

GEOGRAPHIC CONTEXT AND RURAL JUSTIFICATION

Geographic and Demographic Context. Gooding School District (GSD) is located in Gooding County in south central Idaho. The County was named for Frank R. Gooding, early mayor of the city of Gooding, later Governor of Idaho and U.S. Senator. Mountain men and fur traders trapped the Malad River extensively in the early 1800s. Settlers came to the rich agricultural lands of Gooding County in the 1860s. Gooding County covers 733 square miles and has a total population of 13,335. The City of Gooding has a population of about 3,000 with the remainder of the population in other small towns and settlements. GSD serves 1,387 students in 4 school sites. The student population is 83% Caucasian and 17% Hispanic with about 14% of the students needing English Speakers of Other Languages (ESOL) services.

Rural Justification. The National Center for Educational Statistics (NCES) assigns all schools and districts a “Locale Code” that classifies them on a Rural – Urban scale based on multiple demographic / geographic characteristics. The schools included in the GSD 21st Century Community Learning Center (21st CCLC) Project are rated by the NCES as rural with a “Small Town” Locale Code.

(1) NEED FOR THE PROJECT

As a rural school District, GSD shares many of the same concerns as rural districts across the United States. To identify local problems, needs, and gaps in services, a series of meetings were held with representatives from community organizations, businesses, government, and GSD staff. Six overarching local problems were identified. The problems are common to many rural areas across the country and include: 1) community isolation; 2) increasing numbers of at-risk families with increases in child abuse and neglect; 3) increasing risk of juvenile alcohol/ tobacco/ drug use; 4) increasing numbers of student at-risk for academic failure; 5) low per pupil expenditures; 6)

significant numbers of students and families that need ESOL services to fully participate in the educational and economic life of Gooding County; 7) access to health care for at-risk families.

The Problems Explained and Documented

The next section further explains and documents the 6 identified GSD problems/needs that will be addressed by the proposed GSD 21st CCLC Project.

#1: Community Isolation. Gooding is located 102 miles from the nearest metropolitan area (Boise, Idaho) and is located in an isolated, vast area of agricultural and national forest land. With a population of only 3,000 citizens, Gooding lacks the community-based infrastructure and recreational opportunities for our youth and families that exist in more populous areas.

#2: High Number of At-Risk Families. Gooding County has a many families with factors associated with high social risks. Individuals in rural areas have lower incomes, fewer job opportunities, and higher unemployment rates compared to metropolitan and suburban areas (Virginia Polytechnic Institute (1991). This is particularly true in Gooding County where 90% of employment is in the relatively low paying agricultural sector. Statewide, 16.5% of Idaho children live in poverty while Gooding County is higher at a rate of 19.8% (Source: Kids Count, 1999). Because of lower paying employment, both parents must work to support the family. This affects parents' ability to supervise their children adequately and it is during these unsupervised hours that children engage in inappropriate behaviors. According to the latest statistics, 69% of school-age children in Gooding County have both or their only parent in the workforce. Further, according to the latest Kids Count report, 47% of elementary student in Idaho are home alone for 2 hours/day after school.

From 1996 – 98 the County had a teen birth rate that was 62% above the Idaho rate (Source: Kids Count ,1999). Without additional support, these teen births almost inevitably lead to a cycle of

poverty that can last for generations. Also, according to Idaho County Health there were 196 substantiated cases of child abuse in the County in 1998 – a number that causes great concern.

#3: Juvenile Alcohol/Tobacco/Drug Use. In a study released in January, 2000, Columbia University’s Center on Addiction and Substance Abuse reported that the probability of drug use is higher in rural America than it is in urban centers. Further the study found that 8th graders in rural America are 104% more likely to use meth and 50% more likely to use cocaine. To help in planning, Gooding County conducted the Search Institute Assets Survey with its youth. The survey uncovered some disturbing trends. Table 1 presents information from the Gooding Area Assets Survey on teen perception on how easily they could obtain various illegal substances. This is a rough measure of drug availability and teen awareness of sources for illegal drugs. Unfortunately, it supports the reported national trend.

Grade	Easily Obtain Marijuana	Easily Obtain Cocaine	Easily Obtain Meth
6 th	25%	17%	11%
8 th	52%	44%	31%
10 th	85%	50%	54%
12 th	90%	59%	62%

Table 1. % of students reporting they can easily obtain marijuana/cocaine/meth.

Note that the percentages rise rapidly from 6th to 12th grade. The numbers support the perception of law enforcement staff in the area that drug availability and use is increasing. The numbers about meth are particularly disturbing. The GSD 21st CCLC Project would enable the community to be proactive to protect our youth before greater numbers experiment with and/or use drugs.

Table 2 below presents the percentage of teens reporting that they drink alcohol and smoke. Note the rapid increase from 6th grade to the upper grades. Educational intervention like that planned in the GSD 21st CCLC may stop this rapid increase.

Grade	% using alcohol	% smoking
6 th	10%	7%

8 th	26%	21%
10 th	48%	29%
12 th	42%	26%

Table 2. % of students drinking alcohol and smoking.

#4: Increasing Numbers of Students At-Risk for Academic Failure. It is widely acknowledged that rural areas have increasing numbers of students at-risk for academic failure. While many students in GSD are meeting stringent local and state standards, there is a significant and growing population that desperately needs the academic support services that 21st CCLC will provide. In GSD, the Iowa Tests of Basic Skills (ITBS) are given in grades 1 – 11. Table 3 presents the percentile scores. These scores indicate that students are performing well **below national standards** in critical literacy skills.

	Reading	Language	Math	Battery	National Average
3rd Grade	28	23	35	27	50
4th Grade	36	26	31	31	50
5th Grade	46	41	41	41	50
6th Grade	35	31	29	30	50
7th Grade	45	53	49	49	50
8th Grade	52	53	50	51	50
9th Grade	27	26	30	26	50
10th Grade	32	38	45	38	50
11th Grade	42	37	45	40	50

Table 3. ITBS percentile score of Gooding 3rd – 11th Graders in Critical Literacy Skills

STAR Reading Assessment Results. GSD gives the STAR reading assessment. Table 4 presents the percentage of GSD students 2 or more grade equivalents below grade level. This assessment also indicates that a significant percentage of students are performing well below expectations in reading.

Grade Levels	3rd – 5th	6th – 8th	9th – 11th
% students 2 or more levels below grade	18%	31%	27%

Table 4. % of students 2 or more levels below grade level on the STAR Reading Assessment.

Direct Math Assessment. GSD administers the Idaho Direct Math Assessment in grades 4 and 11. In 1999, 27% of the 4th graders and 51% of the 8th graders did not pass the test. These students could benefit from additional instructional time the GSD 21st CCLC could provide.

#5: Low Per-Pupil Expenditures. Another problem faced by Idaho schools is low per pupil expenditures. According to 1998 statistics, Idaho ranks 46th in the nation) in per pupil spending (National Center for Educational Statistics, 1998-99). For example, the national average per pupil expenditure was \$6,168 compared to a GSD average of \$4,194. This means that GSD funding per pupil is about 32% below the national average. The resulting financial stress makes it difficult for GSD to provide the extra services that our at-risk students need.

#6: Students and Families Needing ESOL Services. About 17% of Gooding County citizens are Hispanic. In GSD about 14% of our students need ESOL support. The percentage needing ESOL service in the adult population is about the same. In order to integrate into the community there is a need for these students, families, and adults to improve English language and literacy skills.

#7: Access to Basic Health Care Services. Because of the isolation and lower incomes, many families do not access health care. Supporting this need, Gooding County is higher in the rate of babies born without adequate prenatal care (7% for mothers and 9% for teen mothers).

Description of Project Schools

The proposed GSD 21st CCLC will serve 1,451 students and 1,500 community members in 4 school-based 21st CCLCs. Table 5 presents demographic information about Project schools. [Note: % F/R = % Free/Reduced Lunch]

<i>School</i>	<i>Grades</i>	<i>Enrolled</i>	<i>Title I Status</i>	<i>%ESOL</i>	<i>% F/R</i>
<i>Gooding Accelerated Learning Center/ GALC</i>	9 – 12	100	Schoolwide*	4%	90%*
<i>Gooding High School</i>	9 – 12	402	None	12%	40%
<i>Gooding Middle School</i>	6 – 7	290	None	14%	40%
<i>Gooding Elementary</i>	K – 5	560	Schoolwide*	20%	48%

*Table 5. Data on Project schools. (Source: GSD School Records) These schools were classified by the State of Idaho as Schoolwide Title I schools. *Next year the state will provide F/R Lunch for all students because of high need in this population of at-risk teens.*

Issues surrounding F/R Lunch in Rural Areas. An average of 54% of the students in GSD qualify for F/R Lunch. A perennial problem in GSD, and rural schools across the nation, is the tendency for significant percentages of families not to apply for these benefits. This situation is the result of cultural, religious, social, and political factors. While not definitively researched, the opinion of school staff is that the numbers would be from 15% – 20% higher in grades K – 6 and 20% – 30% higher in the upper grades (excepting GALC).

Partnerships Serve Students in the Community.

Through 3 unique partnerships, the GSD 21st CCLC will serve community-based populations. First, GSD 21st CCLC will serve 34 students in the Brown School with educational and recreational services. This school is an Idaho facility for juvenile sex offenders located in Gooding. Second, GSD will serve 65 6th grade students from Wendell School District located 10 miles from Gooding. The portion of the building that houses the Wendell 6th grade was recently condemned due to earthquake danger. The Wendell District will bus students to Gooding for classes in a Gooding City building and then students may stay after school to participate in the GSD 21st CCLC. Third, as requested by local parents of deaf/blind students, the GSD 21st CCLC will serve 15 students from the Idaho Schools for the Deaf and Blind located in Gooding. Two interpreters will be provided to assist the deaf students and other accommodations will be made as needed to serve these students.

(2) PROJECT DESIGN

GSD 21st CCLC Project Overview.

The following sections describe five central features of the GSD 21st CCLC. These features apply to all sites of the program with the exception of transportation at the Brown School which is a residential facility.

Access to and Use of Facilities. Facilities at the school sites will be open for use by the GSD 21st CCLC Program at the direction of the School Site Team

Access of Facilities/Programs for Persons with Disabilities. All facilities used in the Project are accessible and meet federal standards. All GSD 21st CCLC Programs will make needed accommodations for persons with disabilities. [Note: See GEPA statement.]

This includes libraries, computer labs, sports facilities, playgrounds, etc. **Schedule.** The GSD 21st CCLC Program will be open for a minimum for 30 hours per week (4 hrs/day, M – F) **before and after school hours.** Additionally, sites will run **an 8-week summer program for 8 hours per day.** The chart below presents a typical 21st CCLC schedule.

<i>Time</i>	Description of Activity	
3:00-3:30	Students check-in; receive and eat snack	
3:30-4:15	Activity 1	Activity 2
4:15-5:00	Tutoring Club	Homework Club
5:00-6:00	Activity 3	Activity 4
6:00–7:00	Open Recreation	
	Meetings of various Clubs / Groups	

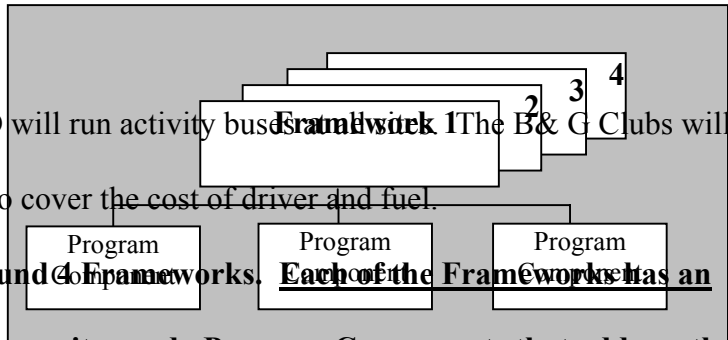
Afterschool Snacks. The GSD 21st CCLC Program will provide snacks for participants at each site. The snack program will be provisioned in two ways: 1) through federal after-school nutrition subsidies; and, 2) through donations from local businesses.

Transportation of Student Participants. GSD will run activity buses at all sites.

Program Overview

Transportation of Student Participants. JSD will run activity buses **at all sites.** The B & G Clubs will use X vans to transport students at rates set to cover the cost of driver and fuel.

The GSD 21st CCLC is organized around 4 Frameworks. Each of the Frameworks has an overall Goal that addresses an area of community need. Program Components that address the Framework Goal are included under each of the 4 Frameworks. Components will be drawn from



the existing curricula and/or locally developed and adapted. Each Table (6 – 9), presents the Framework Goal, Target Audience(s), Representative

Components, Component Activities, Expected Outcomes, and Measurable Indicators. Not all planned Program Components are listed.

Rather, the list exemplifies the types and quality of Program Components that will be included.

Table 6. Framework #1: Academic Support

Framework Goal	To create high aspirations; to assist students in meeting or exceeding national, state, and local educational standards.		
Examples of Components	Homework help, college preparation courses, tutoring, remediation, GED classes		
<i>Representative Component</i>	<i>Activities</i>	<i>Outcomes</i>	<i>Measurable Indicators</i>
College Prep Class Target Audience: Youth Ages 13-18	Teach college study skills, stress management, provide information on financial aid and career planning	50% of participants will: (1) demonstrate college level study skills. (2) make plans to attend college. (3) begin college the following year.	(1) Student surveys (2) Scores on College Entrance Exams (3) # students at college
Youth Summer School Ages 6-14	Provide extended instruction in Math and Reading in a more informal environment during the summer.	80% of participants will: (1) increase math and reading achievement scores	(4) ITBS Scores (5) ID Reading Inventory (6) Class Grades
Voyager Program Youth Ages 11-14	Remediate the writing, reading, and math skills for incoming 6 th , 7 th , and 8 th graders. Provides projects to enhance learning and stimulate student interest.	80% of participants will: (1) increase their academic achievement scores (2) be on grade level when they start school in the fall	(7) ITBS Scores (8) ID Reading Inventory (9) Writing Assessments (10) Teacher Observations
Tutoring/Homework Club Youth Ages 6 - 18	Offer tutoring and homework help after school Tuesdays through Thursdays.	80% of participants: (1) increase math/reading achievement (2) increase homework completion rates	(11) ITBS Scores (12) ID Reading Inventory (13) Class Grades (14) Homework Records
Media Center Extended and Summer Hours Youth Ages 5-18 Adults Ages 18 and up	Elementary/Middle school media center to be kept open 7 a.m. to 7 p.m. during the summer and school year. Technology classes for adults to be offered.	(3) Increased use of technology by patrons. (4) Attendance at classes by adults (5) Increase in technology skills	(15) Participant survey (16) Attendance rolls (17) Class-based assessments

Primary Community Needs Addressed: 1) Risk of academic failure; 2) Low expenditures by providing funds for increased instructional time; 3) Isolation by providing resources not now available in rural Idaho (library, tutoring, college preparation).

Table 7. Framework #2: Life Skills

Framework Goal	To help participants create aspirations for the future, providing opportunities for career exploration and educational enhancement. Help participants achieve and maintain healthy lifestyles and acquire a broad range of life skills.		
Examples of Components	Parenting classes, educational enhancement, career guidance, interest and career-based assessment, life skills, stress management.		
<i>Representative Components</i>	<i>Brief Overview of Activities</i>	<i>Outcomes</i>	<i>Measurable Indicators</i>
Design and Construction Class Youth Ages 13-18	Students use computers to design and build storage sheds. Focus on using math, physics and problem-solving skills to accomplish career-oriented tasks.	80% of participants will: (1) successfully complete a building project. (2) indicate enjoyment of the activity.	(1) Completed project to preset standards (2) Student opinion surveys
Parent Education Training Adults Ages 18 and up	Train parents to coach their child's academic and career development. Give parents knowledge of educational and occupational opportunities.	80% of participants will: (1) have more involvement in child's education. (2) show knowledge of different educational choices	(3) Parent opinion survey (4) Student opinion survey (5) Class tests
Individual Aptitude Testing Centers Youth Ages 15-18 Adults Ages 18 and up	Establish a testing center to provide career-related assessments. Serve youth and adults as they make education, career, or job changes.	(3) Permanent center established (4) School and community members will use the center.	(6) Attendance rolls
Parent Project Jr/Sr Adults 18 and up	For parents of children ages 5-10 (Jr) and adolescents (Sr). Parenting skills taught.	80% of participants will: (1) report better relations with children (2) increase parenting skill levels	(7) Parent survey (8) Parent Locus of Control Scale (9) Class-based assessments (10) Inventory of Parent-Adolescent Communication
Teen Guide to Choosing Success Youth Ages 13-17	Give adolescents the tools to deal with every day life. Six-week program on managing stress, dealing with conflicts, etc.	(3) Decreased numbers in juvenile justice system (4) Increased skill levels in anger management, etc.	(11) Case loads from Juvenile Justice (12) Class-based assessments (13) Student opinion surveys

Primary Community Needs Addressed: 1) Risk of academic failure; 2) At-risk families; 3) Juvenile Drug Use; 4) Isolation and Low GSD expenditures by providing programs not now available in rural areas as a result of funding shortfalls.

Table 8. Framework #3: Arts & Culture

Framework Goal	To enhance self-expression and creativity; to provide exposure to and develop skills in crafts and the visual, performing and literary arts		
Examples of Components	Crafts classes, scrapbooking, music classes, summer theatre programs, dance, photography club, chess club		
<i>Representative Components</i>	<i>Activities</i>	<i>Outcomes</i>	<i>Measurable Indicators</i>
Jazz Dance Class Youth Ages 12-18 Adults Ages 18 and up	Will teach the fundamentals of jazz dance	80% of participants will: (1) increase jazz dance skills. (2) report having a fun and enjoyable time.	(1) instructor observations (2) participant survey
Touring Theatre Company Youth Ages 13-18	Establish a touring theatre company. Students will learn all aspects of theatre production. Will have the opportunity to perform for other students and the community in the surrounding area.	80% of participants will: (1) increase theatre production skills. (2) participate in at least two productions. (3) report having a fun and enjoyable time.	(3) Instructor observation (4) Two theatre productions (5) Student opinion surveys
Summer Theatre Program Youth Ages 7-9	Will provide opportunities to attend plays and other productions during the summer and put on one production at the end of the summer	80% of participants will: (1) report increased interest in the arts. (2) report having a fun and enjoyable time. (3) increase art and drama knowledge (4) participate in one production.	(6) instructor observation (7) student opinion surveys (8) Theatre production
Photography Club All students and community	Use cameras to take and develop own photographs. Go on field trips to take pictures in different settings. Develop Web site to display work.	80% of participants will: (1) improve ability to take photographs and handle technology tools (2) display photographs on Web site	(9) Instructor observation (10) Web-site display
Chess Club Youth Ages 11 - 18	Learn rules and methods of chess. Organize a team. Schedule tournaments. Do fund raising to go to the National Scholastic Chess tournament in Las Vegas. Produce a film on how to play chess	80% of participants will: (1) understand the rules of chess (2) participate in tournaments (3) participate in the production of chess film (4) Go to National Scholastic Chess tournament	(11) club-based assessments (12) attendance rolls at tournaments (13) Chess film

Primary Community Needs Addressed: 1) Juvenile drug use by keeping youth engaged; 2) Academic risk by providing exciting schools activities; 3) Low GSD expenditures by providing programs not now available in rural areas as a result of funding shortfalls.

Table 9. Framework #4: Recreation

Framework Goal	Helps youth and adults achieve and maintain physical fitness, acquire a range of physical skills that can be beneficial throughout life. Provide opportunities for fun and constructive use of leisure time.		
Examples of Components	Team sports (e.g. basketball, softball, touch football), movie nights, party nights.		
<i>Representative Components</i>	<i>Activities</i>	<i>Outcomes</i>	<i>Measurable Indicators</i>
Recreational Activities All Youth Ages and the Community	Alternative activities for the community with emphasis on including at-risk youth. Movie nights, study groups, reading groups. Positive adult role models will work with students	(1) Participants will attend the activities. (2) Participants will report the activities are fun and enjoyable. (3) Decrease in engaging in “risky” activities	(1) Participant opinion surveys (2) Attendance rolls (3) Juvenile crime counts (4) ASSETS Survey
Recreation Brown School Students	Provide recreational, computer, and technology equipment. Provide after hours mentoring and recreational activities for group of high-risk adolescents.	(4) Students will attend the activities. (5) Students will report the activities are fun and enjoyable (6) Decrease in problem behaviors.	(5) Student opinion surveys (6) Attendance rolls (7) Brown School instructor observations (8) Brown School assessments

Primary Community Needs Addressed: 1) Juvenile drug use by keeping youth engaged; 2) Academic risk by providing exciting schools activities; 3) Low GSD expenditures by providing programs not now available in rural areas as a result of funding shortfalls.

Services for Students, Families, and Adults needing ESOL Instruction. Under the academic support framework, ESOL classes will be offered by the GSD 21st CCLC. The classes will be designed to meet needs as expressed by the ESOL population. The English Language Center in Logan, Utah will be contracted to provide consulting services on the design of these classes. Also, ESOL students and adults will be invited to join any of the 21st CCLC activities with accommodations made to support language needs. As much as possible, the GSD 21st CCLC will integrate these students into our regular activities.

Providing Health Care Needs of At-risk Families. The South Central Idaho Department of Health provides basic healthcare services to needy families in Gooding County. In partnership with the GSD 21st CCLC, the Department of Health will lengthen their hours of service. Families or individuals needing medical attention will be referred from the 21st CCLC sites.

Examples of GSD 21st CCLC Project Partners. Table 10 below presents **examples** (not all listed due to page limits) of Project Partners and linkages to other community organizations.

Partner	Description of Assistance Rendered
Gooding County Sheriff's Office	This agency will provide continued support in the form of a School resource office to work with students and educators.
University of Idaho-Cooperative Extension System	This office will offer technical assistance to after school service providers and provide curriculum, software and other aids to help get programs started.
Idaho Division of Vocational Rehabilitation	The IDVB will provide assistance to those seeking new careers and learning job-seeking skills. Technical assistance to administrators of the community learning centers will also be supplied.
South Central District Health Department	The health department will extend hours of service to accommodate needy families in the Gooding School District area.

Table 10. Examples of Project Partners and Project Linkages.

(3) ADEQUACY OF RESOURCES

GSD and Project Partners have adequate existing resources to support the 21st CCLC Project. The total match is valued at \$852,985. (See Matching Budgets and Letters of Support). GSD will open District gyms, computer labs, libraries, and media centers, classrooms, etc. to support the 21st CCLC (see letter from Superintendent). Also, GSD has an extensive volunteer program that averages about 500 volunteer hours each week. This indicates that the community will provide the human resources needed to make the GSD 21st CCLC a success.

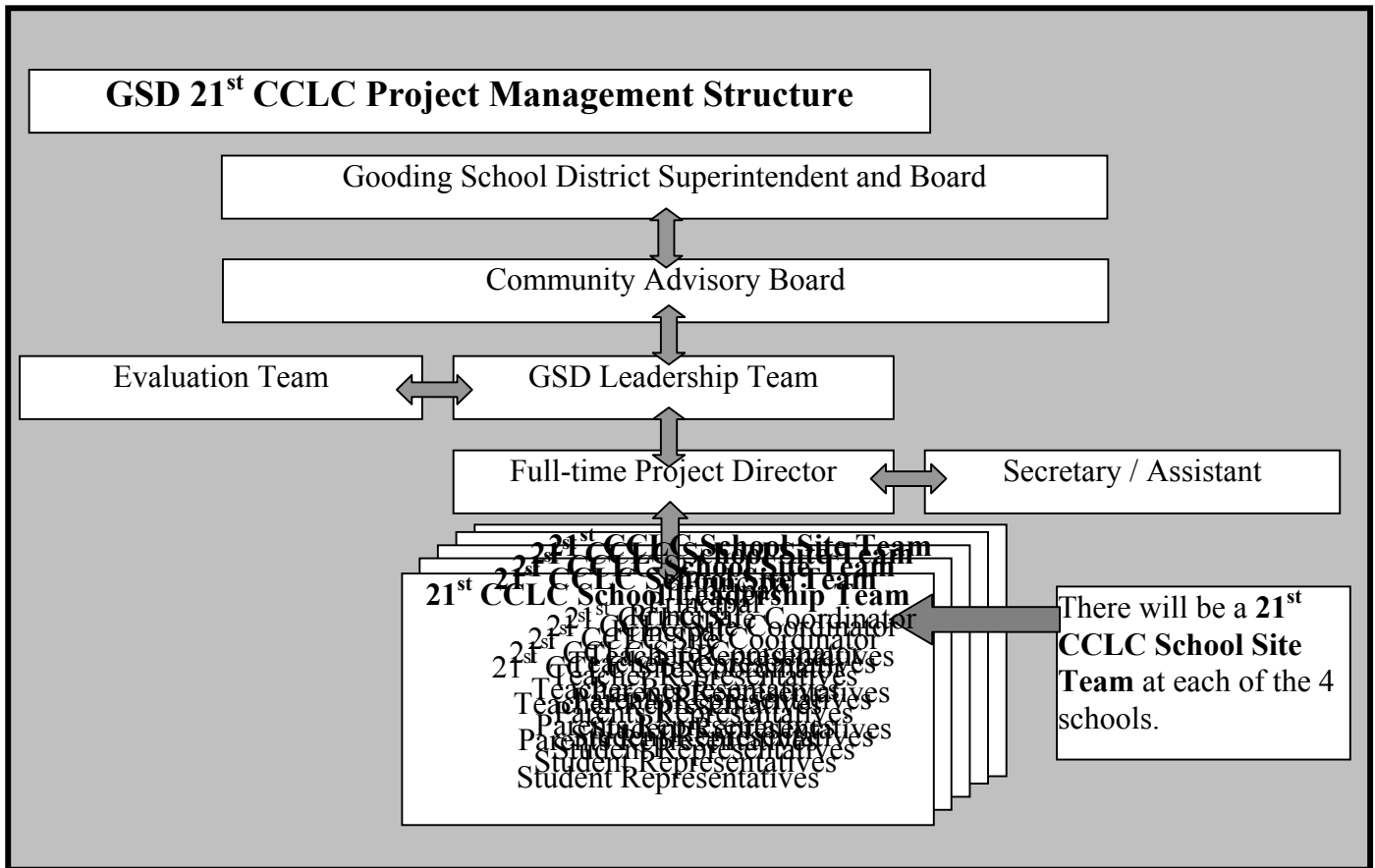
A Sobering Fact
 The cost per student per year of the GSD 21st CCLC is \$650. The average cost of incarcerating 1 young person per year is \$22,000 (Source: Idaho Juvenile Courts). GSD believes that requested federal costs

are reasonable in relation to the Project outcomes. There are 6 21st CCLC sites for an average of \$148,000 / site. This is slightly above the \$125,000 national average, but transportation costs in rural areas are high.

(4) MANAGEMENT PLAN

The GSD 21st CCLC Project has a strong management plan to assure that Project goals and objectives are met on time and within budget. The GSD 21st CCLC Management Plan is designed to seek input from and represent all community stakeholders. For example, the “Community Advisory Board” casts a wide net to give the Project community input from: a) community agencies and service providers that serve the Project population; b) local and state government; c) local business; d) community members; and e) students. The “School Leadership Team” empowers teachers, parents, and students with the right to shape the services provided by the GSD 21st CCLC.

The “Management Plan” Section is organized as follows: 1) The Organizational Chart presents the management structure; 2) Table 11 describes the roles and responsibilities of the management structure; 3) Project Visioning / Planning processes are explained; 4) Table 13 on page 15 presents the timeline of milestones for the first Project year.



Management Component	Description of Member(s)	Roles and Responsibilities
Community Advisory Board	15 people including GSD staff, CBOs, local government staff, community members, & students.	Represents the interests of broad, diverse community. Meets quarterly to review progress and participate in the Project “Visioning.”
GSD Leadership Team	The existing GSD Leadership Team consisting of principals, administrators, teachers, etc.	Oversees operations of the project. Work with the Project Director to help meet Project needs.
Project Director with Secretary / Assistant	A full-time director with all time devoted to the GSD 21 st CCLC Project.	Administers Project operations, develops resources to support goals and plan for Project sustainability.
Evaluation Team	Spectrum Consulting staff	See Section (5) Evaluation Plan on pages 16 – 19.
21st CCLC School Leadership Team	Principal, 21 st CCLC Site Coordinator, teacher, parent, and student representatives.	Assures that the CCLC Project integrates with the regular school program. Identifies and solves problems hindering implementation at the school site.

Table 11. Description of GSD 21st CCLC Management Roles and Responsibilities

Mott Foundation’s Visioning Process

The Mott Foundation is training 21st CCLC project staffs in a “Visioning/Action Planning Process.” The GSD 21st CCLC will use Mott’s Process to continuously monitor, plan, improve services, and build toward sustainability. Visioning/Action Planning will be carried out with each of the 6 Tracks listed in Table 12 and will occur at the initiation of the Project and every six months at each site. Each of the 6 Tracks and the Track’s Central Question is listed.

Planning Track	Central Question that drives the Action Planning Process for the Track
Management	Effective management is critical to a quality program and sustainability. How do we build toward appropriate and effective management?
Collaboration & Community Building	A 21 st CCLC Project built on community/school partnerships has a better chance of sustainability. How do we establish effective, functioning community/school partnerships?
Programming	The 21 st CCLC Project needs appropriate, research-based programming that meets participant needs. How do we implement effective programming?
Integration of K-12 & the 21st CCLC Project	Strong linkages between the 21 st CCLC Project increase impacts and outcomes and lead to sustainability. How do we establish linkages and integrate the K-12 program and the 21st CCLC?

Communication	Unless the 21 st CCLC communicates to its' audiences, implementation could be hampered and it has little chance of being sustained. How do we continually communicate the story of our 21st CCLC Project?
Evaluation	Evaluation informs the 21 st CCLC Project about progress in meeting intended outcomes. How do we effectively use evaluation to improve 21st CCLC Project services?

Table 12. The 6 Action Planning / Vision Tracks for Project Improvement / Sustainability.

First Year Project Timeline.

Table 13 presents the timeline for first year implementation. Project Milestones are listed to the left with arrows indicating initiation and completion dates.

Timeline/Implementation Schedule												
Milestones	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Hire Project Personnel	[Timeline bar from Jul to Apr]											
Evaluation Planning & Continuous Improvement Monitoring	[Timeline bar from Jul to Jun]											
Summer 2000 Programs	[Timeline bar from Jul to Aug]											
Expanded Health Care Services	[Timeline bar from Jul to Jun]											
Plan Program for Fall 2000	[Timeline bar from Jul to Aug]											
Purchase supplies and equipment for Fall 2000	[Timeline bar from Jul to Sept]											
Initial Training for 21 st CCLC Personnel	[Timeline bar from Jul to Aug]											
Publicize the GSD 21 st CCLC for Fall 2000	[Timeline bar from Jul to Sept]											
Fall 2000 Programming				[Timeline bar from Oct to Dec]								
Evaluate and adjust programs for Spring 2001					[Timeline bar from Nov to Dec]							
Spring 2001 Programming							[Timeline bar from Jan to May]					
Summer 2001 Programming												[Timeline bar in Jun]

Table 13. Project Timeline and Milestones.

(5) PROJECT EVALUATION

Designation / Qualifications of Project Evaluators.

Spectrum Consulting will be the collaborative evaluation team for the GSD 21st CCLC Project. Spectrum staff members and consultants hold Masters Degrees and Ph.D. s in Research and Evaluation Methodology, Statistics, Computer Information Systems, Developmental Psychology, and Educational Administration. Spectrum Consulting is currently providing services for 3 funded 21st CCLC Projects. Spectrum staff members have extensive experience in evaluation, measurement, strategic planning, educational administration, educational staff development, and public school teaching. This background makes Spectrum staff highly qualified to serve in their planned role.

Data Collection Design / Methodology

Overview of the Data Management Process. The GSD 21st CCLC Data Management Process consists of five steps: **1)** data collection; **2)** data entry; **3)** computer-based storage; **4)** computer-based statistical analysis; and, **5)** reporting.

Types of Data Collected. Data collection is based on the 4 Framework Goals, 21st CCLC Performance Indicators, Project Outcomes, and Measurable Indicators as delineated in the “Project Design” section (pages 6 – 12). Data collection is based on the Measurable Indicators columns in the Design section (pages 8 – 11). Planned data collection includes

<ul style="list-style-type: none">• Standardized Test Scores (ITBS)• School Grades• School attendance• Project activity attendance• Number and severity of disciplinary actions• Stakeholder and participant opinions about Project benefit and quality	<ul style="list-style-type: none">• Teacher opinions about Project effects on classroom performance, behavior, participation, grades, and homework completions, etc.• Outcomes for community members (jobs found, work skills gained, other skills gained, etc.)• Other data as requested or needed by Project Management
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Data collection methods and schedule. Data will be collected by 4 primary methods

summarized in Table 14 below according to the schedule listed.

Collection Method	Description of Data Collection	Data Collection Schedule
Interviews and Focus Groups	Interviews with Project personnel, students, family, and community members. Purpose is to assess: a) needs of individuals; b) how Project met needs; c) Project strengths and weaknesses; d) Project benefits; e) changes needed to better meet identified needs.	Beginning, middle, and end of Project activities. Held 4 times/year at each Project site.
Observation	Evaluators observe site activities using standard observational protocols.	8 times per year at each site.
Surveys	Surveys based upon information required for 21 st CCLC Annual Performance report and Indicators. Survey will follow up on issues from interviews and focus groups.	Surveys done 4 times/year per site.
Extant & Project Data	School and Project attendance, school grades, National & state test scores, discipline records, Safe School data, and other data as needed and available.	Data collected weekly or as it is available.

Table 14. Data Collection Methods.

Instrument Design. Spectrum Consulting, the Project evaluators, created 21st CCLC DATA TRACK™ based on their work with three currently funded 21st CCLC projects. 21st CCLC DATATRACK™ is an integrated data collection, database, data analysis and reporting system. Existing instruments that are part of 21st CCLC DATA TRACK™ will be used to collect Project data. Of course, instruments will be customized to fit Project needs. The 21st CCLC DATA TRACK™ system includes:

<ul style="list-style-type: none"> • Interview and focus group protocols • Observational protocols for site visits • Standard 21st CCLC surveys that can be customized to each Project site • Forms for site-based data collection • A database for storage and organization of Project data 	<ul style="list-style-type: none"> • Specifications for importing extant school data (grades, test scores, attendance, etc.) • Standardized 21st CCLC reports based on USDOE Annual Performance Report • On-demand custom 21st CCLC reports • Training about 21st CCLC data collection
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How Data will be Analyzed. The 21st CCLC DATATRACK™ uses appropriate statistical methods to analyze the data and produce reports. Examples of analyses and subsequent reports are:

<ul style="list-style-type: none"> • descriptive site summary reports • budget summaries • report on participant attendance • attendee survey results • teacher survey results 	<ul style="list-style-type: none"> • Project effects on students’ GPA, math grades, reading grades, achievement test scores, attendance, behavior • anecdotal reports of program’s effects • custom analyses and reports as requested
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When Data and Outcomes will be Available. Table 15 provides a listing of: a) available reports; b) a brief description of the reports; and c) a schedule of availability of the reports.

<i>Type of Report</i>	<i>Report Description / Availability of the Reports</i>
<i>On-Demand Reports</i>	Includes standard reports to track Project progress. Generated anytime .
<i>Monthly Reports</i>	Reports prepared monthly for the Executive Committee meetings . Information included in the reports will be requested by the Project Director and based on issues to be discussed.
<i>Quarterly Reports</i>	Reports based U.S. DOE Annual Performance information will be prepared quarterly for the Community Advisory Board meetings .
<i>U.S. DOE Annual Performance Report</i>	The U.S. DOE’s 21 st CCLC Annual Performance Report will be prepared each year for each Project site .
<i>Internet Reports</i>	Reports will be prepared and distributed on the 21 st CCLC Project Website based on the monthly, quarterly, and Annual Performance Reports. These reports available at any time on the Internet .

Table 15. Summary of 21st CCLC Reports and Schedule of Availability

Spectrum staff will prepare “user-friendly” reports for Advisory Board and Executive Committee meetings and attend meetings to explain GSD 21st CCLC Project data and outcomes.

Uses of Evaluation Information.

The information generated by the GSD 21st CCLC Project Evaluation will serve five uses as listed in Table 16.

<i>Purpose</i>	<i>Explanation</i>
<i>Project Management</i>	Monitors the routines of program operation. Tracks participant characteristics, programming, allocation of staff, costs, etc. Assists in making short-term corrections and planning for the future.
<i>Staying on Track</i>	Ensures that the Project stays focused on Goals, Objectives, and Outcomes. Collects in-depth qualitative data to increase understanding of Project service delivery successes and problems.
<i>Efficiency</i>	Streamlines service delivery, enhances coordination among Project sites and services, lowers the cost of services.

Accountability	Produces evidence of program effects for internal and external audiences. Provides evidence of cost-effectiveness of the Project.
Sustainability	Provides evidence to partners (i.e., school officials, school board members, government agencies, etc.) that the program is effective and merits continued expenditures of resources.

Table 16. Purposes of Project Evaluation

Using Evaluation Information in the 21st CCLC Visioning Process.

As described earlier in the Management Section of the Proposal, the GSD 21st CCLC project will implement the Mott Foundation’s Visioning Process. This process provides two critical tools: 1) a five-year vision to sustain the Project beyond the three years of federal funding; and, 2) practical Action Plans to keep the Project on track and focused on accomplishing overall goals and objective. The data supplied by the Project evaluation team will inform the GSD 21st CCLC Visioning Process.

Website Dissemination.

A GSD 21st CCLC Project Website will be maintained to disseminate Project information widely to all stakeholders. The Website will contain: a) a description of the Project; b) the Project evaluation plan; c) copies of the latest Project reports; d) a calendar of events; e) Project contact information; and, f) relevant Internet links.

ABSOLUTE PRIORITY

Overall, the GSD 21st CCLC meets the Secretary’s absolute priority by providing a comprehensive program that offers expanded learning opportunities and has components that address drug use and violence. Among the 13 services listed in the 21st CCLC RFP that the GSD 21st CCLC will address are: **1)** literacy education; **2)** integrated health, recreational and cultural programs; **3)** summer programs that include recreational components; **4)** nutrition programs; **5)** expanded library services; **6)** telecommunications and technology education for the entire community; **7)** parenting skills classes; **8)** GED classes; **9)** child care training classes; **10)** services for people who leave secondary school before graduating; **11)** services to individuals with disabilities.

COMPETITIVE PRIORITY 1

The GSD 21st CCLC directly addresses the Secretary's Competitive Priority #1. In the Project Design section on page 8, the "Academic Support" Framework includes 3 Components entitled Youth Summer School, Voyager, and the Tutoring/Homework Club. This 3 components will be implemented at all GSD 21st CCLC Project sites and will provide quality, researched-based programs for individualized tutoring, remediation and homework completion help targeted at improving academic performance and helping student meet state standards in reading and math.