

Part I: Executive Summary

The 21st Century Community Learning Center Grant is a critical funding opportunity for the Hanover School District 28 Junior –Senior High School. Critical because test scores are low, free and reduced lunch rates are astoundingly high, support at home is minimal and current resources are fiscally tapped. Critical because honest, urgent, academic and alternative programming need exists for the students and parents of this school district. Without the funding provided by the CCLC program, these critical needs won't be met.

Located in southern El Paso County between Colorado Springs and Pueblo, the school currently serves a population of 146 students, with bus routes covering 715 miles daily and an average school mobility rate of 73%. The ACT test, administered to 24 Grade 11 students in 2009, showed that only 4% of the students met all four ACT College Readiness Benchmark Scores. The majority of students attending the school come from families struggling financially, accounting for free and reduced lunch rates as high as 92%. A reality so harsh, that for 25 students, school is the only place they receive meals - ever. They have no food at home other than what is sent to them in the Care and Share Backpack program.

The students of the Hanover Jr. – Sr. High School live in an area that is rural beyond typical impressions of what constitutes a rural community. Why? There is no town, no local business district, no ballet or karate studios, no community ball fields, no hardware or grocery stores and no restaurants. What is there? There is a school that is committed to serving the students of this rural, economically depressed area with a dedicated staff, creative ideas, and the tenacity to weather the harsh realities faced daily by low income families, tight school budgets and limited resources. The school is the only community these students have and they are fortunate to have it.

What you will see in the following pages is an example of the exemplary commitment to students by the staff of the Hanover Jr. – Sr. High School. This staff called together a team to quickly put together a comprehensive grant program to serve the students and community over the next five years, offering remediation and programming that, without funding, would not be possible.

The application came at an opportune time for the school. A small core group of parents and community members recently formed the Parents' Action Group (PAG). This group had just conducted a survey of parent and community interest and available expertise in supporting the known needs of the staff and students in the district. This survey showed a small, but energetic, group of community members and parents willing to step up and help the staff at the school in providing what is currently non-existing programming for their kids. The only issue: lack of funding.

The 21st Century Community Learning Center grant would provide the Hanover Jr. – Sr. High School crucial, necessary funding to provide urgent remediation and opportunities for a future these students otherwise would not have.

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Part II – Narrative

Section A: Project Needs / Assessment

1 – Assessment of objective data establishing the need for academic enrichment and additional services

The Hanover Jr. – Sr. High School currently utilizes several tools for objective data collection from the students in order to drive educational goals and priorities for education. For the purposes of this grant, discussion will focus on Acuity, ACT, CSAP and Colorado Growth Model data.

Acuity

Acuity is used as a predictive tool to project CSAP performance in the areas of Language Arts and Math for grades 6 – 10. These predictors help illuminate target areas for remediation and focus for students in CSAP subject areas. Acuity tests are taken three times a year by using the three forms available in the program (A, B, C). Form A is given in September, Form B is given during a two week window from October Oct 30 – Nov 13 and Form C is given during second semester.

Scores are sorted into percentage scores predicting student performance in four levels: L1 = Unsatisfactory, L2 = Partially Proficient, L3 = Proficient and L4 = Advanced. The consolidated results from Form A, given in September 2009, show the following:

Note: See Appendix for full acuity report

Language Arts

	L1	L2	L3	L4
Average:	18.5%	31.5%	44.5%	5.25%

50% of the student population is predicated to score at Unsatisfactory or Partially Proficient in Language Arts

Math

	L1	L2	L3	L4
Average:	41.5%	45.5%	12%	1%

87% of the student population is predicted to score at Unsatisfactory or Partially Proficient in Math

ACT

The standardized ACT test is used to measure four core areas: reading, writing, math and science and is taken by grade 11. Results from the 2009 ACT District Profile Report shows that only 4% of the students met all four ACT College Readiness Benchmark Scores, as compared to 22% statewide. Scores for the school as compared to the state average in 2009 were as follows:

Note: See Appendix for full ACT report

Subject	Average School Score	Average State Score
English	18.5	20.1
Math	18.6	20.5
Reading	18.5	21.1
Science	19.7	20.8
Composite	19.0	20.8

CSAP

The CSAP is used to measure reading, writing and math for grades 6 - 12, with science being measured in grades 8 and 10.

Note: See Appendix for full CSAP report

Reading

	Unsatisfactory	Partially Proficient	Proficient	Advanced
Average:	13%	31.5%	54%	1.5%

44.5% of the student population scored Unsatisfactory or Partially Proficient in Reading

Writing

	Unsatisfactory	Partially Proficient	Proficient	Advanced
Average:	2.5%	48.75%	45.75%	3%

51.25% of the student population scored Unsatisfactory or Partially Proficient in Writing

Math

	Unsatisfactory	Partially Proficient	Proficient	Advanced
Average:	19.75%	52.75%	20.25%	7.5%

72.5% of the student population scored Unsatisfactory or Partially Proficient in Math

Science

	Unsatisfactory	Partially Proficient	Proficient	Advanced
Average:	37.5%	26.5%	36%	0%

64% of the student population scored Unsatisfactory or Partially Proficient in Science

The Colorado Growth Model is a new measurement from the State of Colorado measuring the percent at/above proficient vs. the median student growth percentile for the areas of reading, writing and math. Data from Hanover Jr. – Sr. High School showed that the school is scored in the Low Growth / Low Achievement percentile in all three areas tested.

Note: see appendix for full report

All of the test scores documented above show a consistent pattern of a high percentage of students scoring in the Unsatisfactory and Partially Proficient range. These scores, unfortunately translate into a low percentage of students that are college bound, much less prepared for a future beyond high school.

These scores substantiate the need for urgent remediation in the areas of reading, writing math and science for a large percentage of students at Hanover Jr. – Sr. High School. The current school day is already scheduled to maximum capacity for introducing material to students in these core subject areas. As additional time is not available in the school day, the need for after school remediation and focused tutoring is crucial for these students.

Due to the economic factors facing the majority of families, technology is not available in the home. Internet access is rare among families, much less computers. Sadly, without access to this technology after school, students are unable to access online help for schoolwork, review classroom or subject content areas as available in CD format textbook support materials, or complete basic research for school assignments. This technology deficit also impacts the families of these children. Parents do not have access to online job searches, resume creation, or basic technological literacy skills in order to increase their marketability in the workforce.

A critical and urgent need for these students is a sad, but startling reality. 17% (25 out of 146) of the students enrolled in the Hanover Jr. – Sr. High School only receive food at school, or in the backpacks sent home from Care and Share. Sadly, these same students are those struggling most in academic achievement. Multiple studies have been linked to nutrition and academic performance, making evident the need for providing nutrition as an integral component of after school programming for the students. This need reaches beyond the typical after school snack and instead justifies providing dinner to children who otherwise would not receive it. Hanover’s Food Service Manager believes so strongly in the need to provide this nutrition that she is willing to work in the evenings in order to provide dinner to the students enrolled in the after school programming. This is someone who is already working to provide breakfast and lunch, but is willing to put in the time in the evening to feed children. By utilizing the current kitchen configuration and expertise of the food service personnel, costs can be kept to a minimum: an average of \$2.05 per meal.

A statement from Sommer Lang, school counselor, magnifies the personal reality of the situation faced by students at Hanover Jr. – Sr. High School.

“As school counselor at Hanover District 28, I am daily surprised at the situations that many of the families are in. We have many families within our district who are considered homeless by the state’s definition. We have many families doubling-up (living with extended families or friends) and many students being raised by guardians other than their parents.

On occasion, I have had students share with me that the only time they eat is when they are at school. At this current time I have a family who has no running water at their home. The student was not only embarrassed about the condition of which their family was living, but also worried about how they were going to keep surviving under those conditions. This is a perfect example of a student that would benefit from and enjoy spending productive time in a safe environment after school.”

A survey was conducted among the students and of the 115 returned, 64 students (56%) indicated an interest in attending an after school program. 15 indicated they have other responsibilities during that time, and only 11 indicated no interest. This data speaks to the interest of students for additional programming after school hours.

Last, it’s important to understand another situation facing the students of the Hanover High School. There has been an ongoing discrepancy in the graduation requirements which has caused an urgent issue for students needing credits to graduate.

In 2001 the district adopted new requirements, and in 2006 the administration made additional changes to the requirements. As a result, students have been taking classes that coincide with both sets of requirements. In November 2009, the district will be adapting a universal set of graduation requirements, resulting in some students not having the appropriate credits for graduation.

The 21st CCLC grant would allow these students the opportunity to work toward recovering needed credits for graduation by offering a credit reclamation program. In essence, additional courses could be offered online, after school hours, with teacher assistance, to meet the missing graduation requirements.

2 – Identify specific gaps or weaknesses in current out of time services & how they will be addressed

No after school programs at this time:

Currently, there is no out of school programming offered for students at Hanover school. Academic need has been documented, and the student survey discussed previously shows the need for out of school programming. The proposed CCLC program will specifically address these needs by providing locations for remediation, programming and literacy center access.

Location of programming:

As discussed in the Executive Summary, the students of the Hanover Jr. – Sr. High School live in an area that is rural beyond typical impressions of what constitutes a rural community. The only existing infrastructure for after school programming is the school – it is the only community these children have.



This shows the location of the Hanover Jr. – Sr. High School Campus and surrounding area (rural)

As you can see from the Google Earth photos, there is no business infrastructure in the areas surrounding the school. There is no 7-Eleven nearby, or around the corner, for students to go to after school and get a snack. There is no YMCA or other building for them to walk or ride bikes for swimming, or to participate in clubs or other programs. What surrounds them is farmland, ranches and acres upon acres of open space.

Hanover District has two campuses – the original Hanover Campus (Pre-12th) and Prairie Heights Elementary (K-3rd). Hanover’s original campus (17050 S. Peyton Highway) is located among ranch, prairie, and multi-acreage properties 17 miles south of Highway 94 and about 15 miles southeast of Fountain. Hanover Campus has a Pre-5th elementary school, a 5-year-old Middle/High School facility (6th-12th), and a Pre-12th library/support services / administration building.

The library/ support services (transportation and maintenance) administration building is the proposed site for the majority of CCLC programming. This is for two primary reasons:

1. The facility is large enough to house all students in one location for programming, allowing better utilization and cost effectiveness of the staff providing the remediation and programming to the students.
2. After being in the school all day, walking to the library/support services / administration building will be a welcome break and change of scenery for the children in the programming. They will not feel as those they are 'stuck in school for several more hours'.

Prairie Heights Elementary (7930 Indian Village Heights) is located within approx. a twenty five -minute drive south of Fountain among several rural housing developments situated west of I-25 that first began growing in the late 1990's. Prairie Heights Elementary consists of the two-year-old original masonry building and two recently added modular buildings. There are two classrooms currently available that would be utilized by the CCLC program for creating a literacy center and providing programming to students and families on Saturdays and Mondays – student programming will be phased in after year one, to address specific needs as surveyed.

The school recognizes the need for younger siblings to be cared for during programming hours for both students and parents. As a result, the school plans to provide babysitting services utilizing the PAG and some high school students looking to increase their community service / volunteer service hours for college applications and scholarships.



This map shows the rural location of the Hanover school and Prairie Heights Elementary School relative to other large cities in the area.

Technology:

Currently, technology is limited at the Hanover Jr. – Sr. High School and therefore is not available to be leveraged or utilized for the CCLC programming. As such, the grant program proposal includes purchase of Smart boards, projection devices, document cameras, classroom computing devices, laptops and vodcasting software and tools. These purchases will be for both locations, providing technology that is compatible and accessible for both sites.

This grant proposal also allocates funding for training the CCLC staff on how to utilize the technology appropriately. The technology purchased from TIG/Promethean will include training for the CCLC staff. The staff will also leverage free trainings, online resources and a train the trainer model whenever possible so that costs expended for training are maximized and shared across the system.

3 – Describe how parents, students and the community partners were engaged

Parents/Community Partners:

The timing of the CCLC grant application coincided beautifully with activities already underway at Hanover School District. A Parent Action Group (PAG) was recently formed, focusing on bringing parents in as partners with the district to join together to help build a better district for the future of their children, schools, and community.

One of the first activities undertaken by the PAG was to conduct a survey inquiring about areas where parents would be willing to assist the school and students. The response was very promising. Parents responded resoundingly, stepping up to assist in a variety of ways. These surveys align perfectly with the CCLC grant, showing parents are willing to assist with items including woodworking, gardening club, music programs, library volunteer, providing child care, cooking classes for kids and more. This team of parents are a tremendous asset for the school district, and this grant program specifically.

Dave Kinnischtzke, coordinator of the PAG has been instrumental in the grant program creation. He is part of the grant project team that has been working on this proposal. His primary role has been to link with a core group parents and other community members to incorporate their areas of interest, expertise, and support as ongoing sustainability components for this grant program. Once technology, training and remediation are in place, parents will be a key role in keeping this grant program going through the years. Specifically, the parents will help provide ongoing volunteer programming and will work to find financial partners and fundraise to keep the program intact.

Note: See attached appendix for survey results.

Administrative Team / Teachers / Staff

Hanover School District's Mission Statement, shown below, is indicative of the school's focus on creating partnerships between the school, parents, and the community. This CCLC grant program is the first giant step forward in creating a formalized partnership among the students, their families, the staff and school. What this program has to offer the students and families is unprecedented and critically needed. As such, the superintendent of schools saw the grant opportunity posted online and immediately pulled a team together to attend the training offered by CDE and begin work on creating a program that would be effective, strategic, relevant, and a solid use of grant funds for bettering the students of Hanover School District.

Hanover School District Mission Statement

The Hanover School District No. 28 shall strive to provide a safe environment, meaningful opportunities and innovative educational programs for all students so that they reach their learning potential, including that they meet or exceed state and district content standards, through partnerships between home, school and the community.

Section B: Quality of Project Design

1 - The goals and measurable. Objectives must be stated in SMART terminology.

5 Year Program SMART Goals:				
<u>Academic Achievement:</u>				
<ul style="list-style-type: none"> • By the year 2015, students taking the ACT will have a school composite score at or above the state average. • By the year 2015, a minimum of 10% of students taking the ACT will meet all four ACT College Readiness Benchmark Scores. 				
<u>Participation:</u>				
<ul style="list-style-type: none"> • By the year 2015, students engaged in the CCLC programming will be at a level of 75% mandated and 25% voluntary, as opposed to 95% mandated and 5% voluntary in year 1. 				
<u>Life preparedness:</u>				
<ul style="list-style-type: none"> • There will be a 50% total increase of Hanover 6-12 grade students from 2010 to 2015 that will be prepared for post-secondary career options, as measured by pre and post surveys that will be administered to these students at the beginning and end of every school year. 				
<u>Sustainability:</u>				
<ul style="list-style-type: none"> • By the year 2015, 50% of programming will be sustained without grant funding. 				
Year 1 Goals	Year 2 Goals	Year 3 Goals	Year 4 Goals	Year 5 Goals
<u>Academic Achievement:</u>				
<ul style="list-style-type: none"> • Students, having attended at least 6 months of consecutive programming, will increase their Acuity scores by 5% annually as compared to prior to CCLC programming, as measured by annual Acuity testing. • Tier III students will attend remediation/tutoring in the CCLC programming for at least 1 full year, at which time their test scores will improve such that they are no longer at the Tier III level. • Literacy center available at Prairie Heights will be utilized by at least 50% of parent/student population living nearby for literacy, programming and resources. 				
<u>Participation:</u>				
95% mandated	90% mandated	85% mandated	80% mandated	75% mandated
5% voluntary	10% voluntary	15% voluntary	20% voluntary	25% voluntary
<u>Life preparedness:</u>				
<ul style="list-style-type: none"> • 10% annual increase of Hanover 6-12 grade students that are prepared for post-secondary career options, as measured by pre and post surveys that will be administered to these students at the beginning and end of every school year. 				
<u>Sustainability:</u>				
The Hanover Parent Action Group (PAG) will create a sustainability plan specifically for income offset in order to continue at least 50% of the CCLC programming by the end of the grant program. Goals are: endowments from private business, participation fees as affordable and appropriate, PAG volunteers offsetting costs by volunteering their time to the program, and any other additional funding sources as determined.				

2 - The application presents a detailed program design:

a) Identify the categories of students (and, as applicable their families) the proposed program is designed to serve

Students in the CCLC programming will be mandated for the first year at a projected rate of 95%, with voluntary attendance at 5%. Mandated status will be determined by those students that are considered Tier 3 students by the Hanover School District. Tier 3 students may be placed in Tier 3 reading or math interventions if they meet any or all of the following:

- Score low Partially Proficient or Unsatisfactory on 2009 CSAP.
- Score below the 40th percentile on TOSCRF (Test of Silent Contextual Reading Fluency) given to students at the end of 08-09 school year.
- Low performance in prior classes based on teacher knowledge.
- Low performance on pre-test given to students at beginning of current school year.

Families of these, and any students, will be eligible to use the literacy center at the Prairie Heights location.

b) Describe the outreach activities that will be conducted to encourage participation

Outreach will be kept very simple for the first year, as kids will be mandated into the program. Communication, however, to the students and also their parents will be crucial so that they understand the benefits of the programming and how it will help the children be more successful in school, and also help them prepare for life after high school. This will be handled through mailings and personal contact with the parents through required meetings.

Hanover School District, having worked closely with these students for years, has strong belief that the students will participate in the programming for the following reasons:

1. They showed interest in the survey that was conducted.
2. They will be provided with incentives/rewards to celebrate their successes in the program
3. Many students need the additional course programming to finish their graduation requirements

In addition to students needing remediation, the programming offered in years 2 – 5 are of interest to 56% of students as shown the in survey. Surveys will be conducted annually to ensure that programming aligns with interests of the students, in addition to meeting the academic objectives of the program. This will provide an opportunity to reach all students, including those who test advanced. Hanover plans to use the resources of our highest achieving students and student leaders to assist their peers in this programming. This will benefit all students in the program and will truly create a community for the students.

c) Describe the specific academic and enrichment activities that will be implemented, including the number of hours of programming/week and weeks of programming/year to be provided during the regular school year and as applicable, during the summer break

Programming Focus to align with 5 Year Goals & Annual Goals:				
Year 1	Year 2	Year 3	Year 4	Year 5
<u>Academic Achievement:</u>				
<ul style="list-style-type: none"> Mandated remediation for all Tier III students 				
1) Curriculum purchases for: - Math - Reading - Writing 2) Purchase additional Odysseyware licenses 3) Targeted instruction implemented for individual students and student groups	Continue with utilization of purchases from Year 1, continue with targeted instruction from Year 1 plus add: Vodcasting available for all lectures / classes most significant to ACT testing areas.	Continue with utilization of purchases from Year 1, continue with targeted instruction from Year 1 plus add: Vodcasting available for all lectures / classes deemed necessary by administration and teachers as prioritized on a survey so that core classes are available for independent review / study at home using a laptop by students in CCLC programming.		
<u>Technology Purchases/Training to support academic achievement:</u>				
SMART boards for CCLC rooms Vodcasting software Video cameras for classrooms Laptops for students in CCLC program	Flash drives with Vodcasts loaded for students to take home and use on laptops for studying Professional development for Vodcasting and SMART boards = integration into curriculum / teaching during CCLC programming Additional technology purchases as needed, based on input from professional technology consultants. Training to support purchases required for successful implementation.			
<u>Participation:</u>				
<ul style="list-style-type: none"> Rewards for successful completion of every 4 week program during the school year, every 3 week program in the summer. Meals provided for all CCLC participants Transportation provided for CCLC participants Literacy center available at Prairie Heights 				
<u>Life preparedness:</u>		Enrichment Programming begins		
Year 1: Focus is on academic remediation, life preparedness focus begins in Year 2		<ul style="list-style-type: none"> Greenhouse project Financial literacy Music / Art Nutrition Science Other programs as supported by surveys 		
<u>Sustainability:</u>				
Parent Action Group creates and follows a specific timeline and outreach plan for fulfilling goals for sustainability. This group will meet at least once a quarter to track progress.				

Hanover School District is in session Tuesdays – Fridays from 8:00 to 4:00, providing time for programming & community resources on Mondays, after school Tuesday – Friday, and also on Saturdays.

The CCLC proposal being presented shows programming in two locations: at the Hanover School Library and at Prairie Heights Elementary School. This is an intentional response to demographic data collected during research of the CCLC grant program for Hanover school. Currently 88 of the Jr. – Sr. High students live nearby to the Prairie Heights Elementary school. The Hanover school campus is on average 20 miles away from these families and

students. Transportation is a major issue due to the rural environment. If the programming is only offered at the Hanover Jr. – Sr. High School, 60% of the student and family population would not have access to programming on Mondays and Saturdays.

The concept presented includes Monday and Saturday programming at two locations. The primary remedial programming will take place at the Hanover School, as one primary teacher will be hired to focus on remediation. Monday programming at the Hanover School location is primarily for athletes, as they are in sports practice Tuesday – Friday, and will therefore miss the weekly remediation offered at that time. Monday remediation will be scheduled from 12 – 4 with lunch provided for students beforehand, and Saturday remediation will be scheduled in two hour blocks that will alternate based on the current sports season.

Monday evenings and Saturday mornings a literacy center will be open to provide internet access, library materials and programming for students and families who live nearby. This would be the only local library and technology resource available to these families.

Classes will be offered in 4 week increments during the school year, and two 3-week increments in the summer. Total programming for the school year will be 32 weeks and will follow the school schedule for holiday breaks. Programming hours total 20 hours per week, exceeding the CDE requirement of 15 hours.

Academic remediation will focus on the areas of math, reading, writing and science for the first year. This remediation focus will continue through the remaining four years of programming, but will be supplemented by additional programming. The details of the additional programming will change annually, based on feedback received from students in annual surveys. There is, however, one program that is detailed and ready for implementation upon grant funding award.

Mr. Kwiatkowski (Mr. K) is a science teacher at the school who has been working on the concept of a greenhouse project for the students for the past year. Again, the timing for this grant program is excellent, as all initial project research has been completed and the next step required is funding. In overview, the greenhouse project will provide students with a systemic learning opportunity to create, run and manage a greenhouse. This opportunity will be run like a business, giving the students the chance to create a business plan, understand financials for inventory purchases, harvest and sales. In addition, they will be donating a portion of their harvest to the local food pantry, giving them an opportunity for giving to others, helping mold them into civic-minded young adults, willing to volunteer and help others. They will also use the food for culinary classes offered in years 2-5, learning canning, basic meal preparation, and correct food storage. These are skills that will carry with them throughout their lives. As the need for food is so prevalent in the Hanover area, the concept of a greenhouse is not only an ingenious, systemic academic opportunity, it is also a concept that will provide real, immediate and lasting benefit to the entire community of children and their parents.

One additional note to the programming that will be added in years 2-5; it is amazing what has been accomplished in only a short amount of time by the PAG and grant team working together for this CCLC application. The core volunteers in the community have come together with astounding ideas, willingness to serve, and the determination to do whatever it takes to make their school the best educational facility possible for the students of Hanover. Just imagine what they will do as they are funded. The missing piece will be put into the puzzle, giving these citizens a chance to impact the lives of the children they care so much for – a resounding success story is just waiting to happen.

Hanover School & Prairie Heights Programming Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hanover School	Lunch 11:30 – 12:00 Programming 12 – 4	Snack 4: 00 – 4:30 Programming 4:30 – 6:30 Dinner 6:30 – 7:00	Snack 4: 00 – 4:30 Programming 4:30 – 6:30 Dinner 6:30 – 7:00	Snack 4: 00 – 4:30 Programming 4:30 – 6:30 Dinner 6:30 – 7:00	Snack 4: 00 – 4:30 Programming 4:30 – 6:30 Dinner 6:30 – 7:00	2 hour block, hours will vary depending on sports season
Hanover School Hours:	4	2	2	2	2	2
Prairie Heights	Literary Center & Programming 6:00 – 9:00pm					Literary Center & Programming 9:00 – 12:00
Prairie Heights Hours:	3					3
Total Program Hours:	7	2	2	2	2	5

Programming Total: 20 hours/week (CDE minimum set at 15 hours / week)

Programming will occur for 32 weeks during the school year and six weeks in the summer.

d) Describe how the program will improve student achievement, including, if appropriate, scientifically based research

Multiple studies have been done indicating that the more time spent on a subject, taught by educators with successful strategies, the more successful a student will be. So rather than focus on studies that have been done over and over through the years, let's focus on the concept of 21st Century Classroom Technology and Teaching Methods.

In this era of computer technology, many innovations have been made which allow educators to take the art of teaching to a new level by engaging, actively, the students and thereby increasing their learning. The most compelling and interesting component the Hanover team is excited to incorporate is the Promethean ActivClassroom.

A highly respected educational research specialist, Dr. Robert Marzano, is in the midst of a multi-year study to determine the effectiveness of the Promethean ActivClassroom as a tool to help improve student achievement. The first phase took place in the Fall of 2008 and included 79 teachers from 50 schools from across the country. The results were astounding! "Evaluation Study of the Effects of Promethean ActivClassroom on Student Achievement" "found that students taught using the Promethean ActivClassroom achieved an average of 17 percentile points higher than students taught by the same teacher, teaching the same content, using traditional methods. An experienced teacher can expect even greater results."

A specific quote from Promethian report: *“I think the advent of this new technology that Promethean does so well, both with The ActivBoard and The ActivClassroom, will change the face of teaching in terms of how we interact with students and what we use as content. I think this technology will help add a whole new set of strategies that were never available before.” - Dr. Robert Marzano*

The Hanover team working on the CCLC grant will be purchasing the Promethean ActivClassroom technology and the most important component: the professional development to utilize the technology to its’ fullest extent. Coupled with the Accelerated Reader program from Renaissance Learning, Saxon Math, I Succeed Math, TAI – Classroom, and Wrap-ups, the potential for significant academic gains during remediation are ensured.

Today’s technology also allows the opportunity for online learning. The OdysseyWare online learning program allows licenses to be purchased to access multiple online courses. These courses, completed independently, with the guide of a facilitator, are the logical choice for the credit reclamation portion of the Hanover CCLC program. They are easy to implement, multiple courses are offered spreading the cost effectively, and they have already been used successfully at the Hanover school. New licenses would be purchased specifically for the purposes of the CCLC program, enabling students new opportunities for credit reclamation.

The article, *Lessons Learned*, from the website provided by CDE in researching the CCLC grant opportunity, <http://www.bayareapartnership.org/21cclc.htm>, discussed one program in California that employs retired high school teachers to conduct classes, taught “afterschool style”, which allows youth to retrieve lost credits. The BlairLEARNS afterschool program at **Blair High School** in Pasadena has been particularly successful in ensuring that students graduate. “Credit reclamation” classes are offered after school to students who need core curriculum credits in order to graduate. The program has been so successful that the school graduation rate was at 92% in June 2005—the highest it has been in 20 years. In fact, 30% of graduates at Blair High School were able to graduate only because of the credit reclamation program.

e) Describe how the facility in which the program will be housed is safe and accessible.

The facilities planned for the CCLC program are part of the Hanover School District infrastructure. They are well maintained and are easily accessible as part of the school system. A new security system was recently installed at Prairie Heights, heightening the safety of that location.

f) Describe how students will travel safely to and from the center and home

Transportation for the students attending CCLC programming is a requirement, due to the rural location of the school. It is unreasonable to expect parents to drive and pick up students, as many of them do not return home from work until later in the evening.

Currently, the Hanover School District covers 715 miles daily for student bussing needs, including an activity bus that is used for transporting athletes home after sports practice in the evening. Current athlete loads run close to 40 athletes per day, depending on the sports season. Projected attendance for the CCLC programming is 50 students per day, making the combined student population needing to be transported home in the evenings 90

students during peak times. Based on these capacity projections, an additional bus will be required for the CCLC program as the largest bus available is a 77 passenger bus. Note: this capacity is reduced to 52 students when transporting middle/high school students, as they can only sit 2 to a seat for safety reasons.

Unfortunately, the Hanover School District does not have any additional busses that can be used, so the solution recommended in this grant application is for Hanover School District to lease a bus for the specific purpose of the CCLC programming. These lease payments would cover the cost of the bus, thereby not impacting the Hanover School District budget negatively. This bus would be used for the purpose of transporting students to and from the CCLC programming on Mondays and Saturdays, and home Tuesdays – Fridays. It would also serve as the CCLC activity bus, transporting students to any offsite enrichment or programming events.

g) Describe how the proposed program will coordinate with the student's school day program

The Hanover School District will be directly responsible for the academic remediation, credit reclamation and additional programming for the CCLC grant program. Therefore, the tied to the school curriculum is seamless. The teaching staff will share expertise from the CCLC program back to the classroom, and from the classroom to the CCLC program. Most important, for students, is the ability for consistent communication and understanding of the specific needs of students enrolled in the CCLC programming. The school counselor and entire teaching staff will embrace the success of the student from the beginning of their school day through the end of the after-school programming.

h) Describe how the proposed program will assure the quality of teachers, volunteers, and other

All staff will be interviewed, including volunteers, with job descriptions provided in advance. Background checks for volunteers and all personnel are standard procedure and will be followed for the CCLC program. The superintendent of schools will be incorporated into the review process for hiring/firing of any staff in the CCLC program, thus assuring that all staff meets the highest expectations, as are currently in place at Hanover School District. The opportunity for the new technology gains specific to the CCLC program will increase retention and professional development of the staff working in the program.

i) Describe how the applicant will encourage regular student attendance in the proposed 21st CCLC program and activities.

The encouragement of regular attendance for the CCLC program for Hanover students requires an understanding of who the students are, what challenges they face in their daily lives, and what could be provided to them that they otherwise would not have. It is in this understanding that a rewards structure has been established for the program. Rewards will be given at the conclusion of each session and will include recreational opportunities at the YMCA in Colorado Springs, in addition to other field trips around the state of Colorado.

The intent behind these rewards is to a) congratulate success of the remediation course and encourage success in the next course, and b) provide the students with an opportunity to visit locations that they otherwise may never be able to visit based on the financial limitations of their families. Rewards are also planned for significant gains in achievement scores on tests taken by students (such as CSAP, Acuity, etc.).

As well, the meals being provided and technology available to students will be significant motivators for the students to attend programming.

j) Describe how other federal, state and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources

The Hanover program will seek out a federally offered snack program (www.usda.gov/cnd) to help reduce costs and leverage resources. As well, scholarships for transportation to the zoo, museum, and other field trip locations will be utilized, again to leverage resources and costs wherever possible.

k) Describe the applicant's experience, or promise in providing educational and related activities that will enhance the academic performance, achievement and positive youth development of students

As the Hanover School District is running the program, expertise is readily available to provide educational and related activities that will enhance the academic performance, achievement and positive youth development of students. As well, any partners utilized for programming in years 2-5 will be held to the highest standard of proving their ability to succeed in the area of programming that they will be hired to help with.

l) Describe how the proposed 21st CCLC program and activities are aligned with the School Improvement Plan and/or the District Accreditation plan of the school(s) from which the center will draw students.

The remediation efforts tie directly into the School Improvement Plan for Hanover Jr. and Sr. High School 2009 – 2010 as outlined in Goal 1 below:

Goal 1: Hanover Junior and Senior High School will exhibit 100% proficiency in reading and math by 2013-2014.		
1. School or District Needs And Issues: (Refer to CSAP/ACT/data)	2. Objective(s)	
Data based upon 2007-2008 CSAP scores show that both the Junior and Senior High Schools are performing at an average level. The growth rate of the Junior High is High while the High School growth rate is Typical. While High School Juniors are scoring well on some of the ACT college readiness benchmarks, they are failing to achieve success in all four areas overall.	All students will achieve more than one year's growth in reading, writing and math as determined by CSAP and classroom performance indicators. Increase the number of students scoring in the proficient and advanced category annually by a minimum of five percent and decreasing the number of unsatisfactory and partially proficient by a minimum of five percent Increase the number of students achieving a mastery level (85%) by subject area and grade level	
3. Research-Based Strategies	4. Professional Development	5. Evaluation Plan
<ul style="list-style-type: none"> Continuation of involvement in the Secondary Literacy Project Expansion of the RtI testing and implementation process. Adoption of the ACUITY testing and monitoring program in reading and math Continue to utilize tutoring sessions and one on one instruction. Continuation of Success Maker for grades six through eight Expansion of core curriculum classes 	<ul style="list-style-type: none"> ACUITY instruction for staff Writing and implementing quality learning objectives in better alignment with state learning standards Continuation of RtI team development (strategies, interventions and implementation) Working with the Secondary Literacy Project coach 	<p>Student achievement and progress will be evaluated four times per year using ACUITY testing and CSAP data.</p> <p>Teachers will use classroom performance and quarterly grades to evaluate student progression and personal learning objectives</p>
6. Person(s) Responsible	7. Program And Resources Coordination	8. Funding Amount
All instructional staff School Administrator Literacy coach RtI team	District and school administration will continue to collaborate to leverage funds from local, state and federal sources	TBD

3 – The application describes the proposed collaboration of appropriate partners

The Hanover CCLC program will be partnering with the Parent Action Group (PAG), and the YMCA as consistent partners through all 5 years of programming. After the first year of remediation focus additional partners will be brought into the program in order to offer alternative programming for the students at the school. The current list of potential partners is as follows:

Taekwondo, Speed stacking, Destination Imagination, Culinary Arts Program, Culinary School in partnership with area restaurants headed up by Master Chef Victor W. Matthews CEO of Dean Paragon Culinary School, ROTC Program, and GIVE A KID A BACKPACK FOUNDATION.

Section C: Quality of Project Evaluation

1 – The proposed evaluation methods are thorough, feasible and appropriate

The Hanover CCLC program will address evaluations in three ways: 1) testing results of students participating the programming, and 2) surveys conducted pre-and post programming (parents, students, staff), and 3) external evaluator.

These tools will be utilized during the review and revise cycle in the program. In the detailed timeline for the project review and revise cycles are incorporate at a minimum of once every year. It is intended that these cycles will designate time to review quantitative test data and qualitative programming input. This data will be leveraged and rolled into ongoing improvements every year.

2 – The proposed evaluation addresses the impact of the 21st CCLC program on participants' academic achievement.

As stated in the SMART goals, there are specific measurements that students will measured against in their ongoing CSAP, Acuity Tier 3 and ACT testing. These data points will be available throughout the school year (Acuity and Tier 3) and at the end of every year (CSAP, ACT).

It will be easy to isolate the students involved in the CCLC programming in order to identify their specific academic gains, making the impact of the 21st CCLC program immediately evident at the end of the first year, and every year thereafter.

3 – The application defines how applicant will use the results of the evaluation to refine, improve and strengthen the program

As discussed previously, the review and revise cycle is built in systemically to the timeline of the project. These results will be available, upon request, by the school administration to anyone who wants to see them.

Section D: Quality of Management Plan

1 – The application clearly demonstrates the feasibility of the proposed project

a) Provide a project timeline

The project timeline, as shown below, is based on all tasks being coordinated by a program manager and on-site program coordinator. All tasks listed are their joint responsibility.

				YEAR 1	2010								
JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	
				Grant Award									
				<u>Planning & Preparation</u> CCLC Coordinator - hiring of personnel – purchase of technology – communication plan to parents and students – coordinate bus lease									
						Programming Begins	1st review / revise		2nd review / revise for summer		Summer programming mid June - end of July		
				YEAR 2									
Revisions for fall	12 Aug School												
		New programming/revisions in place for next school year by Sep. 1 - programming offered through May									Summer programming mid June - end of July		
			1st review / revise		2nd review / revise					3rd review / revise for summer			
YEARS 3 - 5 FOLLOW SAME TIMELINE AS YEAR 2													
PROGRAMMING: START 1ST WEEK IN SEPTEMBER & GO THROUGH MAY (32 WEEKS)													
SUMMER PROGRAMMING: MID-JUNE THROUGH JULY (6 WEEKS)													

b) Describe the extent to which the time commitments are appropriate and adequate

The key project personnel and partners have made the commitment to meet the necessary commitments of the program. Christine Fischer, the program coordinator, Barb Tellin, the on-site program coordinator and Dave K. of the PAG are 100% committed to the program and understand the necessity of making all deadlines.

The teaching staff for the remediation and programming will be hired and will be expected to honor all time commitments necessary for the program.

c) Describe the extent to which key staff demonstrate the ability to effectively and efficiently administer the program

Christine Fischer is a project manager with over 20 years of experience. Most of this experience was gained working for Hewlett-Packard Company, compiling international project management for projects scoped as high as \$20 million dollars.

Barb Tellin is a teacher at Hanover School District with a background in math and art. Her experience in understanding the needs of students and their individual strengths is one of her greatest assets. She has the proven ability to help manage the interactions between the staff and students for the CCLC program.

Christine and Barb, along with other members of the grant team have worked together collectively to create a program that is well thought out and thorough. Barb, as a teacher in the community, has a history and understanding of the community that will carry the program to success.

d) Describe how the proposed 21st CCLC program and activities are aligned with the School Improvement Plan and/or the District Accreditation plan of the school(s) from which the center will draw students

This question was addressed earlier in the application on page 16.

Section E: Adequacy of Resources and Budget

Provide a budget and budget narrative to demonstrate items 1 – 3. Provide narrative to respond to items 4 – 6. Address how:

1 – The costs of the proposed budget project (as presented in the attached budget and budget narrative) are reasonable and the budget sufficient, in relation to the objectives, design and scope of project activities.

2 – There is a clear relationship between the activities described in the application and the proposed allocation of grant funds

3 – The budget and the budget narrative adequately detail the proposed use of funds

Please see attached budget. All cost items tie directly to the SMART goals and annual areas of focus as discussed in the narrative on pages 9 and 11.

4 – The funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local or non-federal funds.

The CCLC programming will be accounted for separately and individually from other Hanover School District expenditures. All assets will be maintained in separate locations from the school classrooms, so cross-coverage of assets will not occur. There is no supplanting of any funds.

5 – The commitment of each partner to the successful implementation of the proposed project is relevant and demonstrated.

The commitment of each partner in the CCLC program for Hanover School District is significant, and all expenditures are reasonable and necessary as thoroughly documented in previous sections of the narrative.

6 – The application provides a preliminary plan for sustaining center activities through the term of the grant as grant funding decreases each year and at the end of the grant term.

The earlier narrative described in detail the commitment of the Parent Action Group in finding sustainability for the CCLC program. They have taken ownership for finding creative ways of sustaining at least 50% of the programming upon the end of the grant program. A significant portion of this will be by providing volunteers to assist with the programming. Also, it is important to notice in the budget that costs for infrastructure decrease significantly year to year. Once purchases for technology have been made, they only need minimal adjustments. As well, as the program continues, costs for program management also decline as it is natural to assume the workload will also decline as processes become systemic.