff that did not participate in the regular district Safety Training will be given this training at the start of their employment or volunteer activities. This training will include, but not be limited to, child abuse prevention, fire safety, bus safety, and the School Emergency Response Plan. The District Safety Officer, at no additional cost to the Institute, will provide this training. To ensure a clean, safe environment for learning and activities, all buildings utilized by the After School and Summer Institute will be cleaned by the regular custodial staff of the district at no extra cost to the Institute.

Student Transportation: Eligible students receive transportation services provided by the school district. During the application process parents are asked to specify authorized transportation providers for their children or to authorize permission for students to walk home if they live near the school facility. No transportation to the program is necessary, as students are already in those buildings during the regular school day. The district provides transportation home on the late bus. Extra busses will be added to accommodate Institute students. Private school students must provide their own transportation to the institute, unless they can come on regularly scheduled district busses provided to private school students. Private school students can go home on the regular district after school bus service to district communities. Two-way bussing will be provided for the Summer Institute.

Parent Programming: The Interactive Museum will coordinate and conduct workshops for parents and other adult family members of Institute students. Before finalizing a schedule of program offerings, they will conduct a needs assessment. This will include written and oral questionnaires. Some of the types of parent workshops and activities being considered include:

Effective parenting (such as S.T.E.P., a program grounded on scientifically based research), computer and/or technology skills (with students teaching parents how to use computers), basic literacy skills (initiated in conjunction with the Middletown Literacy Volunteers of America), understanding the education system and getting the most out of services for your child, parent/student book discussion groups, parent/student chess tournament, parent/student basketball tournament, and providing specific times during the year for parents to shadow their children in class and programs. Workshops will be offered bilingually where necessary.

3) Organizational Leadership and Management Plan:

Program Vision: This program will be part of the community for years to come as it promotes development of our students into lifelong learners who experience joy from knowledge and achievement. Through a solid collaborative effort between community and school district, future funding will be secured. The program proposes to achieve its vision through these initiatives:

- Facilitation of continuous consultation and collaborative efforts between instructional staff and outside experts to embellish the instructional curriculum by: 1) Infusing lesson plans with interdisciplinary constructive problem solving activities; and 2) Integrating critical thinking and language arts skills with visual and performing arts and technology activities.
- Enhancing instruction by: 1) Providing teachers with new ideas on how to teach problem solving and critical thinking skills; and 2) Collaborating with teachers to develop scaffolding and sequential instruction for teaching problem solving and critical thinking skills.
- Involvement of students in the planning and design of the community Interactive Museum for the purpose of: 1) Instilling a sense of community by building what will become a permanent resource; 2) Promoting problem solving; and 3) Teaching and modeling the importance of volunteerism.

Role and Capacity of Partnering Organizations:

The Interactive Museum: The museum organization will provide outside resources and experts to collaborate with instructional staff in the development of meaningful, targeted learning activities and will coordinate the enrichment program. The museum will also provide a forum for: 1) Promoting student creativity; 2) Displaying and sharing student creativity; and 3) Providing a permanent facility for ongoing interface between school and community.

This community-based 501(c) 3 organization has been involved in the planning of this Institute program from the ground level, contributing the following aspects to the program design and evaluation: 1) Format and protocols for collaboration, consultation, and skill-enhancement for teachers; 2) Provision of parent resources, including: effective parenting programs; literacy programs; past, present, and continued facility for viewing students' accomplishments; 3) Membership on the Institute Planning Board.

Middletown Literacy Volunteers of America: The Middletown branch of Literacy Volunteers of America have participated in past district programs. They bring to this Institute project and its design their expertise in working with parents, especially those not proficient in English. Their role will be to: 1) Help design workshops for parents and adults associated with participating students; 2) Teach literacy skills to parents and adults; 3) Serve on the Institute Planning Board; 4) Gather evaluative information from parents and adults to ensure program improvement; and 5) Provide adult volunteers to work with students as role models and tutors.

The Enlarged City School District of Middletown: District staff will take responsibility, as the project LEA, in providing the leadership for project design, management, implementation, and evaluation. All instructional programs and most activities will be located in district buildings. Those building facilities will be maintained in a safe and adequate manner by district staff. The district will ensure that staff are appropriately certified and have safety screenings. Participating

students will come from the enrolled district student population, or students from private schools located within the district boundaries. The district will be responsible for all program and fiscal reporting, under the direction of Project Director, Janet Davis, who is also the Assistant Principal of Twin Towers Middle School, and is the district After School Coordinator.

Involvement of Students and Families in The Project: Parent representatives and, where appropriate, student representatives, will participate on the Institute Planning Board and its subcommittees to ensure their role in ongoing **project planning**. To ensure proper **communication** between the institute and its constituents, periodic student-published newsletters will go home and out to the community. Parents and other significant adult family members of enrolled students will be involved in **monitoring and evaluation** through periodic parent and student surveys and the participation in focus groups to be conducted by outside facilitators from the Interactive Museum and the Project Evaluator.

Applicant's Past Experience and History of After School Programs In The District: Extended day programming has been an available option to small groups of elementary school students in the district since about 1990. Prior to the district reconfiguration in 1997, Youth at Risk funding offered homework assistance and recreation activities to a maximum of 50 students per site, at two or three of the seven elementary schools. Additional grant funding facilitated another program of this nature at one more school. Reconfiguration in 1997 consolidated district elementary programs to four sites, and from that time until the 2002-2003 school year, all four elementary schools offered these programs to students categorized as "at-risk." One or two teachers, several teacher's aides, teen tutors, and senior citizen mentors staffed programs. All instructional staff and most of the supervising site coordinators were district personnel. Since 1998, a district-appointed administrator has coordinated the management of all after school programs.

During the 2002-2003 school year, in an effort to promote improved performance on

standardized tests, the district introduced a new program model. Concurrently, Youth at Risk funding diminished to just two sites. The new district model also targeted 50 students per site. The target population, however, consisted of students whose standardized test scores fell just short of the New York State required proficiency, level three. Four certified teachers and one teaching assistant staffed each program. The daily program schedule included 45 minutes to an hour of direct, basic skills instruction in English/Language Arts and Mathematics, followed by enrichment activities to reinforce the skills taught, and homework assistance. Similar programs of a slightly larger scale were initiated at the two middle schools as well.

The objective of future extended day programming is to expand on the past offerings and:

- Facilitate inclusion of many more students into the new program model;
- Increase curriculum input from experts outside the school;
- Facilitate increased planning and collaboration time for instructional staff;
- Embellish existing curriculum to include more constructive and interdisciplinary instructional opportunities;
- Attract the best qualified instructional staff; and
- Reduce the staff/student ratios.

Structure of Project Management: The Project Director, who reports to the Assistant Superintendent For Instruction & Curriculum, will coordinate the overall project. Institute students in each building will be divided into units of 50 students. A teacher who will serve as a Site Coordinator will be in charge of the daily operation in that unit, and will report to the Project Director. Three other teachers will be responsible for core instruction, with an additional teacher present to facilitate rotating staff collaboration, planning, and consultation opportunities with parents and CBO's. Each unit will have a TA to work with students and teachers. The Project Director will meet regularly with Site Coordinators and participating Community Agencies, will

coordinate the work of the Institute Planning Board, supervise and evaluate staff, and ensure communication with parents. The Project Director will interface with the Project Evaluator to ensure evaluative as well as State and local reporting of activities and results. The Project Director will work with the Site Coordinators to ensure an appropriate student selection process and schedule. The Project Director will also serve as the liaison between the Institute and Private Schools sending students. The Museum Program Coordinator will organize, under the direction of the Project Director, the enrichment activities in the second half of the Institute day.

Ongoing Professional Development: The district has a long history of providing effective staff development and in-service programming. Through the district's Middletown Teacher Center and Office of Curriculum and Instruction, extensive workshops, superintendent conference days, and in-service programs are offered every year. This expertise will be used to develop targeted staff development to meet assessed needs of Institute Staff. District staff, outside consultants, and participating community based organizations will provide the training. Staff will be provided with one day of training and orientation at the beginning of the program and will participate in ongoing training during superintendent conference days. Planning time for staff will be provided. Periodically, this planning time will be used for in-service needs. The district also has an ongoing Mentor Program. Should teachers in the Mentor Program volunteer to be Institute Staff, they will be able to tap the expertise of their Mentor in creative lesson planning and student management.

4) Adequacy of Resources:

The Enlarged City School District of Middletown is committed to the long term success and continuation of the Institute Project. To that end, in the first two years it will be combining and coordinating other state and local resources to supplement the 21st CCLC budget. In year one, \$74,681 will be added, and in year two, containing the first Summer Institute, \$167,101 will be added. Besides local funds, Extended School Day/School Violence Prevention, Title I, Title IV,

and ESL Bilingual funds will be used and coordinated. Older, less effective after school and summer programs will be merged into the Institute to service more students more effectively.

The district is committed to continue this supplemental funding in future years and to find funds for this program after 2008. The Institute Planning Board, its community liaison members, district administrators, and school board members will address this issue over the next 24 months.

All current resources in each of the four buildings will be available to Institute staff and students. This includes computer labs, auditoriums, gymnasiums, cafeterias, libraries, special classrooms, i.e., science labs, home and career kitchens, art rooms, music rooms, and equipment, i.e., AV, sporting goods, computer software, textbooks, etc. District personnel, such as Food Service Director and staff, District Safety Officer, Counseling Staff, Teacher Center Director, Assistant Superintendent for Instruction & Curriculum, etc., are available at no cost to the Institute.

All personnel remuneration and benefits are consistent with district contracts and agreements and past practices or state approved rates and guidelines.

5) Project Evaluation:

Achievement of both the process and outcomes of the Institute will be evaluated by Lisa Lieberman, Ph.D., an external, independent evaluator with over 20 years of experience in health and education program evaluations in schools, governmental agencies (including health departments), and CBO's. Evaluation will be used to monitor and adjust the program as the stakeholders deem appropriate and to measure identified program objectives. The absolute outcome priority is for students to meet and exceed state standards. To that end, the evaluation will be designed to assure that such data can be accessed easily by the evaluator and that those data can be linked to program attendance data and teacher-generated reports of student behaviors. Information collected will be reviewed by staff and the Institute Planning Board to measure progress and serve as a basis for making program modifications and determining success. Formal evaluation reports will be

generated annually and presented to the state and district administration. They will be available to the public, presented at open School Board Meetings, and reported on the district's public access TV station, which is widely viewed by the community.

Formal and informal communications amongst the Project Director, Project Evaluator, Institute Staff, students, and parents will happen on a regular basis to allow fine tuning of the program throughout the year. This continuous improvement, management, and evaluation model⁹ allows for modifications during the program, rather than solely pre/post test evaluation procedures that cause changes to be made only at the end of set blocks of time.

Individual-level data for students will include report cards, standardized test scores, and teacher evaluations to determine achievement of the specified academic and behavioral performance measures. The Middletown Schools' participation as a pilot site of the state's new computerized data system will facilitate the evaluator's ability to monitor academic performance of the students who participate in the Institute. In addition, the evaluator will work with the district and with teachers to devise a system of behavioral reporting by teachers about specific students. Although a formal comparison group is not planned, the district's computerized systems will allow a comparison between those students who participate regularly, with students who do not participate regularly, and with other students in the schools who are not part of the program at all controlling for age, gender, and other variables.

In addition to school records and teacher-generated data, the Institute will maintain attendance records which will be linked to student data to assess students' regular participation in the program, to ultimately allow analysis of what levels of program participation are necessary to achieve the desired outcomes. The evaluator will also develop survey instruments, with the

⁹ Pane, et.al., *A Guide to Continuous Improvement Management for 21st Century Community Learning Centers*.

assistance of project staff, and selected parents and students in order to provide feedback on their perceived needs and their satisfaction with various aspects of the Institute.

Parent and staff in-service workshops will be evaluated with pre and post-test questionnaires of selected skills and attitudes, as appropriate for each training session. Parents or guardians will be asked to complete a survey on a schedule to be determined by the evaluator, staff, and parent advisors. Students will also complete surveys regarding their experiences in the Institute, similarly designed by the evaluator, with input from staff, parents, and students. At the end of the school year (or at the end of the semester, to be determined), the evaluator will conduct focus groups of students, parents, and classroom teachers to provide additional qualitative data to describe or explain the outcomes, and to provide suggestions for program improvement. The sources of evaluation data are summarized in the chart below:

Type of process or outcome variable	Type of measure
Students Academic performance	Computerized school records, including test scores, and school attendance.
Student behaviors in school	Teacher-generated assessments.
Student behaviors in the program	Institute staff-generated progress reports.
Program attendance	Institute attendance records.
Parent attitudes, skills, and assessment of the program	Written surveys of parents, pre and post for individual workshops, end of school year. Focus groups of parents at end of school year.
Staff attitudes, skills, and assessment of the program	Written surveys of staff, pre and post for staff in-service training, and at end of school year. Focus group of Institute staff at end of year. Focus groups of classroom teachers at end of school year.

The Project Evaluator will develop specific procedures for data collection. Data will be analyzed using SPSS (statistical package for the social sciences) to determine significance (chi-squares or t-tests, as appropriate) of pretest to post-test changes and to determine the percent of change in test scores and other variables from before and after program participation and as compared with students who are not program participants.

The Project Evaluator will submit a formal annual report. A formal presentation of that report to Institute staff, district personnel, and interested parents will be made by the evaluator subsequent to the report submission. Consistent with the continuous improvement, management, and evaluation model, informal presentation of data will be provided to Institute staff and other interested individuals throughout the program year, with at least quarterly update reports generated by the evaluator, including progress to date, and recommendations for potential program modifications.

Connection to 21st Century Community Learning Centers Performance Indicators:

All goals, requirements, and performance indicators of 21st Century Community Learning Centers have been carefully integrated into the Extended Day and Summer Institute design:

Academic Achievement – Measurable student academic gains are anticipated as a result of 1) constructive learning opportunities combined with additional time on task and low student/teacher ratios; 2) opportunities for teachers to hone their skills through collaboration with outside expertise.

Behavior – Research indicates¹⁰ that students engaged in meaningful intellectual, artistic, and recreational pursuits and who are involved in activities with caring adults are *less likely* to act out, participate in vandalism at school, juvenile delinquency, and violent victimization.

Core Educational Services – Reading, literacy, and mathematics tutoring will be provided through 1) basic skills instruction for one extra period per day for participating students, focused on literacy, numeracy, and problem solving skills, by highly qualified certified teachers; and 2) academic enrichment activities for one period per day encouraging interdisciplinary problem solving.

Enrichment and Support Activities – A wide range of enrichment and support activities will be offered every day during the second hour of the Institute. Some of these activities will be short or

¹⁰ US Dept. of Education, *Working for Children and Families: Safe and Smart After-School Programs*, page 10.

one-time programs, others will be clubs that meet on a regular basis. These activities will support youth development and reinforce skills in math and language arts. They will include interactive fun projects, including field trips, in health, science, art, music, drama, physical fitness, technology, career awareness, etc. They will be offered based on assessing the needs and interests of students.

Community Involvement – CBO's are eager to facilitate cooperation with the Institute through 1) planning, design, and continuous utilization of the Interactive Museum facility to showcase and inspire student achievement; 2) utilization of Interactive Museum as a catalyst to developing other partnerships within the community; and 3) the districts ongoing collaborative relationship with the Middletown Literacy Volunteers of America to provide services to Institute's adults.

Services to Parents and Community – Educational services to adults of families sending children to the Institute is an integral part of insuring student success. When parents have the skills to support their children in schools and are involved, there is a higher chance for student success.¹¹

Extended hours - Programs will run after the close of the school day and during July and August.

6) Bibliography:

de Kanter, Rebecca, et.al., *21st Century Community Learning Centers: Providing Quality Afterschool Learning Opportunities for America's Families*, Washington, DC: U.S. Department of Education, September 2000.

Marine Corps League, *Young Marine Guide*, Washington, DC: Young Marine National Headquarters, 1998.

Office of Educational Research and Improvement, *Bringing Education To After-School Programs*, Washington, DC: U.S. Department of Education, (http://www.ed.gov/pubs/After_School_Programs/Title.html), Summer 1999.

Pane, Natalie, et.al., *A Guide to Continuous Improvement Management For 21st Century Community Learning Centers*, Washington, DC: US Dept. of Education, Feb. 1999.

US Department of Education and US Department of Justice, *Working for Children and Families: Safe and Smart After-School Programs*, Washington, DC: US Government Printing Office, 2000.

¹¹ *Bringing Education To After-School Programs*, Parent Involvement in After-School Programs, Pages 1-5.

Memorandum of Understanding

The Enlarged City School District of Middletown and The Interactive Museum and Middletown
(Name of School)

Literacy Volunteers of America
(Name(s) of Partnering Agencies)

agree to assume and perform the following roles and responsibilities in the administration of the 21st Century Community Learning Centers program during the 2003-2004 school year. The goal of this program is to provide a 21st CCLC program of the highest quality for the participating students.

The MOU is comprised of three sections:

- Joint Responsibilities of the School and Partnering Agencies
- Responsibilities of the Partnering Agencies
- Responsibilities of the School

I. Joint Responsibilities of the School and Partnering Agencies

1. Ensure that all procedures and regulations for health, fire, safety, pick-ups, parent consents, transportation, field trips, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards.
2. Structure and facilitate meaningful communication between the school staff and the 21st CCLC program. Provide on-going opportunities for school staff and 21st CCLC staff to plan, coordinate, and integrate curricular areas with after-school activities.
3. Hold regularly scheduled meetings between the staff of the partnering agencies and school principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21st CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development, and other issues of program evaluation.
4. Develop mechanisms and opportunities to communicate on a regular basis with both the Parents' Association and the family members of the program's students, including information regarding the after-school program that is accessible in a public space.
5. Recruit, select, and enroll student participants in the 21st CCLC program and disseminate procedural information widely.

II. Responsibilities of the Partnering Agencies

1. Communicate and provide information to the school about the 21st Century CCLC program through scheduled meetings.

2. Recruit, hire, and train all program staff in cooperation with the school. The school principal and/or his/her designee will participate in the selection of the full time person responsible for the program.
3. Manage the day-to-day operations of the program and notify the school of any problems, issues, and concerns in a timely fashion.
4. Track student enrollment and attendance and provide that information to the school on at least a monthly basis.
5. Invite designated school staff to attend after-school staff meetings.
6. Attend school staff meetings as determined by the school principal.
7. Make staff available for in-service training throughout the school year and arrange for appropriate substitute coverage.
8. Work cooperatively with the research and evaluation component of the 21st CCLC program.
9. Ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program clean. Equipment will be inventoried and labeled.
10. Ensure that all applicable local and state requirements for staff clearances are met.
11. Develop protocol for emergency notification of parents and/or guardians.
12. Establish procedures for the safe-keeping and safe transport of children after program hours.
13. Ensure that there are staff on-site during program hours trained in first aid, CPR and medical emergencies.
14. Maintain appropriate insurance coverage.
15. Provide the lead 21st CCLC agency with all appropriate and requested financial information and reports in a timely fashion.

III. Responsibilities of the School

1. If the program is school based, assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space.
2. Supply adequate and appropriate storage space for the after-school program's materials and equipment.

4. Facilitate the provision of full custodial services at no cost.
5. Work cooperatively with the research and evaluation component of the 21st CCLC program. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain. In addition, test scores, grades, attendance, etc. will be provided with full protection of the rights of the students and within the regulations of the school system.
6. Identify and organize appropriate security for the after-school program.

Agreed on this day, _____, by
(Month/day/year)

The Interactive Museum
(Name of Partnering Agency)

(Signature of President of Board of Directors)

Middletown Literacy Volunteers of America
(Name of Partnering Agency)

(Signature of Executive Director)

The Enlarged City School District of Middletown
(Name of School District)

(Signature of District Superintendent)