

Need For “The Learning Zone” Project

Our District/School

The Ocean View School District is a K-8 public school district, located in Northern Orange County, California, serving 9,914 students. The District has 4 middle schools, and 11 Elementary schools. Our school, Sun View Elementary, is a Title I school serving 483 culturally diverse K-5 students (42% Caucasian, 33% Hispanic/Latino, 25% Asian, and 10% other ethnicity's) the majority of whom are at risk of school failure. Although located in a county renown for its affluence, Sun View serves an area distinguished by car dealerships, strip malls, large apartment complexes and multiplexes just off a major interstate highway.

Student and Community Needs/Risk Factors

Data on student/community "Needs/Risk Factors" was gathered from a) existing annual: Federal, State, District and School surveys and reports; and b) new surveys conducted for the purposes of this grant. Annual data sources included: Title I, State CBEDS and STAR Assessment reports, School Improvement Program, Free/Reduced Lunch Program; police and social service agency records. New surveys included surveys of student, parents and non-parents needs. PTO and School Site Council for this grant.

Sun View Student Risk Factors

- **72% of our students are eligible for Title I services (educational, health, nutritional).**
- **41% of our students are transient on a yearly basis.**
- **(30%) 147 of our students live in 1 parent working families.**
- **55% of our students have no one at home between the hours of 2pm and 6pm, and have no teen or adult baby-sitter.**
- **4 times higher than the average Police service activity exists in our school attendance area. Our students are at risk of becoming victims, and in some cases been victims of molestation attempts, neighborhood gang activity, and “illegal drug” activity during afternoon hours in our neighborhood.**

- 60-65% of 2nd-5th grade students score below the 50th percentile in reading and math, and 35% score below the 25th percentile in reading and math on the California statewide SAT-9 standardized tests.
- 60% of our students, as identified by teachers and/or students themselves (on the “Foundations for Learning Survey), approximately have one or more of the “Foundations for Learning” characteristics (Poor Persistence, Low Academic Confidence, Disorganization, and Poor "Getting Along" Skills.) that lead to educational underachievement.
- 5% or fewer students participate in organized sports or scouting. Our students have no access to affordable after-school, Saturday morning, or summer, educational, health/nutrition/, social skill development programs, recreational, cultural awareness, fine arts, or technology exploration programs/services because of socioeconomic factors in our parent community. (The School has made 3 attempts to provide after school day care, but not enough parents could afford even the minimal costs to justify starting the program)

Community Risk Factors

- 100 % of our parents lack affordable/“free” after-school "care" programs for their children. Over 50% of our students, have no one at home between the hours of 2pm and 6pm, and have no teen or adult baby-sitter.
- 20% of our parents do not speak English.
- Average family income of our school is approximately 35% below the County wide average family income.
- There are limited accessible/affordable alcohol & drug avoidance programs, family mental health, or parenting programs in our school community area.
- The Adult literacy, Adult Ed., ESL and technology based vocational education programs that are available in the city are not affordable or accessible to our parents, (transportation problems).
- The Police Service Activity for our school attendance area is 4.3 times higher than the citywide average (3,867 calls a year in our school community, compared to the city average of 934 calls per school community).

Addressing Student and Community Needs

Student Needs

In order to reduce our student "risk factors", and promote student achievement and social success, we are seeking funds to implement our locally developed “**The Learning Zone**” Project. If funded, this grant will

allow us to 1) offer our students an extended school day/year "menu" of expanded "learning opportunities", in a safe, drug free, environment which will support and 2) encourage our student's efforts to improve their academic achievement and enhance their physical, mental, and social well being. **"The Learning Zone"** will provide "extended day" programs/services, daily after school, on Saturdays, and during the summer. **"The Learning Zone"** will provide our students with "a safe haven" to engage in organized/well supervised programs/services in the areas of:

- Literacy Education that will extend, enrich and remediate their educational progress, providing students with the foundations of learning skills (confidence, persistence, organization, "getting along") leading to improved academic achievement and emotional well being;
- Integrated health/nutrition/social skill development programs/services;
- Organized recreational/ fine arts/cultural awareness programs;
- Technology exploration in the areas of instructional television, telecommunications, and other computer based explorations connected to the regular school curriculum.

Community Needs

Based on the results of the 210 surveys returned, (see appendix for English version samples) parents and non-parent indicated interest in have workshops/seminars/trainings in every offering listed on the surveys. The highest requested program/service areas on the surveys were: *"How to Help Your Child with Homework"* (63 %) and *Effective Behavior Management"* (52 %). The highest requested program/services requested on the non-parent were: *Computer Training* (67%); *CPR/disaster Preparedness classes* (61 %), *ESL classes* (34 %), and *Vocational Ed.* (45%).

A menu of "adult" programs/services, will be offered to the local school community quarterly, and will provide programs/services at our school site, at minimal costs, or "free", to "fill the gap" between existing (but not local) non-affordable programs/services, and the community identified "needs/risk factors", These offerings will be in the areas of:

- Family physical/mental health services, and parent substance avoidance education
- Parenting Classes in basic parenting skill/effective child behavior management that will provide parents with the steps to take at home to support their children's achievement and emotional well being
- Adult literacy, Computer/Technology, Vocational Training, and ESL classes

Need Areas Addressed/Likely Program Impacts

Areas Addressed

“**The Learning Zone**” Project, our 21st Century CCLC program, addresses the above identified "risk factors", needs and gaps in services in 8 of the 13 program/service areas as prescribed by authorizing legislation. These areas are:

1. Literacy education programs
2. Integrated education, health, social service, recreational, or cultural programs
3. Summer and weekend school in conjunction with recreation
4. Nutrition and health programs
5. Expanded library hours to serve community needs
6. Telecommunication and technology education for people of all ages
7. Parenting skills education
8. Employment counseling, training and placement

Likely Impact of “The Learning Zone” Programs/Services

Administrative Impacts

The broad impact of “**The Learning Zone**” Project is that its anticipated successes of this project will build and sustain a “bandwagon of achievements” that will change our students forever and attract additional future funding opportunities which will allow us to (1) increasing the scope and/or number of students/adults being served year to year; and (2) extend the project beyond the life of the Grant due to its overwhelmingly positive impact on students, parents and community. Through grant partnerships, the negatives of a gritty, urban location will be turned into positives as the business partner with us for our student and community’s success. The commitment on staff and in the community is so high that it is anticipated that our Project will serve as a model for similar “round the clock learning” schools in our city, county and state.

Student Impact

The State of California recently passed legislation enacting the "no social promotion" policies and procedures. Beginning in 1999-00, no student will be promoted to the next grade unless they pass standardized state SAT 9 testing in the areas of reading and math at yet to be determined “cut point”. This legislation will have significant impact on the students at Sun View as currently 35% read/compute below the 24thile.

“**The Learning Zone**” Project expects to increase the number of Sun View students meeting State promotional standards by supporting school efforts with the at home/after school component of learning through its wide array of programs/services to our students. “**The Learning Zone**” Project will not only provide students the academic support required for school success, but also foster the “mindset” that supports the foundations for learning (confidence, persistence, organization, and “getting along” skills) and encourage a balance between work and healthy play.

In addition to raising student academic achievement and meeting academic standards, “**The Learning Zone**” will provide student with a safe haven, and safe “learning” corridor that will raise their awareness and skill levels in non academic areas (Personal Health, Social Skill Development, Recreation (organized sports), Fine Arts, and Technology). “**The Learning Zone**” Project expects to open “windows of opportunity” for students to “Say No” to drug and alcohol abuse in their future, and to develop an enhance their multi-cultural awareness so they can utilize their academic, social, self-health attributes in order to achieve their potential and become a more effective, productive member of the 21st Century work force, and local community.

Adult Impact

“**The Learning Zone**” anticipates that each of the participating community members will experience an enhanced sense of “well being”, as the result of their newly acquired skills/strategies in Family physical/mental health, adult education, and/or parenting. It is anticipated that participation “**The Learning Zone**” project will cause Sun View School to become the needed educational, health and recreational “anchor” for our community.

Equal Access/Treatment

Equal access and treatment will be insured by:

- Ocean View School District (OVSD) an equal opportunity employer with a registered Affirmative Action Plan. The District adheres to all sections of the Civil Rights Act of 1964, including Titles VII and IX, section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990. In addition Governing Board Policies address sexual harassment and gender discrimination issues
- OVSD Board, policies also ensure that students will have equal access and treatment for minorities, the physically challenged, and non/limited English speakers, regardless of race, ethnicity or gender.

Additionally, “The Learning Zone” programs/services specifically meets competitive priority 1: ... projects that assist students to meet or exceed State and local standards in core academic subjects such as reading, mathematics or science, as appropriate to the needs of the participating children.

Quality of Project Design

Program Goals and Objectives

Goal 1

Provide students with a safe, healthy, drug free (environment) learning program, in a well supervised, learning environment, staffed by caring, competent and supportive adults. that will extend, enrich and remediate their identified academic/social needs, and fill existing gaps in services to children within our community.

Objectives

1. By, June 2000, as the result of attending the Educational Literacy Programs in “**The Learning Zone**”, student achievement will increase on average 20%, based on mean NCE score, on standardized tests as measured by the California (state wide) SAT-9 tests in (total) reading, and (total) math.
- 2 By, June 2000, and average of 150 students will be served on a daily basis in “**The Learning Zone**”, and will have attended a minimum of 8 programs offered in the areas of (1) Educational Literacy; (2) Integrated Health/Nutrition/Social Skill Development; (3) Recreational/ Cultural Awareness/ Fine Arts; and (4) Technology exploration, as measured by official logs.
3. By, June 2000 students in “**The Learning Zone**” will demonstrate significant improvement in the four foundations for achievement and emotional well-being (confidence, persistence, organization, and "getting along" skills) as measured by a pre-post “Foundations for Learning” survey, and observational data and anecdotal teacher records.

Goal 2

Provide parents, and community members with an afternoon/evening, Saturday Academy, and Summer Program that will address their identified "needs/risk factors", and fill existing programs/services gaps

Objectives

1. By, October, 1999 there a menu of program/services, will be in place listing scheduled evenings, Saturdays, and Summer offerings for parents and community, as measured by calendars of activities.
2. By, September 1, 2000, 75% of our parents will report positive increases in their parent role, and greater involvement in their children's education, and involvement in "school" community as the result of participation in "parent oriented" school site "**Learning Zone**" programs/services, as measured by pre-post evaluation surveys, and attendance records.
3. By, September 1, 2000, a minimum of 250 parent/non-parent community members will have participated in, and completed, a minimum of 1 program/service in the areas of family physical/mental health, adult literacy, computer/technology, vocational training, or ESL classes, as measured by official attendance logs.

Goal 3

Develop effective partnerships between the school and local community organizations, agencies, and private business/industry that will help address the identified student/community "risk factors", needs, and gaps in existing programs/services.

Objectives

1. By, Aug 1999 "**The Learning Zone**" Project leadership, and representative of project Collaborative Partners, will have met, as necessary, to develop, and put into place, linkages between the Collaborative Partner's program/services and "**The Learning Zone**" activities for students and parents as measured by "minutes" of these meetings.
2. By, October 1999, "**The Learning Zone**" Advisory Council will have been formed and will have schedule meetings, on a monthly basis, to evaluate on-going Project feedback, and adjust, programs/services as necessary to ensure compliance with the Project goals and objectives, as measured by "minutes" of these meetings.
3. By, September, 2000 more than 90% of the Collaborative Partnership developed at the beginning of the program year and/or over the course of the year will express a desire to be included in the on-going project for the next two years and a minimum of 8 new partnerships will be established and added for the next school year, as measured by "minutes" of these meetings.

“The Learning Zone” Program Description

“**The Learning Zone**” Project is designed to specifically address the “Risk Factors” and “Student/Parent Needs” identified and cited previous (page XX). This project includes age appropriate activities, in a variety of curriculum areas that address the physical, intellectual, and emotional needs of our students. “**The Learning Zone**” supports the classroom teacher by promoting student achievement in a stimulating, healthy and safe environment. “**The Learning Zone**” additionally supports adult community members by providing identified needed programs/services at an accessible location (the school site) at minimal or no cost to the adult participants.

Program “Goals and Objectives” address the “risk factors” and “needs” see page XX). The Learning Zone project is budgeted to daily serve approximately 150 students daily, and a minimum of 250 parent/non-parent community members over the course of the year, over each of the next 3 years.

Daily “**Learning Zone**” Student Programs/Services, will be conducted Monday through Friday from 2:00-6:00 PM. The Learning Zone” programs/services will be available in a “menu” form (see sample weekly “menu” on the next page) for all students, in all of the student program/service areas as outlined previously, and described in more detail below in the Student Activities section.

Saturday Academy Programs/Services are designed for up to 80 students, operating from 9-12 each Saturday including the Saturdays surrounding the Summer school program. The focus of the Saturday Academy is on educational achievement, extension and enrichment, along with technology exploration, organized recreational activities, and building family and community relations.

The Summer Programs/Services will be a 4 hours a day 5 days a week, 4 week, program for students, encompassing Educational Literacy, Integrated Health/Nutrition/Social Skill Development Programs, Recreational, and Technology exploration programs/services. It will be offered a different time than the District’s Summer program which is offered at one or two District schools and not at Sun,

Parent/Community Programs/Services During the school year, will be conducted, in the late afternoons, on scheduled weeknight evenings, and scheduled Saturday mornings. In the Summers, parent/community programs will be offered only during the normal summer program hours, and on the inclusive Saturdays.

Student/Adult Activities

Student Activities

In addition to the activities described below, students will be provided a daily “free” afternoon nutritional snack through the USDA Meal Supplement to the National School Lunch Program, known as the “Snack” program), and supervised recreation period for the first 30 minutes following the end of their scheduled school day.

Literacy Education Activities will be conducted by the Project Curriculum Director, regularly employed certificated teachers, Instructional Aides, and Collaborative Partner “contracted” staff, and Collaborative Partner volunteers, daily after school, at the Saturday Academy, and in the Summer School Program. Educational activities will occur at various age/grade level appropriate "clubs". The clubs will be the “Homework Club”, “Enrichment Club”, and “Tutoring Club”. The "club" structure is designed to foster students sense of "belonging to a nurturing group and development of a "vested interest" in the success of that club as the result of their individual effort. The "club experience" will be a unique opportunity for many students to learn and develop positive interactive social relationships outside of the normal “School day”. The “Homework Club” will be open to all students and will provide individual and/or small group basis assistance with student homework at all grade levels.

The “Enrichment Club” will provide individual and small group extension activities in the areas of math and science, in grades 1-5

The “Tutoring Club” will provide individual and small group tutoring for students in need of remediation in the areas of reading, writing, and math at all grade levels.

Integrated health/nutrition/social skill development programs, & Recreation/Fine Arts/Cultural Awareness

Integrated health/nutrition/social skill development programs, & Recreation/Fine Arts/Cultural Awareness programs will be among the student menu choices. Each of these programs/services will run for a

prescribed number of sessions. During the course of the year (weekdays, and at the Saturday Academy/Summer School) students will have the opportunity to participate in a minimum of 8 of these programs/services. Providers of these programs/services will be (for example): H.B. City Parks/Recreations "Youth Sports" Program, Orange County Health Department's CHDP Child Health and Disability Prevention program/, Discovery Science Center "Hands on Science" classes, and "Star Lab" Program, Long Beach State University's "You Can Do It" School/Home Achievement Program, and the South Coast Story Tellers," "Making Children Story Tellers" Program.

Technology Centers

Opportunities to use and apply technology will be integrated into project offerings as well as a "stand alone" opportunity. Technological exploration and use will Instructional Television programming, telecommunications, (CAI) Computer Assisted Instruction, and computer based curriculum extension activities using Sun View's school wide computer network. The activities in these centers will be connected to the regular school classroom computer based activities and projects by utilization of the same software and student files utilized during the regular school day.

Extended library services. The extended library hours will be, daily between the hours of 2-6 PM, and one evening (5PM-8PM, staffed by a Librarian) during the week. Also the library will be open during the Saturday Academies and during the summer program.

Adult Activities

Adults will be offered a "menu" of no/low cost programs/services. These will be in the areas of:

- Community based alcohol /drug avoidance programs
- Localized family mental health, and parenting programs
- Adult literacy, Adult Ed., ESL, and disaster preparedness programs
- Technology based (computer) vocational education programs
- Accessible basic health care services (exams, shots, CPR training, etc.)

A "menu" of program/service choices will be publicized to the community through a program/service brochure/registration form from which Parents/Non-parents can register for various workshops/seminars/training's. The registration forms will distributed quarterly. To save administrative and

mailing costs, brochure will be available in the office and distributed to our parents, having them distribute extra brochures to "interested" neighbors utilizing our existing "Non-Parent Information Tree".

The types of program/service conducted, and frequency of offering will be dictated by the response of the parent and non-parents in our local community, and only will be constrained by budget limits.

Collaborations

The following collaborations have been established to provide programs/services to both the student/adult components of “The Learning Zone” Project beyond that which is provided by “The Learning Zone” teaching staff. The collaborations are listed according to the appropriate program/service component in “The Learning Zone” Project.

Educational Literacy

- * Time Warner & TOC Instructional Television Programming
- * Project "SHARE" senior volunteers “Outreach” program in reading and math
- * Discovery Science Center "Outreach Hands on Science” Program"
- * Orange County Register in Education "Reading Realities" & "Jungle Phonics” programs
- * Orange County Volunteer Center "Outreach Program"
- * Ocean View School District (Project’s District)

Integrated Health/Nutrition/Social Skill Development

- * Orange County Department of Public Health
- * Project "PAL" (peer assisted leadership)
- * California State Long Beach Dept. of Education- "You Can Do It" Program
- * Orange County Register in Education "Random Acts of Kindness" newspaper program
- * USDA "TEAM" and “Snack” nutrition programs
- * Time Warner & TOC Instructional Television Programming
- * Ocean View School District (Project’s District)

Recreational/Fine Arts/Cultural Awareness

- * City of Huntington Beach Parks and Recreation “Youth Sports” Program
- * AYSO programs, and Huntington Beach Little League programs (existing programs)
- * PDN (Professional Dance Network) Dance and Baton Classes
- * South Coast Story Tellers Guild
- * Ocean View School District (Project’s District)

Technology Exploration

- * Discovery Science Center "Outreach Hands On Science” Program
- * Orange County Volunteer Center "Outreach” Program
- * Huntington Beach Union High School District Adult Education Program
- * Ocean View School District (Project's District)

Family Physical/Mental Health

- * Orange County Department of Public Health
- * Center for Creative Alternatives (individual & small group) Counseling Program
- * West Orange County Consortium of Special Education mental health workshops

Adult Education

- * Huntington Beach Union High School District Adult Education Program
- * Huntington Beach CERT (Community Emergency Response Team) Program
- * Orange County Register in Education "Reading Realities" Program
- * Huntington Beach Police department DARE Parent Substance Avoidance Program
- * Los Angeles County Education Department "Family Literacy" Program

Parenting Classes

- * Los Angeles County Education Department (PESA) Parent Expectations Support Student Achievement
- * Center for Creative Alternative Parenting Classes
- * West Orange County Consortium of Special Education Parenting Workshops
- * Time Warner and KOCE (TOC) Instruction Television Parenting Courses

Adequacy of Resources

Adequacy of Support

"The Learning Zone" project will serve 150 students on a daily basis, 80 students on Saturdays and 80-90 students in the Summers (based on an average staff/student ratio of between 1:10 and 1:13). In addition "The Learning Zone" will provide programs/services to a minimum of 250 parent/non-parent community members over the year.

No Cost Resources

"The Learning Zone" project will be have available, "at no cost", existing school site facilities/custodial services, and programs/services conducted by the Collaborative "Volunteer" Partners.

Facilities/Equipment

"The Learning Zone" Project student program/services will utilize 8 classrooms, the multipurpose room, and playground areas, and adjacent park at Sun View Elementary School. Occasional programs/services will be conducted at sites donated by local businesses (The school is within walking distance of a shopping mall, hotels, and restaurants).

There is an existing 56 station, "state of the art" network of "Pentium" computers throughout the school, (30 of which are in the rooms used for "The Learning Zone" activities). In addition there is available in each

room, normal classroom equipment/materials (overhead projectors, listening centers, TV/VCR's, math manipulatives, and reading books on a variety of instructional and age levels.

The Project Directors will establish a "Facility Utilization Policy" that specifically states- (1) the rules and regulations applicable to building and equipment use; and (2) supervision guidelines. Each teacher whose room is used will be given a "Memorandum of Understanding" by the Administrative Project Director outlining "**The Learning Zone**" responsibilities in maintaining the integrity of that classroom, its equipment and supplies.

Custodial Services

The District will provide regular custodial services since the custodial staff is normally scheduled to be on campus during the "after school", and Summer program hours as part of their regular assignments. The Saturday Academy staff will attend to the, minimally necessary, custodial duties on those days.

Collaborative "Volunteer" Partners

Volunteers (i.e., from Project Share-senior Volunteer Outreach Program, volunteers registered with the Orange County Volunteer Center, local high school and college student volunteers, and parents) will work with our students in all facets of the Educational Literacy, Integrated health/fine arts/cultural awareness, recreational and Technology Centers components of "**The Learning Zone**" curriculum.

Costed Items Justification

Employed Staffing

Employed Staffing for "**The Learning Zone**" Project will be comprised of (1) "Regularly Employed Staff" hired by the Project and (2) "Collaborative "Contracted" Partners.

Regularly Employed Staff (1st year only)

- Administrative Project Director, 5 hours a day, 200 days a year \$41,500 (including benefits)
- Curriculum Project Director, 3 hours a day, 180 days a year \$23,000 (including benefits)
- Certificated Teachers (part time) \$26,600 At "Task Force" pay "\$20 per/hr- Total for all employees in this category
- Instructional Assistants (part time) \$30,500 (including benefits)-Total for all employees in this category
- Library Assistant Services (part time), \$1,800 (including benefits)
- Secretarial Services (part time), \$5,200 (including benefits)

During the daily “after school” hours, the Administrative Project Director and Curriculum Project Director’s hours, will “overlap” for 2 hours to facilitate communications, and to have additional staff coverage. In addition, certificated teachers, Instructional Aides, and contracted and volunteer Collaborative Partners will be on-site to provide programs/services. Saturdays there will be an on site “Lead” certificated teacher, Instructional Assistants supplemented by contracted and volunteer Collaborative Partners. In the summers the Administrative Project Director will be on site, along with certificated teachers, and Instructional Assistants, supplemented by contracted and volunteer Collaborative Partners.

Collaborative “Contracted” Partners- (1st year only)

The total 1st year expenditures for programs/services provided by our Collaborative “Contracted” Partners” is \$19,400. These partners will provide specific workshops/ seminars or series of workshops/seminars (such as “Science Adventure” “Hands-on Science” lessons series, and PAL (Peer Assisted Leadership), YCDI (You Can Do It) programs/services for students, Huntington Beach Police Department Parent Substance Avoidance Workshops, and/or The Center for Creative Alternatives Parenting Workshops. They will conduct their programs/services for registered students/parents/non-parents as signed up for during the quarterly registration periods.

Travel, Equipment, Supplies, Evaluation fees, and ”Indirect Costs (1st year only)

These items (as detailed in the budget form and budget narrative in the appendix) total \$30,740.

Anticipated Results and Benefits of the Project

In addition to the 9 measurable program objectives already presented (in goals/objectives section), the anticipated impacts of “The Learning Zone” programs/services for students and adults include:

- **Increased utilization of the school site beyond “normal” school hours**
- **Reduced number of unsupervised children in the afternoons, on weekends and in the summer**
- **Reduced actual and/or potential number of students engaging in drug abuse activities and in juvenile crime, or being victims of crime**
- **Reduced adult crime rate in our school community**

- Raised students academic skill levels and performance on standardized tests and consequently the number of students meeting the California State Academic Standards
- Provided students with "windows of opportunity" to experiences in the areas of fine arts, social skill development, recreation, cultural awareness, personal health and substance avoidance, and technology exploration that would be otherwise not available to them.
- Increased the number of parent and community member receiving Physical/mental health, adult education and parenting programs/services
- Increase adult community participation in the "daily life" of Sun View School

Quality of the Management Plan

Feedback for Continuous Improvement

The "continuous evaluation model", rather than solely pre/post evaluation procedures, will be in place at all levels to ensure continuous feedback allowing for continuation of "successes" in the Project and necessary adjustments for improvement in "**The Learning Zone**" Project's programs/services and activities.

The continuous evaluation of the Project will occur through a variety of mechanisms:

(1) Informal communications amongst the Project Directors, Project staff and volunteers will occur on a daily basis. It is anticipated that the majority of certificated staff, and Instructional assistants employed in "**The Learning Zone**" Project will be currently regularly employed staff at the school site.

(2) Aside from intensive orientation and training in the beginning of the Project, there will be monthly "mini" in-service training's for staff and volunteers.

(3) There will be biweekly staff meetings of the regularly employed staff.

(4) The Project Directors will direct the following activities that will facilitate communications and feedback:

- Monthly newsletters to the community, all collaborative partners, including an "anonymous" feedback "tear off" page
- Monthly "**Learning Zone**" project Advisory Board meetings (the membership is described below)
- Monthly recognition of volunteers awards event
- Quarterly community "open forum" meetings to address questions/concerns

(5) The Administrative Project Director will attend the School's Student Study Team meetings (Kids at Risk meeting group), the monthly SSC (School Site Council) and PTO meetings, and will be in daily contact with the school principal.

(6) All student/adult workshops/training's will have an evaluation form submitted at the end of the workshop/training.

(7) The "Learning Zone Kid Council" (made up of "**Learning Zone**" student participants) will meet with the Administrative Project and Curriculum Project Directors biweekly to discuss success and concerns.

The above policies and procedures will ensure that all of the staff, students, parents and non-parents in "**The Learning Zone**" Project, and in the community will have a "voice" in providing feedback to the Project Directors and Project Advisory Council. That information "feedback" will be acted upon by the Project Advisory Council in collaboration with the Project Directors who will use the feedback to make decisions regarding policies and practices of "**The Learning Zone**" Project.

Assuring Diversity of Perspectives

Input from a wide array of perspectives, opinions, and ideas surrounding "**The Learning Zone**" project will be ensured through the following policies and mechanisms:

(1) Monthly meetings of "**The Learning Zone**" Advisory Council which will be comprised of the following members- Project Directors, Project "Saturday Academy" Lead Teacher, School Principal, School Site Council and PTO representatives, Teacher representative(s) from the school, and "volunteer attendees" from our "collaborative partners".

(2) In addition to the Project Advisory Council's diverse membership, the following mechanisms additionally ensure a diversity of perspectives, opinions, and ideas:

- Monthly newsletters to the community, including request for feedback
- Quarterly community "open forum" meetings to address questions/concerns
- The Project Director attendance at School Student Study Team meetings (Kids at Risk meeting group), the monthly PTO and School Site Council meetings, and daily contact with the school principal and teaching staff.

- Quarterly, family social events (open house, dinners etc. open to the “school” community)
- Additional input from the school community (parents and non-parents), and business community will be continuously solicited

The information gathered from the mechanisms and communications structures listed above will allow for a wide array of input from a diverse spectrum of the community, in addition to allowing for continuous feedback that will ensure continuation of Project "successes: and necessary improvements to Project programs/services and activities.

Quality of Project Evaluation

Overview

The program evaluation plan is based on process oriented, quantitative and qualitative measures. The program evaluation plan addresses both the implementation, and the on-going effectiveness, of each of the programs/services in the Project.

This plan calls for monthly, quarterly and yearly monitoring by both the Project Directors, “**The Learning Zone**” Advisory Committee, and William Benn & Associates (our contracted evaluator). Adjustments to “**The Learning Zone**” programs/services for both students and adults will take place monthly, quarterly, and yearly.

Measuring Program Objectives

The program objectives (as stated in the “Goals/Objectives” section) will provide the bases for the quantitative and qualitative measures of “The Learning Zones” successes. Each of the 3 goals, 3 associated objectives are all easily measurable, and will provide the framework for not only a yearly evaluation of “**The Learning Zone**” programs/services, but can also be easily interpolated so that necessary monthly or quarterly adjustments can be made.

Measurement tools such as: standardized test results (SAT 9), attendance records, “Foundations for Learning” surveys, report cards, and completed student/adult evaluation forms for each of programs/services will help evaluate all the programs/services in terms of the goals and objectives of “**The Learning Zone**” Project.

Contracting with an External Evaluator

The project has contracted (on contingency) with William Benn and Associates (WBA) for external evaluation services. William Benn and Associates provides independent evaluations for projects, including evaluation design, data collection techniques, preparation of oral and written evaluation reports, application of statistical procedures, and development of additional grant applications for project funding. WBA's background in program evaluation, program development, proposal development, educational psychology, and classroom teaching were important considerations for us as we selected an outside evaluator.

WBA's evaluation team has participated in developing this proposal in order to ensure that the project design is translated in measurable objectives, which, in turn, become the focus of researchable evaluation questions and appropriate measures. From the first day of the project startup, WBA staff will take the lead responsibility while working closely with the District's Administrative Analyst for Evaluation and the Project Directors, for refining the evaluation design and measures and for carrying out data collection, data reporting.

They will also conduct an evaluation of implementation data as shown in the following table:

EVALUATION DESIGN

COMPONENT	DIFFERENTIATION FACTORS	TYPE OF SCORE REPORTED	ADMINISTRATION TESTING SCHEDULE
Achievement SAT-9 Reading, math, science - grade level standards	High-Risk Factors, MANOVA'S by Grade, LEP Status, Sex, Participation in Project Interventions	Normal Curve Equivalents	Baseline - First Year, Annual Spring, Testing Each of the Next Three Years
Risk Factors Attendance Records Discipline Records	High-Risk Factors MANOVA'S by Grade, LEP Status, Sex, Participation in Project Interventions	Raw Scores	Baseline - First Year, Annual Spring, Testing Each of the Next Three Years
Parent Training and Family Support: Logs of Participation Parenting Skills Survey	High-Risk Factors MANOVA'S by Grade, LEP Status, Sex, Participation in Project Interventions	Raw Scores	Baseline - First Year, Annual Spring, Testing Each of the Next Three Years

We will also rely on standards-based assessment for each content area. Official records of attendance, discipline, and participation in the program will also be used.

