

**A Guide to**

**Continuous Improvement  
Management (CIM)**

*For 21<sup>st</sup> Century Community  
Learning Centers*

US Department of Education  
February 1999

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**AND SPECIAL THANKS TO**

**LORIE BRUSH, AMERICAN INSTITUTES FOR RESEARCH; AN-ME CHUNG, NATIONAL INSTITUTE ON OUT-OF-SCHOOL-TIME, AND ALL OF THE 21<sup>ST</sup> CENTURY GRANTEES WHO COMMENTED ON DRAFTS OF THE GUIDE.**

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# INTRODUCTION

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*Where can I find specific analytic strategies and tools to identify, analyze, and solve problems at various stages of program implementation? ❁ How can I effectively address how school and out-of-school programs can best achieve mutual reinforcement? ❁ How can I more effectively manage and strengthen limited program resources? ❁ How can I strengthen my program objectives and design? ❁ How can I best design new out-of-school activities? ❁ How can I identify and direct services to continuously meet customer service requirements?*

## 21<sup>st</sup> CCLC

### ***What is Continuous Improvement Management (CIM)?***

Continuous Improvement Management (CIM) is a simple idea: constantly ask yourself, “What can I do even better?” That’s it. Asking this question over and over again focuses leaders of businesses, governments, and programs to challenge themselves and their staffs. You may have heard about Total Quality Management (TQM),<sup>1</sup> Double-Loop Learning,<sup>2</sup> and Organizational Learning,<sup>3</sup> which are all essentially based on this idea of continuous improvement. It sets into motion an on-going self-evaluation and a focus on *the process* of achievement. In return, this focus on the process brings results.

Think about it. How often do we ask ourselves this question? Maybe early on you asked it about getting to work: “Is there a way that I could do this better? Is there a way that I could get to work faster?” Let’s say you were driving to work. You began to pay more attention to your trip; you used the odometer to track the mileage and noticed more of the street signs hoping to find a shortcut. You might have tried different routes and compared the odometer, traffic, and travel time. Then maybe you asked around to see how other people, who have lived in the area a while, get to work. You may have also looked into alternative methods of transportation, such as public transportation or carpooling.

All of this activity is based on one simple question: “Can I do it better?” That is the secret behind CIM. If you remember that idea, everything else will fall into place.

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<sup>1</sup> Dean & Bowen, 1994

<sup>2</sup> Argyris, Chris & Schon, D. A., 1974

<sup>3</sup> Neilson, R. 1997

## *What are the guiding principles of CIM?*

The guiding principles of CIM appear in the box below. Customer-driven services, core activities, data-driven monitoring, inclusive partnership, and continuous improvement are the fundamental tenets of CIM that will help you and your community to get the most out of your program.

### *Principles of Continuous Improvement Management (CIM)*

1. **Customer-Driven Services:** Identify customer expectations and requirements and strive to continually meet or exceed them.
2. **Core Activities:** Identify the central ways in which your program meets customer needs; these are your priorities.
3. **Data-Driven Monitoring:** Use data to help monitor progress and solve problems—early! Turn what might have been obstacles into achievements.
4. **Inclusive Partnership:** Involve your customers and stakeholders in decision-making (although not all in the same way) and work toward joint objectives with the schools and the community.
5. **Continuous Improvement:** Strive to continuously improve your program through on-going measurement of what you do and what you accomplish. Constantly ask yourself, “How can I make my program even better?”

You’ll notice that CIM, focusing on *the process* of achievement, is by definition a measurement-based system. That is, underlying the CIM principles and the question “Can I do it even better?” is a system based on *measurement*. To know which route to work is better, for instance, you may compare those routes on mileage, time, and traffic—*measures* of the key aspects of the process about which you care.

## ***What's so important about a measurement-based system?***

- »»»» *What gets measured gets done.*
- »»»» *If you don't measure results, you can't tell success from failure.*
- »»»» *If you can't recognize failure, you can't correct it.*
- »»»» *If you can't see success, you can't reward it.*
- »»»» *If you can't see success, you can't learn from it.<sup>4</sup>*

## ***How do I use CIM?***

This Guide is designed to answer that question. CIM begins with the question, "What can I do even better?" Asking that question then leads into a systematic process that we call the CIM Process.

## ***What is the CIM process?***

The CIM process is shown in Exhibit 0.1 below. The process grows out of that one question, "What can I do even better?"

- Step 1, "Strengthen Program Design," examines the fundamentals of your program. For instance, in the above example about finding the best way to drive to work, as a part of Step #1 you would have identified what was important to you. Is it getting to work faster? Is it stopping at lights the fewest number of times? Is it being environmentally conscious?
- Step #2 describes the process of implementing and monitoring your program. This step is the core of the question, "How can I do even better?" In the driving example, taking new, alternate routes and tracking the mileage, time, and traffic are things you might undertake in Step #2.
- Step #3 requires you to assess and communicate your program's results by asking such questions as "How did the program impact the community in the short and long term? How can I document that impact?" In the driving example, Step #3 is where you sit back with your bills and calculate how much time, money, and energy you saved by taking the shorter route to work over the entire year.

The structure of this Guide is based on this three-step Process. Notice that the process is cyclical and constantly evolving, which is why there is an arrow from Step #3, "Assess and Communicate," back to Step #1, "Design the Program." Each chapter represents one step in the CIM process. Pay special attention to the management tools and checklists at the end of each chapter.

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<sup>4</sup> From *Reinventing Government* by David Osborne and Ted Gaebler

## EXHIBIT 0.1. THE CONTINUOUS IMPROVEMENT MANAGEMENT (CIM) PROCESS



### *How can I use this CIM Guide?*

You can use this Guide in any number of ways no matter where you are in your program development and implementation. For example, you can:

- Use the Guide to strengthen your program already underway,
- Use the Guide to design new activities or an entirely new program,
- Use the Guide to assist you in overseeing your evaluators or contractors,
- Use the Guide for ideas about measurement and assessment,
- Use the Guide for training your staff,
- Use the Guide to help you in your required reporting.

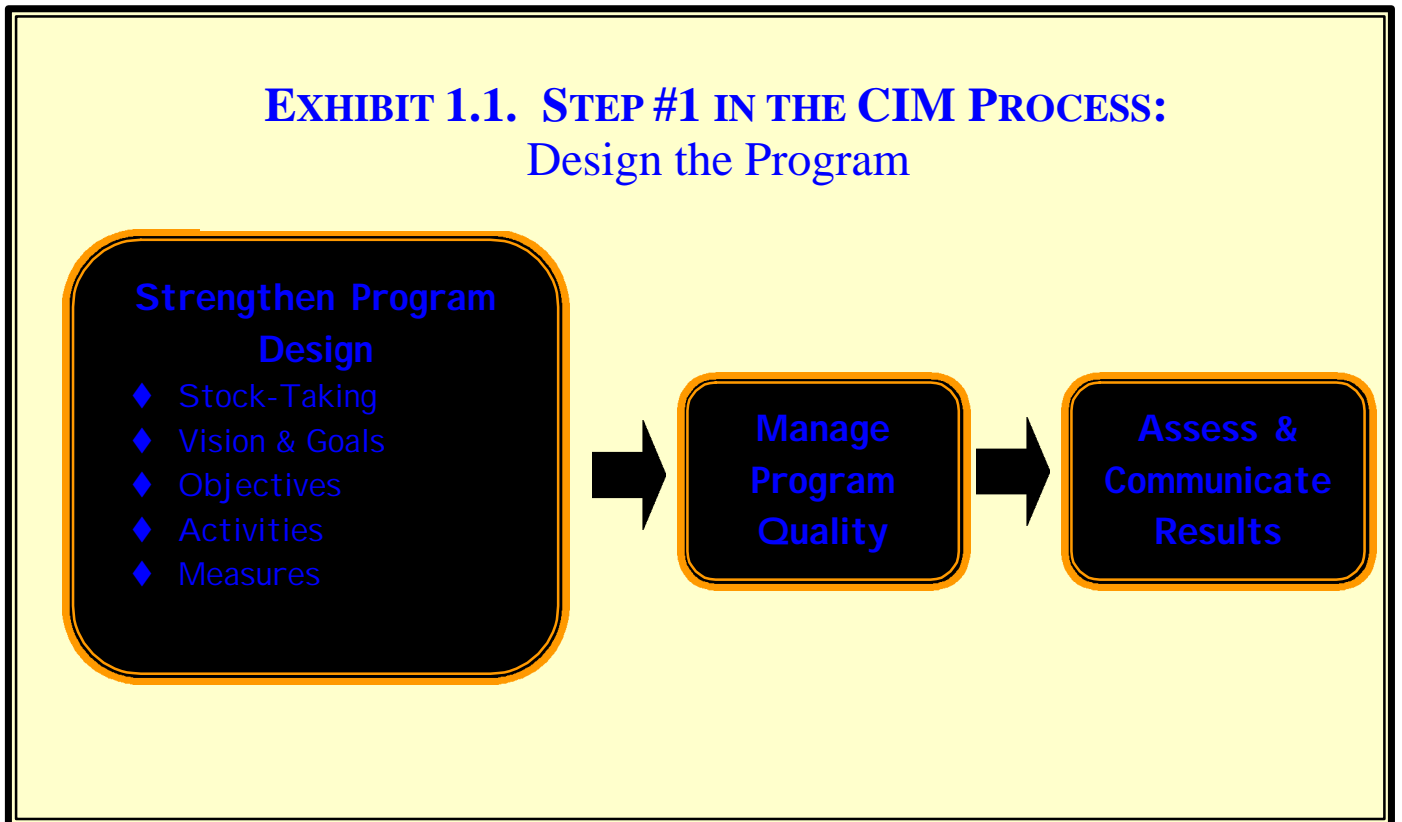
You will notice that some terms are in boldface type. You can look up the definition for those words in the glossary found at the end of the Guide and just before the Appendices. Words in boldface type will also be explained in context in the section in which they are located.

Use the Tools and Checklists within the Guide, too. Also, check the U.S. Department of Education web site ([www.ed.gov](http://www.ed.gov)) for further information and resources.

# STEP #1: STRENGTHEN PROGRAM DESIGN

Whether you have already designed your program or are just beginning, this section “Strengthen Program Design” will help you to establish the building blocks to CIM and a strong program.

The first step of CIM is to “Strengthen Program Design” where you establish—or strengthen—the purpose of and rationale supporting your program. The five sub-steps of Step #1 appear in Exhibit 1.1 below.



First, **take stock** of the particular academic, recreational, and enrichment resources, needs, and challenges of your community. Look at both after-school programs and programs found elsewhere in the community (e.g., after-school tutoring in mathematics or a DARE program run by the local police department).

*Who are your customers and what are their needs?*

Next, look at those needs and determine what role your program will fulfill, your **vision** and **goals** for the program.

*What is the overall purpose your program will serve?*

Once you have your vision, set specific **objectives** based on what you think is achievable given the community's current environment. The next question is how best to achieve those objectives. You must decide which **activities** will best meet your objectives. Then decide how you will assess your program's progress by deciding your **measures**, a key component of CIM.

*How will you know if your program is succeeding?*

This step will allow you not only to document achievements, but also to address possible problems before they become roadblocks. At the end of this chapter, in Exhibit 1.6, is an example of all of these elements put together.

### Questions to Ask Yourself:

How will we measure participants who leave the program or attend on an irregular basis?

What will be my intermediate outcomes? That is, if the ultimate objective is achievement, what are the necessary steps for a student to achieve (e.g., attendance, attitude, skills building) and am I measuring those aspects, too?

Is our objective attainable? Have we looked at the successes of other programs with similar environments?

What are likely obstacles? What have other programs identified as problems?

### ◆ **Stock-Taking**

Before you can answer the question "What can I do even better?" you must know what is currently being done. To go back to the analogy of finding a better route to work, if you try a new route, how will you know it is shorter or faster? You won't-- unless you already know how long and how fast you currently get to work. So, the first step of CIM is to measure where you currently are.

As stated previously, one of the guiding principles of CIM is providing customer driven services. Applied to out-of-school programs, this means measuring the needs and current state of your community. You already know most if not all of them. But you still need to document the current state of affairs because your stock-taking will serve as your baseline, and all future progress will be marked by what you document *now*. If you do not have *everything* documented, you will miss areas where your program is *succeeding*!



Part of taking-stock is a **needs assessment**, or asking, “**What are the needs of my customers?**” To answer that question, examine the current services and student outcomes. For the current services, explore what programs are already being offered and identify gaps in services. For student outcomes, document the current levels of student performance, attitudes, knowledge, skills, and behaviors.

<u>EXAMPLES OF WHO TO TALK TO AND WHAT TO LOOK FOR WHEN STOCK-TAKING</u>	
• Teachers	• Child and classroom needs, gaps in services or groups of kids falling through cracks
• Parents	• Community and individual needs and any problems accessing currently available services
• School administrators	• Math/reading assessment scores, curricula/programs, and graduation requirements
• School guidance counselors	• Current school climate and special needs of community families
• Local police department and juvenile and family courts	• Enrichment programs available from non-school based sources and community needs
• Community organizations	• Strengths in services and where they see a need to expand services

Also note whether there are differences between your program participants and the average community member. For example, after examining standardized test scores, you may find that your community shows no need for math assistance, yet the subgroup of students who attend your program may not reflect the average and may need extra assistance in math. Alternatively, you may find that although your community scores low on math assessments, the kids in your program all excel in math. If a program goal is to improve math assessment scores in the entire community, you may then want to go out and recruit the students who need extra help. So, examine whether any of your customers or community members needs special attention or programming. Examples of stock-taking data appear in Exhibit 1.2 below.

## EXHIBIT 1.2. EXAMPLES OF STOCK-TAKING

(Categories of Program Goals)	Current Services	Current Student Outcomes
<i>Reading</i>	<p><b>READ FIRST</b> – A 30 min./day program works with the LD kids and those particularly challenged in reading.</p> <p><b>Tutoring</b> – Every day after school community tutoring program helping 15% of all kids at all levels with reading homework.</p>	<p>In grades 1-5, only 15% or less score below average on the statewide assessment for reading. In grades 6-8, 40% fall below the average.</p> <p>The students currently attending the program as a group scored about 10% better than the community averages on reading.</p>
<i>Math</i>	<p>No extra math programs are offered outside of the regular math classes during the day.</p>	<p>In grades 1-8, 50% or more scored below average on the statewide assessment for math.</p>
<i>Reduced Drugs and Crime</i>	<p><b>DARE</b>—Local officers come into the schools one day/ year.</p> <p><b>Curriculum</b>-- The middle school students have a part of the physical education curriculum on drugs.</p>	<p>According to a statewide survey, 20% of elementary kids and 50% of middle school students have tried some form of drugs or alcohol, a majority more than once.</p> <p>Students rated alcohol a 3 out of 10 for dangerous or harmful and cocaine a 6 out of 10.</p>
<i>Technology</i>	<p><b>Curriculum</b>— 2/4 schools have a technology component to their curriculum ranging from 2hrs per week to 5 hrs per week.</p> <p><b>Library</b>— Community members have access to the 3 public library computers from 9-7 on weekdays. Librarians report infrequent use.</p>	<p>All middle school students were familiar with word processing programs, but only 15% could write a paper and print without assistance.</p> <p>Fewer parents were able to perform the same tasks.</p>
<i>Arts</i>	<p><b>Curriculum</b>— 50% of schools devote 2hr/week to the arts; 25% 1 hr/wk; 25% have no arts curriculum.</p>	<p>Students in the schools with arts programs have this year used watercolors and acrylics. No field trips have been taken.</p>
<i>College-going</i>	<p><b>Counseling Office</b>—One college guidance office services the entire community. Staff report being overwhelmed and unable to target all but the most promising of students.</p>	<p>Very few (10%) of middle school students report that they are thinking about college and fewer than 5% say that they are preparing for college through performance and course selection.</p>

Determining the needs of your customers and identifying any gaps in services your program provides will assist you in the next step of deciding what **baseline data** you need to collect. The data you collect now will serve as your baseline measures later. What that means is that all progress will be compared against these data. If there is an area of school functioning that may be affected by your program and is important to student achievement, then make sure to measure it now. For instance, if a year into your program you notice that students seem to have a significantly more positive attitude about the school, how will you document this? How will you back up your perception? If you had measured student attitudes towards the school *before* the program was implemented, you could measure attitudes again and test whether there was a change. You could then back up your assertion by noting that one year ago the students on average rated the school at a “4-- below average” and now students rate the school at a “6-- above average.” Remember that if you do not have *everything* documented, you will miss areas where your program is *succeeding*!

Do your stock-taking now or as soon after the program begins as possible. Chances are your program will have some initial effect that you will miss if you don't measure everything before you begin. The longer you wait, the less change and impact you may capture.

Note that when you get to Step #3, “Assess and Communicate Results,” you will collect much if not all of this data again. It is critical to **use exactly the same measures** (or measures specifically designed to be equivalent such as standardized tests) when assessing your program's progress as you did when compiling the baseline data. For instance, if you send out a survey to teachers, you should send out the same survey when you assess your progress. As we have all seen on public opinion surveys, very different results can arise from minor difference in question wording. So, be sure to document and *keep all data collection measures*!

## ◆ Vision & Goals

### Vision

What is the overall vision or purpose of your program? To lead any person or program, it is essential to have clear intentions regarding where you want your program to go and what you want to achieve. These intentions comprise the **vision** of your program. A part of the vision for the 21<sup>st</sup> Century Schools is to make the schools and the community better places for learning and growing.

A guiding principle of CIM and crucial part of creating your vision statement is ensuring an inclusive partnership between your program and the community. This is vital because the community is the heart of your program, serving as both a benefactor for and recipient of your program's offerings. Building an inclusive partnership involves including your customers and stakeholders in the development of the vision statement of your program. You can use a variety of methods to promote community discussion of a common vision. For example, you might have town meetings or church gatherings for sharing of ideas, perform a telephone or door-to-door survey, or create a school planning management team to develop a vision. Regardless of what method you choose, the important point is that you include the stakeholders in the development process.

Including the community when deciding upon a vision is one way to help promote buy-in which will likely lead to more involvement with and support of your program.

While developing your vision and including stakeholders in the process, your program must be careful to avoid three pitfalls.<sup>5</sup>

1. Be certain to recognize the value of the vision development process. It is easy to become preoccupied with completing the task of developing a vision and then quickly moving on toward implementation rather than using this phase as an opportunity to obtain support for the program from parents and community agencies.
2. Using an inclusive partnership to create a vision for your program does not necessarily imply a democracy or that you will have total agreement of the stakeholders. Some individuals or organizations are bound to disagree with your final vision. Your goal should be to set a vision that most of the stakeholders, not necessarily all, can agree with.
3. Although it is vital to encourage the participation of the community when developing a vision, remember that you are ultimately responsible for the direction of your program. Program leaders must make the final decisions.

Include in your vision statement a summary of:

- Your Mission: *What is the purpose of our program?*
- Your Values: *What do we believe in?*
- Your Future: *What do we want to look like in the future?*

Examples of possible vision statements include:

- We believe that children and their families are the heart and soul of any out-of-school program and that by supplementing and reinforcing the school, home, and community, our program will provide the additional services and the school-community glue to achieve learned and well-rounded students.
- Our program will reinforce high expectations for all children by providing students with tailored opportunities to develop their talents, interests, and skills in a nurturing and safe environment.
- Our program will provide a unique learning environment that will stimulate children's curiosity while reinforcing essential learning and supporting school activities.
- Our program will be a part of a strategic alliance with feeder schools to enhance student, family, and community development and opportunities.

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<sup>5</sup> In part adapted from *Process Redesign: The Implementation Guide for Managers* by Tenner & DeToro

- We believe that children’s potential will be unleashed if given a safe, nurturing environment in which to grow. Our program, through alliances with the school and community, will create that environment and offer students and the community new opportunities for development.

Your vision statement may or may not reflect one of the above visions. The point is that you and the program’s customers and stakeholders have thought about what is wanted out of the program, have agreed on the vision, and have put it in writing.

Write down the vision for your program. Post the vision statement on the walls; remind staff and students about the vision.

### EXAMPLES OF 21<sup>ST</sup> CCLCs’ VISION STATEMENTS

*We feel that serving families is the key to success. Our Learning Center (LC) will be a place of hope, using school facilities to bring unparalleled services and assistance to citizens of all ages.* - Clinton County School District

*Houston Builds Strong Communities is grounded in the belief that the community is the classroom and that all community members should be actively involved in the learning process if they are to become self-sufficient, healthy, productive members of society.*  
- Houston Independent School District

*This project will serve to reframe the entire neighborhood as a community learning village which will provide caring and support, opportunities for meaningful participation, and high expectations and healthy norms as protective factors against the enormous environmental risk factors present.* - New Albany-Floyd County Consolidated School Corp.

### Goals:

In addition to writing out your vision, write out your program’s goals. Your **goals** generally describe what you want to achieve. The goals are your vision broken down into more specific component parts.

- **Goals** reflect the program’s broad intent by defining what is to be obtained through sustained effort over the long term.
- **Objectives**, to be covered in the next section, specify what is to be achieved in a scheduled period of time in order to progress to each goal.<sup>6</sup>

<sup>6</sup> Goals and Objectives, Chapter 3 *Process Redesign: The Implementation Guide for Managers* by Tenner & DeToro

You may end up with several broad goals and 2-3 clarifying points as a part of each goal. For example:

Goal 1: To increase student academic performance and interest.

- (a) By increasing performance in reading and mathematics.
- (b) By increasing student motivation and interest in school.
- (c) By increasing student development and applied academic experiences.
- (d) By increasing student aspirations.

Goal 2: To improve the community environment.

- (a) By providing a safe and nurturing environment.
- (b) By providing a drug-free environment.
- (c) By offering enrichment and learning opportunities outside of regular school curriculum.
- (d) By reducing juvenile crime in the community.

Your goals will likely be closely aligned with several of the 21<sup>st</sup> Century Community Learning Centers program performance indicators developed by the Department. The 21<sup>st</sup> CCLC indicators may be found in Appendix A. These indicators fulfill the Department's obligation under the Government Performance and Results Act (GPRA) for reporting on program progress to Congress. The Office of Educational Research and Improvement (OERI) within the Department of Education is the office responsible for the 21<sup>st</sup> CCLC program and for leading the development of the program indicators. OERI has consulted with many grantees to get feedback and watch to be sure that the data collection is not too burdensome and is applicable to all programs. The indicators include such things as increasing student attendance and achievement (see Appendix A). Your program goals and 21<sup>st</sup> CCLC indicators may overlap a fair amount.

**In your annual reports**, you will be asked to give data and information relating to each of these indicators. This task is critical to the future of the 21<sup>st</sup> CCLC program because OERI will in turn report to Congress on how the programs are progressing. With the 21<sup>st</sup> CCLC program now the fastest growing of all ED's programs, Congress will want to learn about the services you're providing and the effects you see occurring. Closer to home, tracking this same information will allow you to report to your community about the progress and successes of your program. Sharing evidence of program effectiveness is a great way to get the community excited, involved, and contributing resources! Use the data you collect for both purposes!

**For specific indicator data reporting forms, see Appendix B.**

Examples of ED's indicators and data that you will be asked to collect appear below. For more information, see Step #3.

OERI Program Indicator and Long-term Goal	Measures
<p>➤ There will be continuous improvement in achievement among students participating in reading and mathematics activities.</p>	<p>The number of students, by grade level<sup>7</sup>, at ten increment, normed percentiles (0-9%, 10-19%, etc.) on standardized tests (record test name, month/year of administration) in reading and mathematics comparing by year:</p> <ul style="list-style-type: none"> <li>▪ All students who have ever attended the program.</li> <li>▪ All students who attended an activity in the program for at least 50% of the possible time and had at least 100 hours of contact.</li> <li>▪ All students who attended an <b>academic</b> activity in the program for at least 50% of the possible time and had at least 100 hours of <b>academic</b> activity contact.</li> <li>▪ All students who have attended the program at least 2 years.</li> <li>▪ A comparison school.<sup>8</sup></li> </ul>
<p>➤ Grades will improve for students who have participated in the program for at least two years.</p>	<p>Number of students, by school level, receiving specific grades (As, Bs, etc.) in reading/English and math courses and overall grade point average for all the groups listed above (e.g., all students who ever attended the program).</p>
<p>➤ School attendance will improve for students who have participated in the program for at least two years.</p>	<p>Average and median number of excused absences and unexcused absences by grade level for the groups listed above.</p>
<p>➤ Taking of advanced or challenging courses and enriched learning activities will increase for students who have participated in the program for at least two years. [Applicable only for programs serving middle and high school students.]</p>	<p>Number of students, by school level and the groups listed above, taking Algebra, honors courses or AP courses.</p>
<p>➤ Disciplinary actions will decrease for students who have participated in the program for at least two years.</p>	<ul style="list-style-type: none"> <li>• The proportion of students, by school level, suspended or expelled within the last year for those participating in the program and in all schools served by the program.</li> <li>• The number of students repeating a grade, by school level and for the groups listed above.</li> </ul>
<p>➤ School dropouts will decrease for students who have participated in the program for at least two years.</p>	<p>The number of students, by school level and the groups listed above, who have officially dropped out of school.</p>

<sup>7</sup> There are three relevant grade levels: high school (9-12<sup>th</sup> grades), middle school (6-8<sup>th</sup> grades), and elementary school (K-5<sup>th</sup> grades).

<sup>8</sup> The comparison school should be as similar as possible to the school served. For example, if you are serving inner-city, high poverty middle school students, then use data from a school serving a similar population. Another middle school in the same district but not served by the program may be a good choice if the school populations are similar.

## ◆ Objectives

The **objectives** provide you with measurable statements that specify what is to be achieved in a scheduled period of time in order to progress toward each goal. In this section, we discuss how to write—or strengthen—your own objectives.

Objectives should:<sup>9</sup>

- Be definitive and specific,
- Describe accomplishments or results, not activities or behaviors,
- Be measurable (quantifiable),
- Delineate a time frame or deadline,
- Be challenging yet achievable,
- Define your customers, and
- Designate the partners and their responsibilities.

As you write your objectives, pay close attention to your baseline data. Note where the schools and community are strongest. Note where they are weakest and target those areas. Researchers have found that a realistic perception of strengths and areas for improvement was a key factor in successful implementations of reforms<sup>10</sup> and the same will likely hold true for your out-of-school programs.

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<sup>9</sup> In part adapted from *Process Redesign: The Implementation Guide for Managers* by Tenner & DeToro

<sup>10</sup> *Special Strategies for Educating Disadvantaged Children: Findings and Policy Implications of a Longitudinal Study*, U.S. Dept. of Education



### EXHIBIT 1.3. EXAMPLES OF GOOD, BETTER AND BEST OBJECTIVES

**Good:** Our primary objective is to maximize the number of children in the community who will attend our program.

**Better:** Our program will provide at least 600 children in the community with educational, recreational, and enrichment activities over the next three years.

**Best:** Our program will provide at least one activity (educational, recreational, or enrichment) over the next three years to at least 600 different and economically disadvantaged children in the community and each child will participate in that activity for at least half of the possible attendance days.

**Gains:** What is the “maximum number of children” referred to in the first objective? The second objective provides a specific number that can be measured when assessing your program. In addition, the second example offers a timeline for when the objective is to be achieved. The third objective specifies who the 600 children will be and what counts as having participated in an activity (attending half the time).

**Good:** At the end of year three, our program will result in a decrease in crime in the community.

**Better:** After the third year of program operation, there will be a 15 percent reduction of the number of acts of vandalism in the community.

**Best:** After the third year of program operation, there will be a 15 percent reduction of the number of acts of vandalism on school grounds within the community compared to other schools in a neighboring and similar community.

**Gains:** The second objective provides specifics about what kind of crime: acts of vandalism. The third objective goes a step farther stating that the acts will be measured on school grounds, since that data is likely more accessible and more closely tied to the students in the program. The third objective states that the rates will be compared to schools who do not have a similar program. If crime decreases in your town but not in the other town, the comparison will suggest that it is more likely due to your program than if you did not have the comparison. Conversely, if crime rates increase in your town, it may be because the state as a whole had increasing crime. By comparing your community with another, you may find that your program did have a negative effect on crime rates because your rate did not increase as much as other similar communities.

**Good:** Student motivation will be improved and attendance at school will increase by 45 percent after the second year of the program.

**Better:** Motivation will be improved and attendance will improve by 10 percent after the first year and 20 percent by the second year of the program.

**Best:** Student and parent motivation will be improved (e.g., scores on a self-report survey will increase statistically significantly) and student attendance at school parent attendance at teacher conferences will improve by 10 percent after the first year of the program and 20 percent by the second year of the program.

**Gains:** The first objective is definitely challenging, but may not be attainable after one year. The second objective sets a more attainable figure and sets two short-term goals instead of one longer-term goal. The third objective specifies who is to be measured and for what activities.

Visually displaying this information may be helpful. Do a chart putting your baseline in the first column, goals in the second, and objectives for each goal in the third. Below in Exhibit 1.4, “Setting Objectives,” is an example.

<b>EXHIBIT 1.4. SETTING OBJECTIVES</b>		
<i>Baseline</i>	<i>Goals</i>	<i>Objectives</i>
<p><i>Reading</i>-- In grades 1-5, 15% or less score below average on the statewide assessment for reading. In grades 6-8, 40% fall below the average.</p>	<p>Goal 1: To increase student academic performance and interest.</p> <p>(a) By increasing performance in reading and mathematics.</p>	<ul style="list-style-type: none"> <li>• <i>READING</i>—Every child can read on grade level by the end of the year. (Joint objective with schools.)<sup>11</sup></li> <li>• <i>READING</i>—Every child reads for 20 minutes every day. (Joint objective with schools.)</li> </ul>
<p><i>Math</i>—In grades 1-8, 50% or more scored below average on the statewide assessment for math.</p>		<ul style="list-style-type: none"> <li>• <i>MATH</i>-- Every child can do grade-appropriate math by the end of the year. (Joint objective with schools.)</li> <li>• <i>MATH</i>-- Every child has a more positive attitude toward math by the end of the year. (Joint objective with schools.)</li> </ul>
<p><i>Attendance</i>—2 out of every 10 middle school students miss—unexcused— more than two weeks of school a year.</p> <p><i>Attitude</i> – Students rate their schools below average on appearance, quality, and commitment and only 70% report being “reasonably sure” they will graduate high school.</p>	<p>(b) By increasing student motivation and interest in school.</p>	<ul style="list-style-type: none"> <li>• Attendance increases by 10% by the end of the first year, by 15% by the end of the second year, and by 20% by the end of the third year.</li> <li>• Students’ ratings of the school and their attitude toward school improves significantly by the end of the first year and become positive on average by the end of the second year.</li> </ul>
<p><i>Technology</i>-- All middle school students were familiar with word processing programs, but only 15% could write a paper and print without assistance.</p>	<p>(c) By increasing student development and applied academic experiences.</p>	<ul style="list-style-type: none"> <li>• <i>TECHNOLOGY</i>—All 8<sup>th</sup> grade students (a) can find information about a topic on the world wide web and (b) can use a word-processing program for writing school papers by the end of their 8<sup>th</sup> grade year. (Joint objective with schools).</li> <li>• <i>SERVICE LEARNING</i>—Every 8<sup>th</sup> grade student will have the opportunity to have a work experience in the community during their 8<sup>th</sup> grade year.</li> </ul>

<sup>11</sup> A joint objective is one in which responsibilities for the outcomes are shared by both parties. In this case, both the program and the schools may have an effect on student achievement and both agree to fulfill their roles.

## EXHIBIT 1.4. SETTING OBJECTIVES

<i>Baseline</i>	<i>Goals</i>	<i>Objectives</i>
<p><i>College-going</i>-- Very few (10%) of middle school students report that they are thinking about college and fewer than 5% say that they are preparing for college through performance and course selection.</p>	<p>(d) By increasing student aspirations.</p>	<ul style="list-style-type: none"> <li>• <i>COLLEGE-GOING</i>-- To have every student in their first year of high school get counseling about course taking and college.</li> <li>• <i>COLLEGE-GOING</i> -- To increase by 30% the number of extra-curricular and job opportunity programs available for college-bound students in the community. (Joint objective with the Chamber of Commerce)</li> </ul>
<p><i>Arts</i>—Students in the schools with arts programs have this year used watercolors and acrylics. No field trips have been taken.</p>	<p>Goal 2: To improve the community environment.</p> <p>(a) By offering enrichment and learning opportunities outside of regular school curriculum.</p>	<ul style="list-style-type: none"> <li>• <i>ARTS</i>-- To expose every child to at least three methods of artistic expression and to the use of these techniques by members of the community. (Joint objective with Community Arts Alliance)</li> </ul>

Once you have set the goals and objectives for the program, then prioritize the list. Which is the most important? Which is least important? As with the vision statement, make sure to include all stakeholders and customers in this discussion of priorities; differences in priorities will be revealing and will help you to understand your customers!

Setting appropriate goals and objectives is a difficult task. If the goals and objectives are either unattainable or too easily attainable, people will lose energy, commitment, and drive. To set appropriate goals, you must use your stock-taking data and examine the school and community's progress over time. You may also want to compare your schools and community to other similar schools who began a similar out-of-school program and see what they were able to attain. Understanding the needs of your community and examining what similar programs have done will help you create challenging yet attainable goals and objectives.

## EXAMPLES OF 21<sup>ST</sup> CCLC'S OBJECTIVES

*By the end of the three-year grant period, third and sixth grade Lillian Emery math and English ISTEP scores will improve by 20% as indicated by ISTEP testing results. - New Albany-Floyd County Consolidated School Corp.*

*At the end of three years of operation, the project will have resulted in a 40% reduction of the current suspension rate at each school. - Tucson Unified School District*

*Objective: To provide recreational activities to a total of 525 youth, ages 6-12, over the next three years. - Little Rock School District*

### ◆ Activities

Given your stated goals and objectives, what are the possible ways to achieve them? The activities you choose are the actions that will meet your objectives and help achieve your goals. For example, if your objective is to improve computer skills, then developing and providing a training session on a specific set of computer skills is one possible activity to achieve your goal. Other possible activities to improve computer skills could include the development of a training manual or video, providing individual tutoring, or having a one-hour question and answer session with small groups. You may choose to pursue only one of these activities, or you may choose to combine them. The important point is that activities should fit in with the vision and goals of your program, and successful completion of an activity should bring you closer to achieving objectives.

Activities should be aligned with:

- The program's vision
- The school and community needs as identified in your stock-taking phase
- The school and community resources

To evaluate how each program approach addresses the school's goals, use the chart you made earlier and add a column or use Tool #1B at the end of this chapter. In this column, write down what activities that your program could offer to address that goal. An example appears below in Exhibit 1.5. "Selecting Activities."

Activities can be classified into 3 groups: **academic**, **recreational**, and **enrichment**. Academic activities are those that are specifically designed to have a direct effect on student academic performance, such as tutoring. Enrichment activities are those activities that seek to develop other skills and interests in students and may have an indirect effect on academic achievement, such as a

cooking class that also teaches math. Finally, recreational activities are those activities that focus first on providing fitness or generally entertaining activities, such as basketball. Although some activities will be a mix of two or all of these, choose the one that best describes the activity or the majority of time in the activity. When reporting to ED each year, you may be asked to classify your activities in this way.

Use the priorities you established to evaluate what activities are most needed and will meet your customer's most important needs. Which activities address the program's priorities? These are your core activities, another principle of CIM.



## Exhibit 1.5. Setting Activities

<i>Baseline</i>	<i>Goals</i>	<i>Objectives</i>	<i>Activities</i>
<p><i>Reading</i>-- In grades 1-5, 15% or less score below average on the statewide assessment for reading. In grades 6-8, 40% fall below the average.</p>	<p>Goal 1: To increase student academic performance and interest. (a) By increasing performance in reading and mathematics.</p>	<ul style="list-style-type: none"> <li>• <i>READING</i>-- Every child who participates in the program (at least 50% days attended) can read on grade level by the end of the year. (Joint objective with schools.)</li> <li>• <i>READING</i>—Every 4<sup>th</sup> grade child reads for 20 minutes every day. (Joint objective with schools.)</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring 2x/wk at all levels, Reading through Technology class offered as an option for after-school students.</li> <li>• Parenting Skills: teaching parents how to teach their kids, offered 4 times throughout year and trying to get all 4<sup>th</sup> grade parents to come.</li> </ul>
<p><i>Math</i>-- In grades 1-8, 50% or more scored below average on the statewide assessment for math.</p>		<ul style="list-style-type: none"> <li>• <i>MATH</i>-- Every child can do grade-appropriate math by the end of the year. (Joint objective with schools.)</li> <li>• <i>MATH</i>-- Every child has a more positive attitude toward math by the end of the year. (Joint with schools.)</li> </ul>	<p>Math projects and games integrated with computer days; Math homework help; Tutoring; Parenting skills class for parents to learn how to help with homework</p>
<p><i>Attendance</i>—2 out of every 10 middle school students miss unexcused more than two weeks of school a year. <i>Attitude</i> – Students rate their schools below average on appearance, quality, and commitment and only 70% report being “reasonable sure” they will graduate high school.</p>	<p>(b) By increasing student motivation and interest in school.</p>	<ul style="list-style-type: none"> <li>• Attendance increases by 10% by the end of the first year, by 15% by the end of the second year, and by 20% by the end of the third year.</li> <li>• Students’ ratings of the school and their attitude toward school improves significantly by the end of the first year and become positive on average by the end of the second year.</li> </ul>	<p>(All programs)</p>

## Exhibit 1.5. Setting Activities

<i>Baseline</i>	<i>Goals</i>	<i>Objectives</i>	<i>Activities</i>
<p><i>Technology</i>-- All middle school students were familiar with word processing programs, but only 15% could write a paper and print without assistance.</p>	<p>(c) By increasing student development and applied academic experiences.</p>	<ul style="list-style-type: none"> <li>• <i>TECHNOLOGY</i>—All 8<sup>th</sup> grade students (a) can find information about a topic on the world wide web and (b) can use a word-processing program for writing school papers by the end of their 8<sup>th</sup> grade year. (Joint objective with schools).</li> <li>• <i>SERVICE LEARNING</i>—Every 8<sup>th</sup> grade student will have the opportunity to have a work experience in the community during their 8<sup>th</sup> grade year.</li> </ul>	<p>Computer class linked with reading curriculum with hands-on computer use at least once per week for one hour</p>
<p><i>College-going</i>-- Very few (10%) of middle school students report that they are thinking about college and fewer than 5% say that they are preparing for college through performance and course selection.</p>	<p>(d) By increasing student aspirations.</p>	<ul style="list-style-type: none"> <li>• <i>COLLEGE-GOING</i>-- To have every student in their first year of high school get counseling about course taking and college.</li> <li>• <i>COLLEGE-GOING</i> -- To increase by 30% the number of extra-curricular and job opportunity programs available for college-bound students in the community. (Joint objective with the Chamber of Commerce)</li> </ul>	<p>Establishment of community committee, network of parent volunteers, and “college-night”.</p>
<p><i>Arts</i>-- Students in the schools with arts programs have this year used watercolors and acrylics. No field trips have been taken.</p>	<p>Goal 2: To improve the community environment. (a) By offering enrichment and learning opportunities outside of regular school curriculum.</p>	<ul style="list-style-type: none"> <li>• <i>ARTS</i>-- To expose every child to at least three methods of artistic expression and to the use of these techniques by members of the community. (Joint objective with Community Arts Alliance)</li> </ul>	<p>“Art day” once a week as a part of the recreational activities and community trips once per month (entire families).</p>





In order for your activity to match your objective, your chosen activity must be of high **quality**. An activity of high quality is organized such that participants can understand the overall purpose of the activity, and are provided with instruction and materials that make the successful completion of the activity possible. Questions such as, “Is the activity well-organized?” and “Do participants have everything they need?” may help to assess the quality of an activity. Providing high quality activities is a necessary but not sufficient component for achieving your objectives. On the other hand, failure to provide high quality activities ensures that you will not achieve objectives. For example, if your goal is to increase computer skills (objective), but your training class (activity) is not understood by the participants because the instructor was not properly prepared (low quality), then the trainees will not learn new skills, and you will not have achieved your objective. Thus, you want to make sure that your activity incorporates assurances for high quality. Consider using one or more of the following:

- review research
- expert consultation
- pretest or pilot study
- extensive and current literature review
- peer review

For example, a recent Educational Testing Service article<sup>12</sup> pointed out that technology in the classroom did not necessarily help students learn math. The amount of time a student spent on a computer did not necessarily translate into improved math scores. The researchers found that the programs that did not see an increase used the computer to do math drills and rote memorization tasks, “lower-order” uses. On the other hand, the teachers who used the computer to model various processes, such as simulations of velocity changes and other “higher-order” uses, did see an increase in math test scores. Teachers receiving professional technology development may have been a key factor. Researching and seeking these kinds of information may significantly improve your program.

## ◆ Measures

How will you measure the results of your program? What data will you track and record? The measures you choose will have to line up with your objectives. Examples of measures tied to goals, objectives, and activities appear in Exhibit 1.6.

For example, if your objective is to increase computer skills by 15%, how will you know if you have achieved it? How will you measure the 15% increase that you hope to attain? One way may be to develop a test of these computer skills and give it to participants before and after your program. Then, compare the before and after scores to see if they have, on average, increased by 15%. Another way would be to count the number of documents, requiring the use of those computer skills for creation, completed by participants over the next year (after they have had the training). You could compare the participants’ use of the skills, as measured by the number of documents, to non-

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<sup>12</sup> Wenglinsky, H. 1998; available at <http://www.ets.org>

participants' (e.g., wait-listed students) use of the same skills. Developing good measures will simplify the process of data driven monitoring and will help to ensure that your program is able to identify any problems early before they become large obstacles.

When deciding on your measures, take into account:

- how or from whom you will collect the data,
- when you will collect the data, and
- issues concerning participant confidentiality.

While you are thinking about comparing groups, also consider the ways that the program may affect groups differently. Will females and males, high and low income individuals, individuals with disabilities, and others disadvantaged in systematic ways be affected by the program in the same ways? If not, then you may want to make changes now to be sure to include each group. Even if you do not expect differences, people may want to know if there were differences, so collecting information about group characteristics and how they vary with the results of the project will be helpful to you.

As discussed previously, OERI provides several indicators on which you will need to report. In addition to any measures specific to your program that you develop, your program must report on the federal indicators (in the second year this will include specific data requirements; see Appendix B for examples). See Appendix A for a complete list of the indicators and Appendix B for a sample of data forms.

See **Appendix C** for some resources related to math and reading assessments.

### **Tips for Success: Program Design**

Specify and strengthen the links between program objectives, measures, participants, and services.

Determine useful and objective measures of the results.

Be specific when describing your objectives and measures.

Use same measures in progress assessment as in baseline.

## Exhibit 1.6. Goals, Objectives, Activities, & Measures

<b>Goals</b> (What do we want to accomplish overall?)	<b>Objectives</b> (What do we need to accomplish to get there?)	<b>Activities</b> (What do we have to do to get there?)	<b>Measures</b> (How will we measure how far we've come?)
<p>Goal 1: To increase student academic performance and interest.</p> <p>(a) By increasing performance in reading and mathematics.</p>	<ul style="list-style-type: none"> <li>• <i>READING</i>-- Every child who participates in the program (at least 50% days attended) can read on grade level by the end of the year. (Joint objective with schools.)</li> <li>• <i>READING</i>—Every 4<sup>th</sup> grade child reads for 20 minutes every day. (Joint objective with schools.)</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring 2x/wk at all levels, Reading through Technology class offered as an option for after-school students.</li> <li>• Parenting Skills class, teaching parents how to teach their kids how to read; Offered 4 times throughout year with efforts to get all fourth grade parents to come.</li> </ul>	<p>Children's reading skills on the state assessment; day-teacher ratings; tutor ratings; performance assessment.</p>
	<ul style="list-style-type: none"> <li>• <i>MATH</i>-- Every child can do grade-appropriate math by the end of the year. (Joint objective with schools.)</li> <li>• <i>MATH</i>-- Every child has a more positive attitude toward math by the end of the year. (Joint objective with schools.)</li> </ul>	<p>Math projects and games integrated with computer days; Math homework help; Tutoring; Parenting skills class for parents to learn how to help with homework</p>	<p>Child's attitude ratings, parental ratings, teacher and tutor ratings. Children's math skills on the state math assessment.</p>
<p>(b) By increasing student motivation and interest in school.</p>	<ul style="list-style-type: none"> <li>• Attendance increases by 10% by the end of the first year, by 15% by the end of the second year, and by 20% by the end of the third year.</li> <li>• Students' ratings of the school and their attitude toward school improves significantly by the end of the first year and become positive on average by the end of the second year.</li> </ul>	<p>(All programs)</p>	<p>Attendance records of school day and out-of-school program activities. Child's attitude ratings, parental ratings, teacher and tutor ratings.</p>

## Exhibit 1.6. Goals, Objectives, Activities, & Measures

<b>Goals</b> (What do we want to accomplish overall?)	<b>Objectives</b> (What do we need to accomplish to get there?)	<b>Activities</b> (What do we have to do to get there?)	<b>Measures</b> (How will we measure how far we've come?)
(c) By increasing student development and applied academic experiences.	<ul style="list-style-type: none"> <li>• <i>TECHNOLOGY</i>—All 8<sup>th</sup> grade students (a) can find information about a topic on the world wide web and (b) can use a word-processing program for writing school papers by the end of their 8<sup>th</sup> grade year. (Joint objective with schools).</li> <li>• <i>SERVICE LEARNING</i>—Every 8<sup>th</sup> grade student will have the opportunity to have a work experience in the community over their 8<sup>th</sup> grade year.</li> </ul>	Computer class linked with reading curriculum with hands-on computer use at least once per week for one hour	Performance assessment, staff & teacher ratings, self-reported skill increases.
(d) By increasing student aspirations.	<ul style="list-style-type: none"> <li>• <i>COLLEGE-GOING</i>-- To have every student in the top 20% of their classes get one-on-one counseling about course taking and college.</li> <li>• <i>COLLEGE-GOING</i> -- To increase by 30% the number of extra-curricular and job opportunity programs available for college-bound students in the community. (Joint objective with the Chamber of Commerce)</li> </ul>	Establishment of EC/JO community committee.	Committee reports, student survey, students' participation rates, post-participation follow-up study.
Goal 2: To improve the community environment. (b) By offering enrichment and learning opportunities outside of regular school curriculum.	<ul style="list-style-type: none"> <li>• <i>ARTS</i>-- To expose every child to at least three methods of artistic expression and to the use of these techniques by members of the community. (Joint objective with Community Arts Alliance)</li> </ul>	"Art day" once a week as a part of the recreational activities and community trips once per month (entire families).	Portfolios, review of class by local artists. Self-reported ratings, reported frequency of use, expression, and viewing of arts.

# CHECKLIST FOR Strengthening Project Design

ITEM	RESPONSE	COMMENTS
<b>Stock-Taking</b>		
✓ Have you identified the strengths and challenges in your community?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
✓ Have you collected baseline data in all key areas?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Vision &amp; Purpose</b>		
✓ Do you provide a clear, concise statement of vision and purpose?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
✓ Do you display the vision statement?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Objectives</b>		
✓ Do your objectives clearly match your vision statement and the results of your stock-taking?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
✓ Do you specify concrete and measurable objectives?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Activities</b>		
✓ Do you have a realistic activity to attain your objectives?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
✓ Are the activities to which you have devoted the most resources the same ones that appear at the top of your priority list?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Measures</b>		
✓ Do you specify measurable results?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
✓ Did you keep your data collection forms to use again later when you assess your program's progress?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

# Step #1: Tools

## 21<sup>st</sup> CCLC

## TOOL 1A. STOCK-TAKING

<b>(Categories of Program Goals)</b>	<b>Current Services</b>	<b>Current Student Outcomes</b>
<i>Reading</i>	Are students who need extra help in reading getting that help? What reading programs are available at the schools? What are the skills that have been taught?	What is range of reading performance of students in the community? For students attending your program, how many have serious reading needs? What are the academic strengths that students bring to the program? What weaknesses need to be addressed?
<i>Math</i>	Are students who need extra help in math getting that help? What math programs are available at the schools? What are the skills that have been taught?	What is range of math performance of students in the community? For students attending your program, how many have serious math needs? How many middle school students intend to take algebra?
<i>Reduced Drugs and Crime</i>	What are the programs currently available for the community that set out to reduce drugs and crime? What are the gaps of services or obstacles for these programs?	How many kids and adults use drugs? How often? What are the attitudes toward drugs?
<i>Technology</i>	What access do the participants have to technology at their schools, work, or other locations (e.g., libraries)? What is the equipment? How often have they used it?	To what extent do program participants know how to use technology? What is the level of access to computers of each individual?
<i>Arts</i>	What is the level of exposure to the arts in the schools and the community?	How many program participants integrate art into their schoolwork or work generally? What is the level of familiarity of the art's links to areas such as history, science, and math?
<i>College-going</i>	What are the college-going programs and guidance currently available for students? Are there any gaps of information or customers in this service?	How many kids expect to go to college? How many are aware of financial aid? What are obstacles (e.g., financial, cultural) for each student?





## TOOL 1C. PROGRAM DESIGN

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### I: VISION & GOALS

What is the vision of your program?

Do your goals include...

*[X each that applies.]*

<input type="checkbox"/>	Increasing student reading skills	<input type="checkbox"/>	Decreasing juvenile crime	<input type="checkbox"/>	Decreasing teen pregnancy
<input type="checkbox"/>	Increasing student math skills	<input type="checkbox"/>	Increasing technology skills	<input type="checkbox"/>	Increasing student attendance

**Explain.**

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### II: OBJECTIVES

Summarize your objectives for:

- **Students**
  
- **Families**
  
- **Community**

*For the specific objectives linked to activities and measures, see Step #1 Tool A*

**How does this effort build upon other efforts?**

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## **II: ACTIVITIES**

**How are you ensuring that this program’s design and products will be of high quality?**

*[X each that applies.]*

<input type="checkbox"/>	Expert consulting	<input type="checkbox"/>	Peer review	<input type="checkbox"/>	Customer input	<input type="checkbox"/>	Test
<input type="checkbox"/>	Pretest or pilot study	<input type="checkbox"/>	Review current literature	<input type="checkbox"/>	Studying model programs	<input type="checkbox"/>	Other

**Summarize the major activities of your program.**

*(See Step #1 Tool B, for specific activities linked to objectives)*

**Describe your activities components of:**

- Academics
  
- Enrichment
  
- Recreation



**Summarize your plan for monitoring the quality of your activities.**

(e.g., reviewing activity attendance/dropout and other data weekly, surveying participants about the activity, reviewing and possibly consolidating costs)

Data you will want to collect to monitor quality include:

- activity and program attendance figures;
- presence/absence of core educational services (overall, math, reading, literacy, and science) and the number of days each type of service is available;
- presence/absence of support services (nutrition, health, art and music, recreation and sports) and the number of days each type of service is available;
- site morning opening/closing times, afternoon and evening opening/closing times, and the number of days each site is open per year;
- student reports of activity's benefits, enjoyability, and quality; and
- teacher reports of student behavior, homework completion, and class participation.

*See Step #2 for further discussion of program quality and why it is so important.*

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### **III: MEASURES**

**Summarize the measures you plan to use.**

*(See Tool A for specific measures linked to activities and objectives).*

*Measures for your annual reporting may include:*

- scores on nationally-normed standardized tests;
- student grades in reading and mathematics courses,
- school attendance figures; school dropouts figures;
- numbers of students taking Algebra and honors/AP English and math courses;
- reports of disciplinary actions (suspensions and expulsions);
- grade repetitions; and
- individual activity, 21<sup>st</sup> CCLC program, and school attendance.

**Summarize your plan for monitoring the program’s progress toward the expected outcomes.**

**In order to measure the progress toward the expected outcomes, summarize how you will...**

- **Use baseline (pre-program) indicators of participants’ performance such as school attendance, grades, test scores, and teacher ratings.**

- **Track those indicators (e.g., weekly)**

- **Develop indicators of success.**

# STEP #2: MANAGE PROGRAM QUALITY

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Step #2 is presented in Exhibit 2.1 and is made up of 2 sub-steps: the implementation process and the communication and coordination of services. This step is where you implement your selected activities and begin immediately to monitor their quality (how well they are delivered) and the interim outcomes (outcomes related to your objectives). Each of these sub-steps is described below.

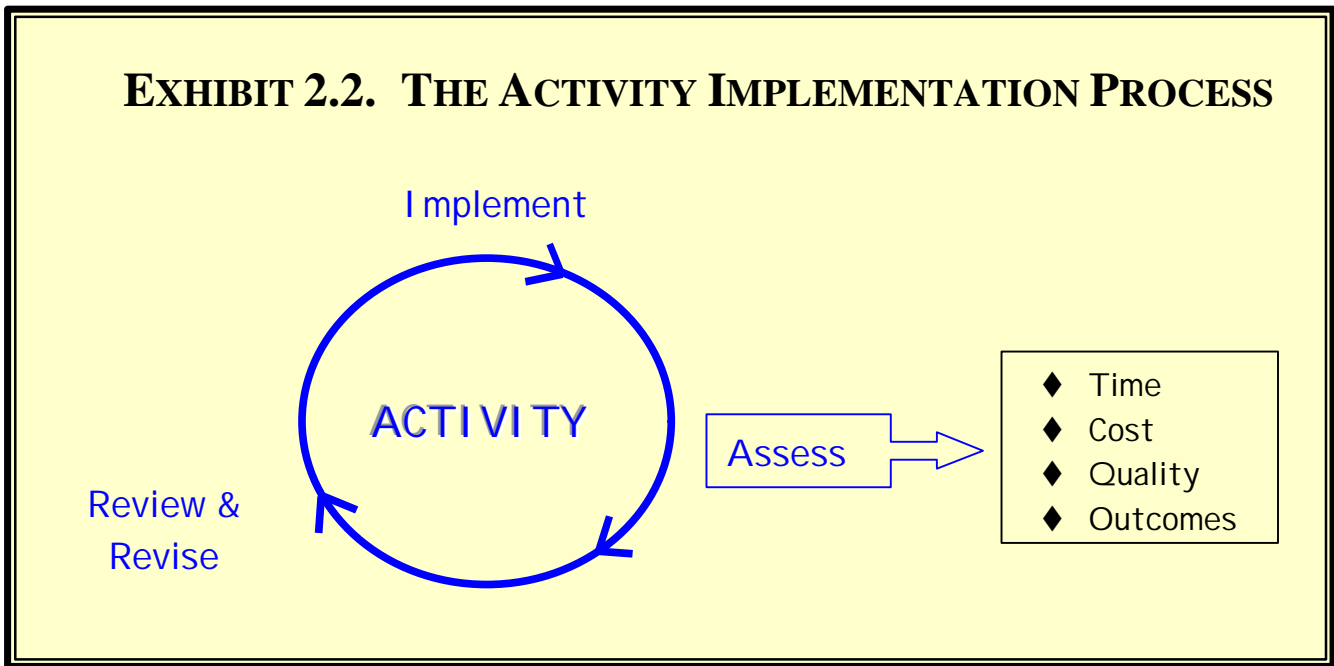


## ◆ Implementation Process

The implementation phase is the heart of the question “Can I do it even better?” The key to answering that question is to assess and monitor progress throughout the implementation of your activity. This assessment process involves data driven monitoring and will allow you to monitor actions and identify problems early, so that you can adjust your actions to be more efficient, effective, and of higher quality. Continuous assessment is a cyclical process that encompasses the following steps:

- *implementing* the activity, by following the operational plan (OP)<sup>13</sup>;
- *assessing* the activity, by asking how to better attain project objectives; and
- *reviewing and revising* the activity, by incorporating the assessment information.

The first step is to implement your activity by following your detailed operational plan. Then ask, “How well is the activity being implemented?” in the assessment step. You may follow that question with “Based on what I have just learned, how can I and others involved in the project improve on the process?” Then, your final step of the cycle is to take action and apply the recommendations. This cyclical process (see Exhibit 2.2) is used at regular intervals to measure the impact of your actions.



As you manage your program, this process will provide structure to your assessment activities. It will also enable you to demonstrate your responsiveness to the program’s evolution. Exhibit 2.3 gives examples of possible challenges and solutions for each of the elements of Step 2, “Managing Program Quality.”

<sup>13</sup> Note that before you actually implement your activities, you should have developed an operational plan (OP). An operational plan delineates at least three things: what tasks are to be done, when the tasks should be done, and who should complete each task (or be responsible for the task’s completion). A sample OP appears in the Tools of Step #2, at the end of this chapter.



## EXHIBIT 2.3.

### CHALLENGES AND POSSIBLE SOLUTION FOR MANAGING PROGRAM QUALITY

CHALLENGES:	REACTIONS:
A.) Meetings and communication between teachers and tutors are not as planned ⇒ ⇒	Set a general meeting with teachers, tutors, your staff, and school administrators, <i>and/or</i> revise the system for communication (e.g., use weekly e-mail reminders and simple, easy-to-fill out forms).
B.) Tutor turnover higher than expected ⇒ ⇒	Do another training session with all tutors, <i>and/or</i> increase recruitment efforts and expand the interviewing process.
C.) A program is not getting the target customer ⇒	Contact churches, community leaders, and others to solicit help in recruiting the underrepresented group, <i>and/or</i> discuss with underrepresented partners or parents what would make the project more appealing.

The more frequently you monitor your program, the greater the chance that you will discover any challenges and be able to resolve them. The “Checklist for Managing Program Quality,” at the end of this step, will help you to monitor quality now.

If you plan ahead, if you try to identify potential challenges, and if you develop a detailed operational plan, your program will have a better chance of progressing smoothly. The greater the number of *actions* performed initially, the fewer necessary *reactions* later. However, unexpected events will occur and it is always best to deal with them immediately.

### Implement

The implementation phase of the activity cycle simply means that you implement your activity as described in your operational plan. The more detailed your plan, the more you have tried to anticipate possible outcomes, the better the information you will be able to collect about your system. For example, you should breakdown your activities into as many subtasks as possible and with each subtask, identify a person responsible and a time line. Exhibit 2.4, “Examples of Activities and Sub-Tasks from 21<sup>st</sup>CCLCs,” provides examples.

Similar to any small business,<sup>14</sup> your program should set out to create *a system* of implementation, a system in which every step and task has been carefully detailed. To achieve this level of systemization, you must have a clear vision of the activity and write down all of the tasks, subtasks, roles and responsibilities associated with it with clarity and detail. Rather than constricting workers in the system, you will be freeing them to now think of ways to improve the system you have created.

<b>EXHIBIT 2.4.</b>	
<b>EXAMPLES OF ACTIVITIES AND SUB-TASKS FROM 21<sup>ST</sup> CCLCS</b>	
<b>Activity</b>	<b>Sub-Tasks</b>
Tutoring 2x/week at all Math levels	1. Reading tutors are hired.
	2. Tutors undergo 2 day training course.
	3. Tutors are matched with students.
	4. Tutors have kick-off meeting with students' teachers.
	5. Tutors meet with students. (Two times per week)
	6. Tutors meet with program staff to discuss progress and any problems with completing the daily evaluations. (End of week 1)
	7. Tutors meet with program staff to review progress. (End of week 3)
	8. Tutors meet with teachers to discuss progress. (End of week 4)
	9. Informal tutor / teacher meeting. (Bi-weekly)
	10. Formal tutor / teacher meeting. (Start of each month)
	11. End of tutoring session.
	12. Debriefing and evaluation of tutors.

### Assess: Time

To ensure that your program is completed on time, you should develop a schedule that includes a timetable for the completion of critical milestones for each of your tasks. **Milestones** are significant or key actions, results, or events that occur. Exhibit 2.4 lists examples of the types of milestones you should consider for your own project schedule. Add more time to the schedule than you think you will need— unexpected delays from illness, conflicting schedules, and holiday leave are common. An example of a project schedule, for easy reference, follows in Exhibit 2.5.

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<sup>14</sup> *The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It* by Michael Gerber, 1995.

**EXHIBIT 2.5.**  
**PROJECT SCHEDULE FOR MATH HOMEWORK HELP**

<b>Milestone</b>	<b>Expected Completion Date</b>
1. Tutors hired and begin two-day intensive training.	August 25-26
2. Tutors matched with students and meet teachers.	August 30
3. First day of tutoring.	September 1
4. End of first week—staff and tutors meet to review progress and any problems with filling out the daily evaluations.	September 7
5. End of third week—meeting to review progress.	September 28
6. End of first month; tutors meet with teachers. Celebration and discussion of goals and areas for improvement.	October 1
7. Bi-weekly staff and tutor meeting.	Oct. 15, 31; Nov. 15, 30, Dec. 15
8. Formal monthly tutor-teacher meetings. Celebration and discussion of goals and areas for improvement.	Nov. 1, Dec. 1
9. End of session.	December 20
10. Tutor debriefing and evaluations. Celebration and discussion of ideas for next session.	December 21-22

If you are finding that you are falling behind schedule, you have a few options. You may:

- reschedule so that remaining milestones are achieved more quickly,
- add staff, and/or
- adjust remaining schedule to reflect delay.

Whatever you choose to do, make sure that you address any threats to staying on schedule promptly and readjust your work plan for any changes that you have made.

**Assess: Cost**

At regular intervals during the program you should compare the amount you have actually spent on a specific activity with the amount you budgeted. You may make these comparisons on a weekly, monthly, or quarterly basis, or you may decide to do it when you reach pre-specified levels of

expenditures, or after completing pre-specified milestones. If you find that you are spending more than you budgeted, you will need to take corrective actions by identifying with your staff and your partners other costs that can be reduced. Occasionally, some travel can be eliminated. Sometimes aspects of data collection, analysis, materials development, or a report can be simplified, thus requiring less labor costs.

One effective way to monitor your budget is by using the “markers” you set on your budget (and on your operational plan). These markers will be the points at which you compare how much you had planned to spend with how much you have actually spent. For example, say that you are planning a year-long project and anticipate that it will have equal expenditures each month. One quarter of the budget will have been spent after three months, one half after six months, three quarters after nine months, and all of the funds by the end of the year. If, after you have been running the project for four months, you find that half of the budget has been spent, you will know that you are dramatically off your budget. Your markers indicated that you should have gone two more months before spending 50% of the budget. Thus, you have been over-spending and need to readjust the rest of the budget.

Your program likely will not have equal monthly expenditures, but the same idea holds. Mark when each quarter of your funds should have been spent. Then if you reach that marker early, you are over-spending; if you reach it late, you are under-spending. Depending on the funding and scope of your program, you may decide to monitor your spending even more closely and use 10% increments. In this case, you would check your spending against your budget after you had spent 10%, 20%, 30%, and so on, of your total funds.

If you are spending more or less than you budgeted, comparing the initial budget with actual expenditures item-by-item will help you to identify which items were more or less costly than their budget estimates. Then you will need to readjust and redo your budget.

If you find that you are overrunning the budget you have a few options. You may:

- find additional funding,
- review budget for unnecessary expenses like unused equipment or higher quality items than needed, and/ or
- cut out some secondary tasks.

**REMEMBER:** If you frequently compare your costs to your budget, you will be able to recognize and address cost issues while they are small and take corrective actions before the issues threaten your program’s ability to attain its objectives.

## Assess: Quality

Program quality refers both to how well your program is being implemented and to the quality of the services being provided. In order to get to any outcomes (e.g., student skill increase), you must first be sure that the intervention is being delivered as specified. For example, you may have a tutoring

program in reading designed to increase the reading skills of the lowest-skilled 10% of fourth-grade readers in your community. In order for those students to increase their reading skills, they must:

- attend *consistently*,
- have a tutor that attends *consistently*,
- have a tutor who knows what skills need to be taught,
- have a tutor who knows that child's particular needs,
- have a tutor who has the teaching skills to communicate the information necessary, and
- have enough, appropriate materials.

Providing your customers with quality activities that will help your program achieve its objectives is dependent upon developing a quality foundation. This abstract concept of program quality may seem difficult to measure; however, researchers have been able to identify nine common factors that are present in any and all quality programs.<sup>15</sup>

1. *Goal setting and strong management*

- The program should have clearly defined goals and should be managed in a manner leading to the achievement of those goals.
- Administrators use annual operating budgets, accurate bookkeeping systems, and continuously search for funding from both new and established sources.
- Procedures are developed that meet legal requirements and that protect both children and staff.

2. *Quality after-school staffing*

- Staff are experienced in working with school-age children in a variety of activities (academic, enrichment, and recreational).
- Ongoing staff training and development opportunities are provided.
- Volunteers are given training prior to working with children and youth.

3. *Low staff/student ratios*

- The staff student ratio is keep between 1:10 to 1:15 for ages six and older.
- For ages six and younger, the staff to student ratio is keep between 1:8 and 1:12.<sup>16</sup>

4. *Attention to safety, health, and nutrition*

- Safe transit (via transportation, escorts, or crossing guards) is provided to and from the learning center.
- The program is accessible to all children who may want to attend.
- The program has sufficient facilities and resources to provide a variety of indoor and outdoor activities.<sup>17</sup>
- A food and nutrition program is provided.

5. *Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups*

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<sup>15</sup> *Safe and Smart: Making the After-School Hours Work for Kids*, U.S. Dept. of Education

<sup>16</sup> *The NSACA Standards for Quality School-age Care*, Janette Roman (Ed.)

<sup>17</sup> *Designing Effective After-School Programs* by An-Me Chung

- There is collaboration between the program and local organizations leading to the effective use of all of the community's resources.
- Program successes are shared with the children, schools, parents, and community-based organizations.<sup>12</sup>

6. *Strong involvement of families*

- Families and youth are involved in the process of planning the program.
- The program attends to the needs (i.e., cost, work schedules, transportation issues) of parents and families.

7. *Coordinating learning with the regular school day*

- Program enrichment activities are tied into what is being taught during the school day by way of communication with classroom teachers and staff.
- Activities not available to children during the school day are offered in the program.
- Children are given the opportunity to participate in activities that follow their own interests and curiosity.

8. *Linkages between school-day teachers and after-school personnel*

- Time is provided for school day and after-school staff to establish relationships.
- There is a coordinated use of facilities and equipment between school day and after-school staff.

9. *Evaluation of program progress and effectiveness*

- A system of continuous evaluation is built into the program design.
- Data is collected and analyzed to help evaluate the program.

**If the program is not implemented well and is therefore not of high quality, then there is no way to achieve the substantive outcomes that are the objectives of your program.** However, if you track your program's implementation—through indicators of program quality—you will know early on if the implementation is not working and will be able to immediately address the problem.

Make sure to review indicators of program quality. You may want to check whether your program includes the elements listed above, or you may want to develop questions relating to indicators. Some questions that may prove helpful when assessing the quality of your program include:

## PROGRAM QUALITY: QUESTIONS TO ASK YOURSELF

- ✿ What is the **staff-student ratio**?
- ✿ What is the **attrition** rate of students?
- ✿ How many students **attend consistently**?
- ✿ What is staff attendance and **turnover**?
- ✿ Are the services provided by the activity **consistent**? Do the customers think that they get the same level of service every time?
- ✿ Does the activity address the group and individual **needs**? (e.g., does it account for students with special disabilities or emotional disturbances?)
- ✿ Are customers given the **choice** of activities? Is it a “real” choice? For example if there are two options but one requires transportation but most customers do not have transportation, then they do not really have a choice.
- ✿ Is the activity **engaging**? Are customers satisfied with the activity?
- ✿ Does staff get enough **training** to do their jobs well and meet customer needs?
- ✿ Are activities in synch with the day school activities? Do curriculums match up? Are teachers **informed** about students’ performance in out-of-school programs and vice-versa?
- ✿ To what extent are parents involved? What is the level of **outreach** of the program? How many community members know about the program?

Many of these questions regard data that is relatively easy for your program to collect. For example, having students sign in at each activity they attend can provide you with information applicable to answering several of the questions listed above. Tracking attendance data over time enables you to determine staff-student ratios, student attrition rates, and how many students attend consistently.

All of the data related to quality should be collected for each individual learning center, as well as for the entire program. Other data that your program will want to collect on a regular basis include:

- ◆ Total number of participants (not counting the same student twice) who ever attended they program in any activity.
- ◆ Average and median attendance at each center and each individual activity.

- ◆ Number of students participating in each type of activity (academic, recreational, and enrichment).
- ◆ Student rating of each activity in which they participated on the activity's benefit, enjoyability, and quality.
- ◆ Teacher rating of each student's improvement in behavior, homework completion, and class participation.
- ◆ Presence or absence of core educational services (overall, math, reading, literacy, and science), and the number of days per year that each type of service is available to students.
- ◆ Presence or absence of support services (nutrition, health, art and music, and recreation and sports), and the number of days per year that each type of service is available to students.
- ◆ Morning, afternoon, and evening, opening and closing times (by individual center and day of the week), and the number of days per year each center is open.

### Assess: Outcomes

Similarly to how you track and monitor the management of the program, you will want to track the progress toward your outcomes and objectives. At this stage you will be tracking **interim outcomes**, which are the outcomes that come in between your baselines and your objectives. For example, let's say one of your objectives is to increase reading scores on the state assessment test by 20% over the next three years. You collected a baseline measure, current scores in reading on the state assessment, during your stock-taking phase. Now you are in your first year of implementation. How do you know whether you are progressing toward achieving your objective? Interim outcomes. Interim outcomes are outcomes that are related to your objective but are more immediate outcomes. In the reading assessment example, a demonstrated increase in reading skills would be an interim outcome because in order to increase reading assessment scores, you must increase reading skills.

Below is an example of objectives linked to interim outcomes. You may want to do the same by putting your interim outcome data in a chart with the baseline data you collected in your stock-taking phase (or use a comparison/ matched group).





## EXHIBIT 2.7. INTERIM PROGRESS ASSESSMENT

<i>Baseline(s)</i>	<i>Goal</i>	<i>Objective</i>	<i>Interim Outcomes</i>
<i>Reading</i> -- In grades 1-5, 15% or less score below average on the statewide assessment for reading. In grades 6-8, 40% fall below the average.	Goal 1: To increase student academic performance and interest. (a) By increasing performance in reading and mathematics.	<i>READING</i> -- Every child who participates in the program (at least 50% days attended) can read on grade level by the end of the year. (Joint objective with schools.)	<ul style="list-style-type: none"> <li>❖ <b>Reading performance assessment given by tutor; reading skills have increased over last month's reading performance assessment.</b></li> <li>❖ <b>Teachers' ratings of students' skills this quarter have increased on average by 1 point.</b></li> </ul>
<i>TECHNOLOGY</i> — All 8 <sup>th</sup> grade students (a) can find information about a topic on the world wide web and (b) can use a word-processing program for writing school papers by the end of their 8 <sup>th</sup> grade year. (Joint objective with schools).	Goal 1: To increase student academic performance and interest (e) By increasing student development and applied academic experiences.	<i>Technology</i> -- All middle school students were familiar with word processing programs, but only 15% could write a paper and print without assistance.	<ul style="list-style-type: none"> <li>❖ <b>35% of 8<sup>th</sup> graders have participated in the after-school technology program.</b></li> <li>❖ <b>Of those, 90% received a certificate for demonstrating the basic word processing skills in a performance assessment at the end of the session.</b></li> </ul>

Compare the “Interim outcomes” column with your goals. How are you doing? Are you on track? You may also want to see who is improving and who is not. Are there differences in improvement by groups or grades? Are you reaching the populations you had wanted to reach? Note that the *Special Strategies* study also found that schools had stronger implementation when they targeted lower grades than when they spread resources out over many elementary and secondary grades. Is this a factor for your school?

## Review and Revise

Decide before beginning your program how often you will assess and revise your projects. How frequently you do so will depend on the length and intensity of your project. For example, an activity spanning three years may need quarterly (every 3 months) and annual reports while one lasting 6 months may need monthly reports. Make sure to consult all of your project partners for their preferences or requirements.

Whatever the frequency, you will want to document your assessment at least in a brief internal review document. The content of the progress report should include:

- Work accomplished over the past reporting period, including specific tasks and products;
- Results from your ongoing assessment process including the problems encountered, subsequent solutions, and any deviations from the substantive, time, and cost factors as specified in the work plan;
- Expectations for the next reporting period including any real or anticipated barriers and any corresponding adjustments to the schedule or budget management;
- Changes that will be made to implementation based on the assessment;
- Changes that won't be made to the implementation this cycle, but should be considered in the future.

*"Can we do this even better?"* should be the question guiding your assessment and any changes to your implementation. Once you have decided on your changes, if any, the cycle returns to implementation, as you implement those changes.

## ◆ **Communication and Coordination of Services**

### Communication

Communication is vital to the program's funding, progress, and success. One important aspect of communication is that it builds consensus. Think of consensus as a process of agreement through communication. Similar to the process of CIM, consensus is not a discrete event. You may have consensus at the time of initiation of your program, but if you stop working at it, you may quickly lose that consensus during the critical time of implementation.

Researchers have given some suggestions for communication and how to constantly build consensus:<sup>18</sup>

1. **Listen to people first, talk later.** Always respond to communications promptly. Community members will respond much better to your ideas if you first take the time to listen to their concerns and address the issues they raise. Set up a regular process for listening to the community and responding to what you hear from them. If you set up regular meeting times, you make your program accountable, but you also make the parents accountable.
2. **Expect to fail if you do not communicate well with teachers.** Time after time, researchers find that if teachers have not bought into school programs, the programs will fail. Teachers should be involved in the decision-making of the program.
3. **Make involving parents and the community a top priority.** To build public confidence about your program and the school, you may want to rely on direct, animated communication among your program, parents, and students. Survey results have shown that although the media play a role, they are not as important as direct contact.
4. **When talking to the community, be clear about your goals and set expectations.** Expectations are critical. If you are careful to shape expectations in advance—how long the program will run, what results and responsibilities to expect when—you will have an easier time keeping people informed and involved. Once you set these expectations, stick to them. If you say that an assessment report will be out in exactly one year, deliver in exactly one year.

Consensus is critical to successful program implementation and a successful implementation will make or break your program. If you don't have consensus throughout your implementation, you will not have a successful program. Educators, parents, and the community will probably never accuse a school of communicating too much. Disseminating information about the program processes and achievements shows others the value of the project. This is particularly important for sustaining program support; communication keeps people interested, feeling involved, and, as a result, more likely to offer all kinds of resources.

You may also want to determine what kind of communication products you will disseminate when. For example, will you write an annual report? What about a community **newsletter**? To whom will you send it? Although you may not have much to communicate at the early stages, you will be more prepared to communicate later if you set the groundwork now.

## Coordination of Services

Communication within and among: program leaders and staff, school leaders and staff, parents, and community groups is a key to coordination of services and helps to ensure that your program is providing customer driven services, a principle of CIM. The **communication charts** offer

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<sup>18</sup> Adapted from Education Commission of the States, *Listen, Discuss, and Act: parents' and teachers' Views on Education Reform*, as cited in Education Research Service, *Comprehensive Models for School Improvement: Finding the Right Match and Making it Work*.

suggestions for information you should be recording for your program. Contact information specifies the names of partners and how best to contact them. For example, Communication Chart #1 “Student Contact Information” charts student-family names, addresses and so on. Communication Chart #2, “[Teacher/Staff/Partner] Contact Information” lists similar information for these other partners.

Teacher and school communication is essential to your program. **Expect to fail if you do not communicate well with teachers.** (See “Communication” above.) You will want to have systematic routine contact with the day teachers of your students. Suggestions appear in the box below. Communication Chart #3, “Teacher Communication” gives a form on which to track that communication.

<b>TEACHER COMMUNICATION</b>	
❖	Set up a system for communication early on; this will set expectations.
❖	Determine who should go to whom with which questions and distribute those contact peoples’ names and information.
❖	Have all the people who will be communicating meet each other in the beginning of the program, such as having a social kick-off meeting between tutors and day teachers.
❖	Have those people meet again shortly after the program begins. Then spread out the meetings, but have them planned (e.g., first Tuesday of every month) from the beginning.
❖	Use e-mail whenever possible.
❖	Think about the information you will want from teachers; ask teachers what information they would like from you.
❖	Put your requests for information into an easy-to-fill-out form and send it at the same time each month.
❖	Have clear deadlines for information.
❖	Deal with ambiguities or problems in communication immediately.

Staff communication in any business is essential. Staff meeting times should be decided in advance, held on a regular basis, and written on the communication plan. Communication Chart #4, “Staff Communication” gives a suggested form for tracking staff communication. Exhibit 2.8 demonstrates possible challenges and solutions for communicating with staff and partners.

## EXHIBIT 2.8.

### POSSIBLE CHALLENGES AND SOLUTIONS OF COMMUNICATING WITH STAFF & PARTNERS

#### CHALLENGES:

A.) Frequent staff miscommunication ⇒ ⇒ ⇒

B.) Dissatisfaction of a partner ⇒ ⇒ ⇒

#### REACTIONS:

Hold a staff meeting to determine new procedures, *And/or* post activity checklists for each staff member in central office, *and/or* have more frequent staff meetings.

Communicate with partner to understand concerns, *and/or* devise a plan of action together, *and/or* schedule more meetings with partner, *and/or* send more frequent progress reports and request immediate feedback.

Communication is also a critical component to developing a sense of commitment to your program of leaders and staff, school leaders and staff, parents, and community groups. Commitment to the program will improve the chances that you will attain your objectives. You can help develop commitment by doing the following:<sup>19</sup>

- Have program staff, parents, and community groups interact as frequently as possible to help promote a sense of teamwork.
- Be certain that individual needs of staff and customers are being met through participation in the program.
- Let staff, parents, students, and local groups know why your program is important to the well being of the community.
- Make sure that all stakeholders share the same vision and goals for your program.
- Do not promote competition among staff, parents, or students within the program. Competition and cooperation are opposites and can keep your program from achieving its objectives.

See **Appendix D** for more suggestions and information on Communication.

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<sup>19</sup> In part adapted from *Fundamentals of Project Management* by James P. Lewis

# Step #2: Tools

## 21<sup>st</sup> CCLC

## TOOL 2A OPERATIONAL PLAN AND STATUS REPORT

<i>Plan</i>				<i>Status</i>			
Activities/Tasks and Expected Results	Staff Responsible	Sched Start Date	Sched End Date	Are You on Sched ?	Are You within Budget?	Is the Activity of Quality ?	Solutions to Problems Identified and Next Steps

**Summary of overall progress to Date:**

DATE: \_\_\_\_\_

## TOOL 2B QUALITY OF PROGRAM

<i>Review of Program Quality</i>							
Activity	Core or Support Service	Objective Supported	Staff-Student Ratio	Staff Training	Staff Turnover	Quality of Implementation of Services	Areas Needing Attention
<i>Reading Tutoring</i>	<i>Core</i>	<i>Increase the number of students reading at grade level.</i>	<i>1:1</i>	<i>2 day (16 hour) session for all tutors</i>	<i>2/40</i>	<i>The tutors have been well-trained and have in several cases helped the day-teacher identify particular challenges for the students.</i>	<i>Increased contact between teachers and project staff to share student performance information is needed.</i>
<i>Arts Classes</i>	<i>Support</i>	<i>Provide enrichment activities after school.</i>	<i>1:8</i>	<i>2 hour session</i>	<i>0/3</i>	<i>Art teachers from the local colleges have come in for visits and rated the program highly (comments attached).</i>	<i>Our supplies for the last project were over-budget but we believe we'll be able to make it up during the next phase which is sketching.</i>
<b>TOTAL PROGRAM LEVEL</b>			<b>1:4.5</b>	<b>9 HOURS</b>	<b>2/43</b>	<b>(SEE ABOVE)</b>	<b>(SEE ABOVE)</b>



## TOOL 2C

### INDIVIDUAL PARTICIPANT RECORD – OUTCOMES OF ACTIVITIES

PARTICIPANT NAME: <sup>20</sup> \_\_\_\_\_

<i>Indicators of Participant Progress Toward Expected Outcomes</i>											
<b>Special Instructions:</b>											
Activity	Attendance	Baseline Level	Expected Outcome (Target)	Progress to Date	Areas Needing Attention	Teacher Rating of Participant			Participant Activity Rating		
						Behavior	Homework Completion	Class Participation	Benefit	Enoyability	Quality
<i>Reading Tutoring</i>	<i>70%</i>	<i>Reading subscale scores on state assessment: 55, and 34, well below average.</i>	<i>To get all scores above 65 after one year.</i>	<i>Day teachers and tutors report significant improvement in comprehension, but little change in vocabulary.</i>	<i>We clearly need to target the vocabulary content area. However, his attention level in school, as rated by his teacher is increasing and she believes that his reading skills overall have improved markedly.</i>						

<sup>20</sup> The federal government will never ask to see individual student names; these data are for your program manager only. Within school districts, confidentiality of the student should not be an issue, so long as you carefully store any student data in a locked, limited-access place. You may want to consider using student numbers instead of names so that individual records are not identifiable.

# TOOL 2D

## COMMUNICATION CHART #1: STUDENT CONTACT INFORMATION

*[Bold the best method of communication for each parent/guardian, i.e., if s/he prefers phone versus mail]*

Student Name	Family	Mailing Address	Telephone/ Fax Numbers	E-mail Address?	School	Grade	Teacher	Activity (ies)
<i>e.g., Mei Chen</i>	<i>Chen</i>	<i>555 New Jersey Ave, #2</i>	<b><i>Call grandmother Li, at 555-1313</i></b>	<i>N/A</i>	<i>MLK</i>	<i>2</i>	<i>Walker</i>	<i>Math Tutoring, Arts</i>
1.								
2.								
3.								
4.								

## TOOL 2E

### COMMUNICATION CHART #2: [TEACHER/STAFF /PARTNER] CONTACT INFORMATION

*[Bold the best method of communication for each person, i.e., if s/he prefers phone versus e-mail]*

Name of Each Program Partner	Organization/ Position	Mailing Address	Telephone/ Fax Numbers	E-mail Address	Participating in/ Assignments
<i>e.g., Rhonda Cole</i>	<i>Principal, Bethune Elementary School</i>	<i>1 Learning Lane Reading, PA</i>	<i>415-555-1212</i>	<a href="mailto:Rcole@read.org"><i>Rcole@read.org</i></a>	<i>Leads tutoring task, (school) hosts employment training class, and sits on partnership board.</i>
1.					
2.					
3.					
4.					

## TOOL 2F

### COMMUNICATION CHART #3: TEACHER COMMUNICATION

Teacher	Issue Raised	Child Concerned (if applicable)	Date of Contact (or Attempted)	Response
<i>J. Kim</i>	<i>e.g., A student in her math class forgets to bring her math homework when she comes to tutoring</i>	<i>Rasheeda Pride</i>	<i>6-10-98</i>	<i>Left message</i>
	<i>(Same)</i>		<i>6-17-98</i>	<i>After an additional call today, Russo called back. She is going to make sure that Rasheeda has the homework assignment with her when she leaves class. Russo will also talk to Jenkins, Rasheeda's last period teacher, and tell her to double check with Rasheeda.</i>

## TOOL 2G

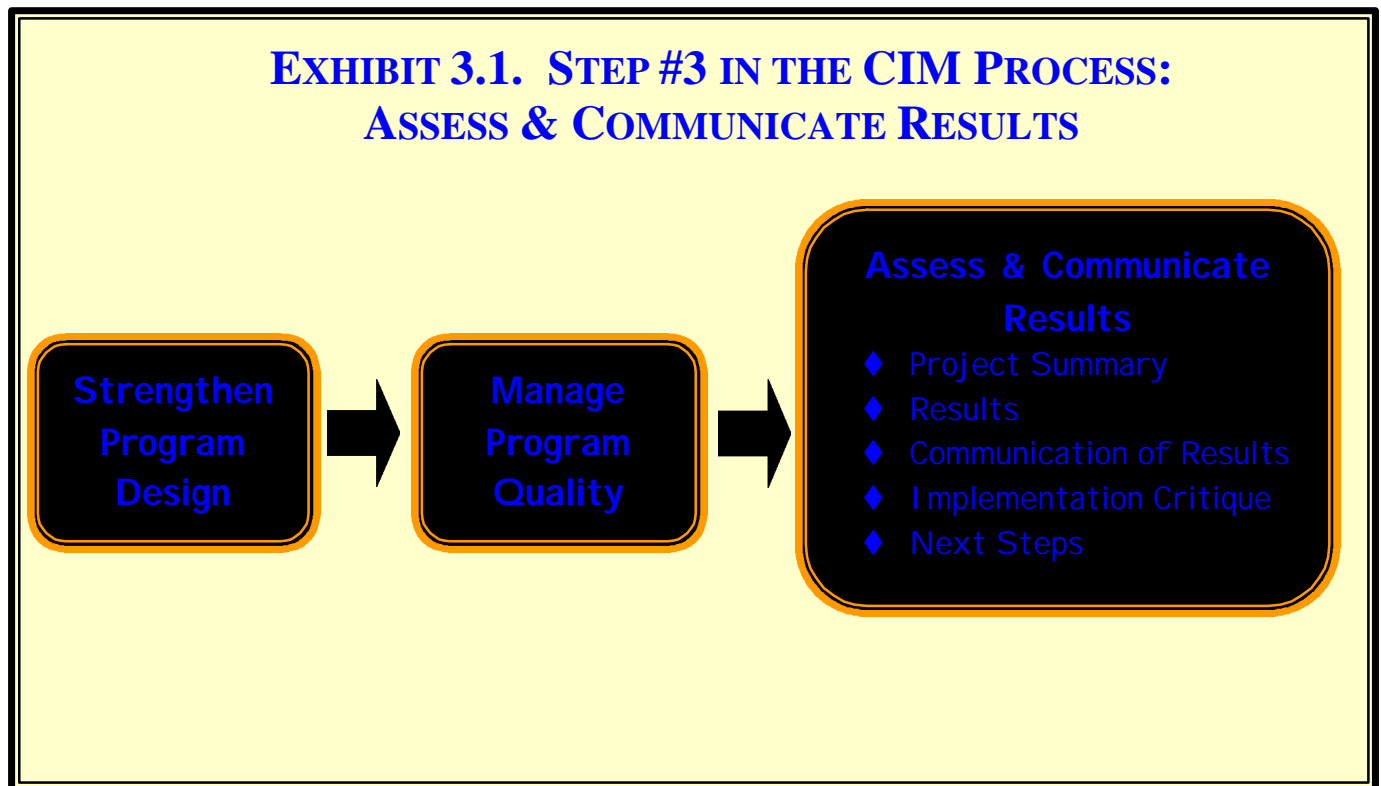
### COMMUNICATION CHART #4: STAFF COMMUNICATION

<b>Team Meetings</b> <i>(All staff are involved in at least one team)</i>	<b>Attendees</b>	<b>Date</b>	<b>Issues Raised</b>	<b>Decisions Made and Tasks to Be Completed by Next Meeting</b>
<i>e.g., Academic Achievement Team</i>	<i>Cole, Director of Tutoring-Reading program; Porter, Director of Tutoring- Math Program; and Hepburn, Assistant Director of the Basic Skills Summer Session.</i>	<i>6-30-98</i>	<i>Team is constantly trying to better coordinate with the school-day curriculum. Three students were also targeted for retention. These students' attendance has dropped off, so one staff member from each activity will call the student or stop by. Notes have also gone to the day teachers.</i>	<i>For the next meeting, we have identified 4 key teachers and asked them to attend our meeting.</i>
Meeting 1				
Meeting 2				

# STEP #3: ASSESS & COMMUNICATE RESULTS

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Step #3 is displayed in Exhibit 3.1 and is made up of five (5) sub-steps: project summary, results, communication of results, implementation critique, and next steps. Each of these sub-steps is described below.



After each year of your program, you will need to write a progress report that answers the question:

*“Did you achieve your goals?”*

Your supporters and the community will first and foremost want to know this information. Your progress or final report should have each of the following sections, but each section would be significantly longer in length and greater in detail in a final report:

- Summary -- *“What did you set out to do and why?”*
- Results – *“Did you achieve your goals? Did you do what you said you would do?”*
- Communication of Results – *“Who should know about the program?”*

- Implementation Critique – *“How was the project managed? What could be done better next time?”*
- Next Steps -- *“What should come next?”*

The critical components of this step are assessing your project and communicating those results. This chapter and TOOL 3B will help you to write your final report and to focus on assessing and communicating about your project.

### Questions to Ask Yourself:

- Did we accomplish the stated objectives?
- In a year or two what changes would we like to see as a result of our project?
- Who else might benefit from our project? In what way will we present the information?
- What advice would we give new grantees and why?

## ◆ Project Summary

The project summary reviews the context of the project’s origin, the state of knowledge before your project, and what unique contribution the project was intended to make. Generally, within 1-2 paragraphs, the project summary answers the question, “What did you set out to do and why?” When describing the context of the project, mention previous programs, studies, or efforts in the community and their contributions and failings. After having set up the context, you should be able to establish a clear rationale for why your project was needed. List your objectives and what contributions the project was designed to make, then relay generally why the particular activities that you chose were the best ones to achieve the objectives. Finally, describe generally the major activities of the program and give some indication of their duration and order in which they occurred.

## ◆ Results

Assessing the results goes a step beyond a simple summary of what happened. When you assess the results of your project, you answer the question:

*“What was the participation, quality, impact and efficiency of the project?”*

The importance of each will depend on your original objectives. That is, if your objective defined *how many* students, community members, or families and *who* should be affected, then you are interested in the **participation** of the program or activity. If your objective was the production of a specific service and *how well* that service was provided, then you are interested in the **quality** of your product. If your objective described *the way in which* students, community members, or families should be affected or *the usefulness or effectiveness* of the program, then you are interested in the **impact** of the project. If your program was concerned about the ratio of the project's *costs to benefits*, then you are interested in the **efficiency** of the project. Exhibit 3.2, "Sample Assessment Questions," gives examples across these areas by qualitative and quantitative measures (numeric and non-numeric, respectively). For most of the 21<sup>st</sup> Century Community Learning Centers, all four of these elements should be examined.

Each year you will also be asked to submit an **annual report** to ED. For the first year (1998-9), you will want to review the federal program indicators found in Appendix A and include ANY and ALL information you have to support the federal indicators. Also include information and data about your own program goals. For example, if you learned about parent involvement and community cohesion, if you had good coverage in a local news program, if one kid was profoundly impacted and told her story, tell us about all of these things! The Department of Education would like to hear about all of your challenges and successes! For next year, OERI will have developed specific data requirements to match the indicators. For your second year reports, OERI will send specific instructions about exactly which data to include in your report. The data will likely look very similar to the forms found in Appendix B. Again, although you will be required to send specific data, you should also send data about your own program goals and successes.

### EXHIBIT 3.2: SAMPLE ASSESSMENT QUESTIONS

	<b>Quantitatively</b>	<b>Qualitatively</b>
<b>Participation</b>	How many participants attended the activity <i>consistently</i> ? How many participated in multiple activities? What was the attrition rate? What were the demographics and needs of your students compared to the community generally?	Why did students come to the program? How many students requested to join the program because they heard good things about it? Were there students or groups of students who did not feel that they were welcome in the program?
<b>Quality</b>	How did the students or day-teachers rate on a 1-7 scale the benefit of the activity? What was the staff-student ratio and staff turnover throughout the year? How did the participants rate the program's consistency?	Did the students describe the activities as useful? In what ways? Did experts who were sent the activity materials think that they were beneficial? How engaged were the students?



## EXHIBIT 3.2: SAMPLE ASSESSMENT QUESTIONS

	<b>Quantitatively</b>	<b>Qualitatively</b>
<b>Impact</b>	How many students showed increased skill levels and by how much? How many students showed an increase in test scores in areas related to activities? How many times do students or teachers report the students using their new skills?	Do the students' teachers still report a change in attitudes or behaviors? To what extent has the classroom climate changed? To what extent has the school climate or community climate changed? What role in the community does the program building play now compared to when the program began?
<b>Efficiency</b>	How were finances distributed per child? How does the program cost-benefits compare to other similar programs?	What were the benefits of the program relative to the costs? How were new funds or in-kind contributions leveraged?

Each of these three dimensions should be examined with *a focus on change*. In order for people to fully understand the scope and impact of your project, they should know what has changed as a result of your project. What new skills, knowledge, or value resulted from your project? What did the project add beyond the information or related efforts that already existed?

One way of measuring change is to compare the performance of groups of people who participated in the project (for example, as students in an after-school tutoring activity) with groups of people who did not (day students who wanted to but could not participate). Another method is to compare measures of the skills, performance, or activities of participants prior to their participation, with measures of these same skills after they have participated. If you take these measures at more than one point in time after participation, you can see whether changes that were initially strong continued to be maintained, and whether changes that were not initially strong gained strength over time.

You will also want to know if the project had the effect across groups. Some important group aspects on which the project may have varied include gender, ethnicity, income-level, geographic location, native language, resources available at home, and past experience.

Also remember that the measures that you choose should be able to assess whether or not you have achieved or are heading in the direction of achieving the objectives. In order to examine this, you will need to use measures that will indicate both short- and long-term results of your program.

Aspects of the project's products or processes and changes resulting from the project within the last year are the **short-term results**. Short-term results should be included in your annual report as they help describe the program's accomplishments of the past year. Some measures indicating short-term results include increasing student attendance rates, positive teacher reports, improving student attitudes toward school, and increasing parent involvement in program activities.

Changes that occur as a result of program products or processes after student involvement in a second (or third) year of the program are **long-term results**. Generally, a long-term result will be indicated by a *trend* of improvement or change that can be seen over more than a single year. A change in the number of students applying to college, increasing grades and test scores, declining numbers of dropouts, and improving school climate are examples of long-term measures.

Further, the short- and long-term measures may be answering entirely different questions, not simply the same questions asked after a period of time. For example, if you did a reading tutoring session for a group of students, you may want to know (a) how did each student's skills improve and (b) did those students transfer those skills to others in her or his class. The first question may be repeated across time while the second may only be asked after some time has elapsed after the tutoring. However, you should keep in mind that the effect of your project, the change it has produced, will itself change across time. Thus, you may want to measure the effect of your project more than once over time.

One effective way to make sure you are addressing all of your objectives is to line the objectives up with the baselines and your assessment of progress. Below in Exhibit 3.3 is an example.



### EXHIBIT 3.3. PROGRESS-TO-DATE

<i>Goal</i>	<i>Objective</i>	<i>Baseline(s)</i>	<i>Interim Outcomes</i>	<i>Short-term Results (1 year)</i>	<i>Long-term Results (2-3 years)</i>
Goal 1: To increase student academic performance and interest. (a) By increasing performance in reading and mathematics.	<b>READING</b> —To reduce by ½ the number of students who score below basic on the statewide assessment in reading. (Joint objective with schools.)	<i>Reading</i> -- In grades 2-5, 40% of students scored below basic on the statewide assessment for reading. In grades 6-8, 30% fell below basic.	<ul style="list-style-type: none"> <li>❖ <b>Reading performance assessment given by tutor; reading skills have increased over last month’s reading performance assessment.</b></li> <li>❖ <b>Teachers’ ratings of students’ skills this quarter have increased on average by 1 point.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Students in the community improved their state reading assessment scores by 5% on average.</b></li> <li>❖ <b>The students at the lowest tier, who scored significantly below basic, increased their scores by 10%.</b></li> <li>❖ <b>Students who did not participate in the program showed only 2% gains on average, while those who participated showed nearly 20% gains.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>45% of children enrolled in the program for a second year scored above basic on their statewide reading assessment score. 62% scored above basic in their third year.</b></li> </ul>
Goal 1: To increase student academic performance and interest (e) By increasing student development and applied academic experiences.	<b>TECHNOLOGY</b> — All 8 <sup>th</sup> grade students (a) can find information about a topic on the web and (b) can use a word-processing program for writing school papers by the end of their 8 <sup>th</sup> grade year. (Joint objective with schools).	<i>Technology</i> -- All middle school students were familiar with word processing programs, but only 15% could write a paper and print without assistance.	<ul style="list-style-type: none"> <li>❖ <b>35% of 8<sup>th</sup> graders have participated in the after-school technology program.</b></li> <li>❖ <b>Of those, 90% received a certificate for demonstrating the basic word processing skills in a performance assessment at the end of the session.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>83% of 8<sup>th</sup> graders went through the technology class and 90% of those passed an assessment at the end of the class. Of the 50% re-tested last month, 4 months after the end of the class, 75% passed the performance assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Number of students enrolling in technology-related courses increased by 10% year 2 and 15% in year 3 compared to number of students enrolled at start of the program.</b></li> </ul>
Goal 2: To improve the community environment (b) by providing a drug-free environment.	<b>DRUGS</b> — Middle school students’ attitudes toward taking drugs will become significantly more negative.	<i>Drugs</i> —Students took a self-report survey about their attitudes about drug use, e.g., “what is the likelihood you will use drugs in the next month?”	<ul style="list-style-type: none"> <li>❖ <b>Overall student attitudes about drugs did not change (e.g., most drugs still score in the neutral to “slightly bad” range) and students reported it is “possible” they would use drugs in the next month.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Students attitudes did not change overall (e.g., most drugs still scored in the neutral to “slightly bad” range”) but students did report that they would be less likely to use drugs in the next month.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Drug-related arrests of youth in the community decreased in years 2 and 3 of the program.</b></li> </ul>

## ◆ Communication of Results<sup>21</sup>

Projects have a greater impact if they develop a strategy to communicate findings to people and organizations beyond those who were involved in the project. Disseminating your findings and processes shows others the value of the project. This is particularly important for sustaining project support; communication keeps people interested, feeling involved, and, as a result, more likely to offer all kinds of resources such as consultations, volunteers, information, connections to other helpful groups or individuals, and money. Dissemination also increases opportunities for longer-term results, and promotes an ongoing dialogue around which findings may be evaluated and shared globally among other project managers, activity participants, and donors.

To communicate your project's results you will want to:

- Decide on target audience, project's message, and desired result,
- Determine the mode, or method, of your communication.

### Decide Target Audience, Project's Message and Desired Result

Successfully communicating your message is linked to your message having a clear objective and identifying audience members for whom the message is *relevant* (i.e., it relates to *their* work or interests). You can:

- target an audience first, then tailor your message in a way that is most useful to that group, or
- you can select project findings you find particularly important first, then present the information in ways that selected audiences would find most interesting.

You may want to communicate the same message to all audiences. That is fine as long as you highlight information relevant to specific audience members. For example, if you are addressing policy-makers, you may want to emphasize your project's policy implications and impact. Whereas, if you are addressing participants, you may want to focus on issues of increased educational opportunities. Tailoring your message to your audience increases opportunities for support of your project now as well as support for your next project.

Potential audience members include the following:

- educators,
- Departments of Education,
- education policy researchers,
- supporters/donors,

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<sup>21</sup> For further discussion on how your program can develop an effective message and to disseminate that message to various audiences see Appendix D.

- policy makers,
- participants,
- similar group participants,
- academic journals,
- the general public, and
- university researchers.

## Determine the Mode of Communication

There are many ways to communicate your activity's findings. You will want to choose communication methods that promote easy information absorption. Your method of communication will depend, in part, on whether you are targeting a small- or large-scale audience.

The mode of communication *may* take the form of the technical report, executive summary, or lessons learned memo. Other presentation formats include:

- newsletters
- presentations, seminars, meetings
- papers
- training and public information videos
- websites
- brochures
- journal publications
- site visits

Considerable amounts of information can be communicated in documents that are meant to be read quickly. For example, you can summarize management processes in a brochure by *bulleting* major points. A newsletter can include pictures of you and your project participants or diagrams and charts.

Presentations at seminars or meetings are very effective at providing information and generating initial interest among small- to medium-sized groups. Not only does it give you an opportunity to present, but it promotes a dialogue around your presentation among the various levels attendees. This mode of communication has the added value of creating a dynamic exchange of information not available through other venues. Should you decide to give a presentation, be sure to inform invited guests of the objectives of your meeting so as to center the dialogue around your intended focus. Your presentation may also be available as a project paper for wider dissemination.

Strategies for large-scale dissemination may include a video that highlights project objectives and relates project impacts and processes through taped interviews or demonstrations. Other ways to communicate on a large scale include newsletters, a project website (set up under a Department of Education or with a local university, for example), and presentations at international meetings.

Finally, do not overlook the value of having project participants involved in your dissemination strategy. There is no stronger testimony to your project's impact than to have it communicated through a participant. The impact on participants' productivity is easily documented through questionnaires and interviews and demonstrated through direct quotes or video clips.

Communicating your project's findings can increase the impact of your project. There are many ways to disseminate information to various audiences both on small and large scales. It is through a careful assessment of your audience and desired impact that you can develop a strategy that works best for you.

## ◆ Implementation Critique

People may be interested in more than your project's substantive results; they may want to know about, and learn from, your implementation and management experiences. You planned and implemented the project. You faced unanticipated difficulties. You worked to resolve them. Now you have become an expert in doing this project and are the best one to critique its implementation. The guiding question of your critique is:

*“If you were to do the project again, what would you do differently?”*

To begin, you will need to summarize the step-by-step implementation of the project, or tell people what you did. Next, evaluate what you did. What worked well, what did not work well, and what suggestions would you have for someone attempting a similar study? One good way to remember this information is to go back and to review the progress reports you completed throughout the project. The progress reports will contain a wealth of information including how well you stayed on your budget, work plan, and timeline. Often the documentation of the management and implementation critiques is called a *lessons learned memo*.

## ◆ Next Steps

In the concluding paragraph(s) of your final report, you should summarize the important findings of your study and any necessary qualifiers of those results. The conclusion also answers the question: “What should come next?” Since you are now very knowledgeable in this field, you should have a good sense of what the next steps (or next projects) should be, for you, your group, and the community. Examples of next steps include:

- Repeating the project to improve upon its quality.
- Repeating the project for a new group of participants or in a new context.
- Building upon skills or knowledge established from the project
- Finding less expensive or more accessible ways to disseminate results (such as combining activities with others existing community activities).

Dissemination of these reports is just as important as writing them. Tool 3B will help you to write and disseminate your report.

**Tips for Success:**

Be sure to measure both the scope and impact of your project.

Keep your communications about your project tailored to your audience. Usually, that means keeping your message short and simple.

Use graphics, such as charts, diagrams, and pictures, and non-technical language to convey your message.

# CHECKLIST FOR Assess & Communicate Findings

ITEM	RESPONSES	COMMENTS
<b>Project Summary</b>		
✓ Did you write a project summary including expected and actual results?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
<b>Results</b>		
✓ Did you assess the project's scope and impact: In the short and long-term?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
✓ Qualitatively and quantitatively?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
✓ Internally and externally?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
✓ Did you assess how the project benefited students, schools, and the community?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
✓ Have you measured changes in practices and policies as a result of your project? <sup>1</sup>	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
<b>Communication of Results</b>		
✓ Where/to whom did you disseminate the project results?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
✓ How many and which modes of communication have you used?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
<b>Implementation Critique</b>		
✓ Did you review your progress reports in the process?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
✓ Did you write a lessons learned memo?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	
<b>Next Steps</b>		
✓ Did you suggest next steps/ projects?	<input type="checkbox"/> Yes    No <input type="checkbox"/>	

<sup>1</sup>You may find it difficult, though not impossible, to measure the actual changes and improvements. It may take time for the project's products to result in changes, and you may find it expensive to evaluate the project's effects.



# Step #3: Tools

## 21<sup>st</sup> CCLC

### TOOL 3A: OUTCOMES OF THE PROGRAM

<i>Indicators of Progress on Program Objectives</i>				
<b>Program Objectives</b>	<b>Baseline (Initial Performance on Objective)</b>	<b>Target Performance on Objective (End-of-Year)</b>	<b>Progress to Date</b>	<b>Areas Needing Attention</b>
<b>Student Level:</b> <i>Increase the number of students who are reading at or above grade level.</i>	<i>55% of students are reading at grade level as measured by the state assessment test.</i>	<i>70% of students will be reading at grade level by the end of the year.</i>	<i>65% of students now read at grade level.</i>	<i>More tutors are needed to fully staff the after-school tutoring program.</i>
<b>Family Level:</b> <i>Increase family involvement with the school.</i>	<i>35% of parents report that they are not as involved in their child's schooling as they would like to be; 20% attend PTA meetings; 40% check their child's homework every day. and</i>	<i>A majority of parents will report that they are involved in their child's schooling, attend PTA meetings, and check their child's homework daily.</i>	<i>After two months of weekly PTA meetings, 35% of parents have attended at least one meeting</i>	<i>Parents should be interviewed to assess the best way to get information to them. Additional activities at the school for parents to participate in need to be planned.</i>
<b>Community Level:</b> <i>Increase community involvement with the school by offering classes open to adult to community members.</i>	<i>No adult classes have been offered at the school for the past three years.</i>	<i>60 adults will participate regularly in GED and adult education classes offered on evenings and weekends at the school.</i>	<i>Adult education and GED classes have been established, but to date only 20 community members have participated regularly.</i>	<i>Increased outreach to the community is needed.</i>

# TOOL 3B

## [PROJECT TITLE]: PROJECT REVIEW

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### I: PROGRAM SUMMARY

Progress Report start date:

Progress Report end date:

Final Cost =

Total Federal Contribution =

Who were your partners this year?

What were the program's purposes and objectives?

Did your objectives include... [X each that applies.]

	Increasing student reading skills		Decreasing juvenile crime		Decreasing teen pregnancy
	Increasing student math skills		Increasing technology skills		Increasing student attendance
	Increasing literacy		Decreasing drug use		Increasing students' positive attitude toward school

What were the program's main activities?

What were the program's expected outcomes?

Who were your participants? Who was your targeted population?

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### II: OUTCOMES

#### *Participation*

**What was the aggregated attendance information for the period? Who benefited from the program?** Who/how many people benefited? Did some people benefit more than others did? How do those who did not participate in the program/activity differ from those who did?

#### *Quality*

**What was the quality of the service/activity?** What new skills or knowledge were developed? How satisfied were the participants?

#### *Impact*

**What has changed as a result of the program (e.g., overall student achievement level within your community, levels of safety or drug use, school policies or procedures)?** What may be the long-term impact of the program (i.e., future outcomes)? How does this relate to the 21<sup>st</sup> CCLC program indicators? What follow-up activities are planned to measure the long-term impact?

#### *Efficiency*

**Was the program cost-effective?** What are the benefits of the program relative to the costs?

### III: COMMUNICATION OF OUTCOMES

**When communicating the outcomes to others, what feedback or information did you learn about the program?** (e.g., the programs was useful, the program could be implemented in another way)

**When communicating with others about your program did you use...** [*X each that applies.*]

	Community Languages (e.g., Spanish)		Before-after comparisons (e.g., using charts)		Participants' ratings		Participant success stories
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**Which MODES of communication did you use when communicating the outcomes of your program?** [*X each that applies.*]

	Community Presentations		Mott Foundation Listserv		Newsletters		School Assemblies
	Web pages		Parent Meetings		Letters/ Mailings		Phone calls
	Flyers		Media/Newspapers		E-mails		Other _____

**To which AUDIENCES did you send program information?** [*X each that applies.*]

	Partners/ Participants		Other Schools		Funding Agencies		Other Possible Funding Sources
	Parents		Community Groups		News/ Media		Researchers
	Policy Makers		Law Enforcement		Associations		Other

**Explain:**

**How do you know that your communication was effective?**

### IV: IMPLEMENTATION CRITIQUE

**Did you stay within your budget, work plan, time-line?** If there were deviations, what were they? How did you adjust in response?

**If you encountered unexpected problems of any kind, what were they and how were they resolved?**

### V: NEXT STEPS

**Do you have suggestions for improving implementation, strengthening outcomes, or holding down costs?**

**What needs to be done next? How should the program be built upon?**

**What follow-up activities have you planned (e.g., later assessment of long-term impact)?**

**How will the program function in coming years without federal funding?**

## GLOSSARY

**Activities** – Actions taken by your program that are intended to help achieve specific objectives and eventually lead to the achievement of your program’s goals and vision.

**Baseline Data** – The data that you collect during initial stock-taking that will serve as a benchmark for comparison with data collected later, if and only if the exact same measures are used at both times.

**Community** – The area that is serviced by any given 21st CCLC program; the community may consist of a single school, a school district, several districts, neighboring towns, or any number of other combinations.

**Goals** – A more focused definition (compared to the vision of the program) of specific areas your program intends to improve through sustained efforts.

**Measures** – Instruments or methods for collecting specified data at the baseline and again later during CIM in order to assess progress toward objectives and goals.

**Needs Assessment** – Part of stock-taking, the needs assessment involves determining customer needs and service gaps in the community.

**Objectives** – Measurable statements that dictate what is to be achieved in a specified period of time in order to progress toward achieving program goals.

**Quality** – Referring to activities, quality is both a measure of the degree to which the activity is well-organized or run and the quality of the activity’s content. Quality is directly related to the completion of an objective; the only way to achieve your objectives is through quality.

**Take stock / Stock-taking** – The process of assessing where your program currently is and what it needs to do by use of needs assessments and the collection of baseline data. Stock-taking involves identify customer needs.

**Vision** – A broad definition of your program’s purpose, values, and what you want the program to achieve in the future.

# **APPENDICES**

## **APPENDIX A—21<sup>ST</sup> CLCC PROGRAM INDICATORS**

<b>21st Century Community Learning Centers</b>			
<b>Goal:</b> To enable rural and inner-city public elementary and secondary schools, or consortia of such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of their communities.			
<b>Relation of Objectives to Strategic Plan:</b> Supports objective 1.5 (families and communities are fully involved with schools and school improvement efforts) by turning schools into Community Learning Centers. Also supports objective 1.3 by supporting extended learning programs based in schools before or after school hours; and supports objectives 2.2, 2.3, and 2.4 by providing academic support and enrichment in core subject areas including reading and mathematics to help students meet or exceed state and local standards.			
<b>Objectives</b>	<b>Indicators</b>	<b>Performance Data</b>	<b>Source, Periodicity, Next Update</b>
<b>BENEFITS OF SERVICES</b>			
<b>1. Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.</b>	<p><b>1.1 Achievement.</b> Beginning in 2000, Centers will report continuous improvement in achievement among students participating in reading and mathematics activities.</p> <p><b>1.2 Outcomes and behavior.</b> Beginning in 2000, Centers will report that more than 75% of students participating in the program for at least 2 years show improvements on measures such as grades, attendance, taking of advanced or challenging courses such as algebra, honors courses, and AP courses, and decreased disciplinary actions.</p> <p><b>1.3 Student reports.</b> More than 75% of students participating in Center programs report them to be beneficial, enjoyable, and of high quality.</p> <p><b>1.4 Teacher reports.</b> Teachers will report improvement in participant classroom performance, behavior, homework completion, and class participation.</p>		<p>1.1 Grantee reports, annual, 2000; planned external evaluation, 2000.</p> <p>1.2 Grantee reports, annual, 1999; planned external evaluation, 2000.</p> <p>1.3 Grantee reports, annual, 1999; planned external evaluation, 2000.</p> <p>1.4 Grantee reports, annual, 2000; planned external evaluation, 2000.</p>



<b>21st Century Community Learning Centers</b>			
<b>Goal:</b> To enable rural and inner-city public elementary and secondary schools, or consortia of such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of their communities.			
<b>Relation of Objectives to Strategic Plan:</b> Supports objective 1.5 (families and communities are fully involved with schools and school improvement efforts) by turning schools into Community Learning Centers. Also supports objective 1.3 by supporting extended learning programs based in schools before or after school hours; and supports objectives 2.2, 2.3, and 2.4 by providing academic support and enrichment in core subject areas including reading and mathematics to help students meet or exceed state and local standards.			
<b>Objectives</b>	<b>Indicators</b>	<b>Performance Data</b>	<b>Source, Periodicity, Next Update</b>
<b>SERVICES THAT MEET BROAD COMMUNITY NEEDS</b>			
<p><b>2. 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.</b></p>	<p><b>2.1 Core educational services.</b> More than 85% of Centers will offer high quality services in core academic areas, e.g. reading and literacy, mathematics, and science.</p> <p><b>2.2 Enrichment and support activities.</b> More than 85% of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.</p> <p><b>2.3 Extended hours.</b> More than 75% of Centers will offer services at least 3 hours a day, 5 days a week.</p> <p><b>2.4 Retention in program.</b> More than 50% of participants will continue in the program throughout the year.</p>	<p><b>A review of grantee applications indicates that 87% of funded projects proposed a reading component; 86% proposed a mathematics component; and 72% proposed a science component.</b></p> <p><i>A review of grantee applications indicates that 80% of funded projects proposed a nutrition and health component; 74% proposed an art component; 62% proposed a music component; 93% proposed a technology component and 90% proposed recreational activities.</i></p>	<p>2.1 Grantee reports, annual, 1999</p> <p>2.2 Grantee reports, annual, 1999.</p> <p>2.3 Grantee reports, annual, 1999.</p> <p>2.4 Grantee reports, annual, 1999, and planned external evaluation, 2000.</p>

<b>21st Century Community Learning Centers</b>			
<b>Goal:</b> To enable rural and inner-city public elementary and secondary schools, or consortia of such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of their communities.			
<b>Relation of Objectives to Strategic Plan:</b> Supports objective 1.5 (families and communities are fully involved with schools and school improvement efforts) by turning schools into Community Learning Centers. Also supports objective 1.3 by supporting extended learning programs based in schools before or after school hours; and supports objectives 2.2, 2.3, and 2.4 by providing academic support and enrichment in core subject areas including reading and mathematics to help students meet or exceed state and local standards.			
<b>Objectives</b>	<b>Indicators</b>	<b>Performance Data</b>	<b>Source, Periodicity, Next Update</b>
<b>Services to high-need communities</b>			
<b>3. 21<sup>st</sup> Century Community Learning Centers will serve children and community members with the greatest needs for expanded learning opportunities.</b>	<p><b>3.1 High-need elementary schools.</b> More than 80% of elementary schools establishing Centers will have student populations where 35% or more of the children are eligible for free or reduced-price lunch.</p> <p><b>3.2 High-need middle and high schools.</b> More than 80% of middle or high schools establishing Centers will have daily attendance below the state average and dropout rates above the state average or student performance below the state average on state assessments.</p>		<p>3.1 Review of applications for newly funded projects, annual, 1999.</p> <p>3.2 Review of applications for newly funded projects, annual, 1999.</p>
<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>❖ Establish absolute priority for programs that offer extended learning opportunities.</li> <li>❖ Establish competitive preference for programs that help students meet or exceed state and local standards in core subjects such as reading, mathematics, or science.</li> <li>❖ Develop training and technical assistance opportunities for grantees to ensure the quality of implemented programs.</li> <li>❖ In partnership with national foundations, provide ongoing training and technical assistance to Center leadership and staff.</li> <li>❖ Create grantee advisory groups and listservs to facilitate exchange of best practices and materials.</li> <li>❖ Establish priorities for programs that serve economically distressed rural and urban communities.</li> </ul>			

# **APPENDIX B—Sample Indicator Reporting Forms**

## All High School Students Ever Attending the Program

Below you are asked to report information for **all high school students who attended the program during the past year (from April 1998- March 1999)**. Here, we define 'attended the program' as including all students receiving any type of service from the center (e.g., core educational services, nutrition, health, art and music, recreation, and sports). For all indicators, please include only high school students. Middle and elementary students are to be completed on similar separate forms.

### Program Participation

Report the number of students who ever attended the 21<sup>st</sup> CCLC program and any activity. Do not count any student twice.

Number of High School Students who Attended Program from April '98 to March '99	
Number of High School Students who Ever Attended Program from the beginning of federal funding through March '99	
Number of High School Students who Attended Program during April 98 to March 99 and during April '99 to March 00	(N/A)
Total Number of High School Students in School(s) Served	
Month opened (began servicing through any activity)	

	<b>All High School Students Ever Attending Program April 98- March 99</b>		
	<b>End of First Semester (mid-year) 97-98 School Year</b>	<b>End of 97-98 school year</b>	<b>End of First Semester (mid-year) 98-99 School Year</b>
<b>Number of Students</b>			

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**Math Achievement**

Report the number of students attending the 21<sup>st</sup> CCLC program in the past year by their national or local percentile rank on a standardized math test. If more than one test score is available, **please report the same test for all students**. Nationally-normed standardized tests are preferred over state standardized tests which are preferred over locally developed diagnostic tests.

**Standardized Math Test Reported:** \_\_\_\_\_

**Month & Year Test Administered:** \_\_\_\_\_

	<b>All High School Students Ever Attending Program April 98- March 99</b>	
<b>Number of Students by Percentile Rank</b>	<b>April 97- March 98</b>	<b>April 98- March 99</b>
<b>0-9%</b>		
<b>10-19%</b>		
<b>20-29%</b>		
<b>30-39%</b>		
<b>40-49%</b>		
<b>50-59%</b>		
<b>60-69%</b>		
<b>70-79%</b>		
<b>80-89%</b>		
<b>90-100%</b>		
<b>Total Number of Students</b>		

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**Reading or English Achievement**

Report the number of students attending the 21<sup>st</sup> CCLC program in the past year by their national or local percentile rank on a standardized reading or English test. If more than one test score is available, **please report the same test for all students**. Nationally-normed standardized tests are preferred over state standardized tests which are preferred over locally developed diagnostic tests.

**Standardized Reading/English Test Reported:** \_\_\_\_\_

**Month and Year Test Administered:** \_\_\_\_\_

	<b>All High School Students Ever Attending Program April 98- March 99</b>	
<b>Number of Students by Percentile Rank</b>	<b>April 97- March 98</b>	<b>April 98- March 99</b>
<b>0-9%</b>		
<b>10-19%</b>		
<b>20-29%</b>		
<b>30-39%</b>		
<b>40-49%</b>		
<b>50-59%</b>		
<b>60-69%</b>		
<b>70-79%</b>		
<b>80-89%</b>		
<b>90-100%</b>		
<b>Total Number of Students</b>		

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### Math Grades

Report the number of students ever attending the 21<sup>st</sup> CCLC program receiving each math grade at the end of the previous school year, at the end of the first semester of the current school year, and the end of the current school year.

	<b>All High School Students Ever Attending Program April 98- March 99</b>		
<b>Number of Students Receiving Letter Grade</b>	<b>End of First Semester (mid-year) 97-98 School Year</b>	<b>End of 97-98 school year</b>	<b>End of First Semester (mid-year) 98-99 School Year</b>
<b>A</b>			
<b>B</b>			
<b>C</b>			
<b>D</b>			
<b>F</b>			
<b>Total</b>			

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**English Grades**

Report the number of students ever attending the 21<sup>st</sup> CCLC program receiving each English grade at the end of the previous school year, at the end of the first semester of the current school year, and the end of the current school year.

	<b>All High School Students Ever Attending Program April 98- March 99</b>		
<b>Number of Students Receiving Letter Grade</b>	<b>End of First Semester (mid-year) 97-98 School Year</b>	<b>End of 97-98 school year</b>	<b>End of First Semester (mid-year) 98-99 School Year</b>
<b>A</b>			
<b>B</b>			
<b>C</b>			
<b>D</b>			
<b>F</b>			
<b>Total</b>			

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**Overall GPA**

Report the number of students ever attending the 21<sup>st</sup> CCLC program in each GPA category at the end of the previous and current school years.

Number of Students by GPA Category		All High School Students Ever Attending Program April 98- March 99		
		End of First Semester (mid-year) 97-98 School Year	End of 97-98 school year	End of First Semester (mid-year) 98-99 School Year
4-POINT SCALE	5-POINT SCALE			
4.0 or above				
3.50-3.99				
3.00-3.49				
2.50-2.99				
2.00-2.49				
1.50-1.99				
1.00-1.49				
0.50-0.99				
0.00-0.49				
<b>Total</b>				

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**School Attendance and School Dropouts**

Report the total number of school days missed by all high school students ever attending the 21<sup>st</sup> CCLC program. Also, report the total number of days in the school year.



Report the number of students ever participating in the 21<sup>st</sup> CCLC program who have continuous, unexplained absences from the regular school-day of at least a one month duration with no record of transfer or other excused absence.

	<b>All High School Students Ever Attending Program April 98- March 99</b>		
	End of First Semester (mid-year) 97-98 School Year	End of 97-98 school year	End of First Semester (mid-year) 98-99 School Year
Total numbers of school days missed			
Total number of days in the school year			
Total number of students who dropped out			

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**Course Taking**

Report the number of high school students who have ever participated in the 21<sup>st</sup> CCLC program and have enrolled in and completed algebra, any Honors course, and/or any Advanced Placement (AP) course in the previous and current school years.

	<b>All High School Students Ever Attending Program April 98- March 99</b>		
	End of First Semester (mid-year) 97-98 School Year	End of 97-98 school year	End of First Semester (mid-year) 98-99 School Year
Number of students who have ever completed Algebra			
Number of students who completed an Honors course during term			
Number of students completing an Advanced Placement (AP) course			

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**Disciplinary Actions**

Report the *total number of suspensions and expulsions* as well as the *number of students suspended and expelled* within the past year for all high school students ever participating in the 21<sup>st</sup> CCLC program.

	<b>High School Students Ever Attending Program April 98- March 99</b>		
	End of First Semester (mid-year) 97-98 School Year	End of 97-98 school year	End of First Semester (mid-year) 98-99 School Year
Total number of suspensions			
Total number of students suspended			
Total number of expulsions			
Total number of students expulsions			

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**Juvenile Court**

Report the percentage of high school students ever participating in the 21<sup>st</sup> CCLC program for whom there is a record of juvenile court activity within the past school year.

	<b>High School Students Ever Attending Program April 98- March 99</b>		
	End of First Semester (mid-year) 97-98 School Year	End of 97-98 school year	End of First Semester (mid-year) 98-99 School Year
Number of students with court activity			

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**Grade Repetition**

Report the number of high school students ever attending your 21<sup>st</sup> CCLC program who repeated their previous grade level or who will repeat their current grade level.

<b>All High School Students</b>	<b>High School Students Ever Attending Program April 98- March 99</b>	
	Ever Repeated a Grade	End of 97-98 school year
Number of students		

# **APPENDIX C—Math and Reading Assessment Resources**

*Mathematics and reading are two areas in which you will want to measure the performance of students attending your program. Listed below are several suggestions of web sites and books that may be helpful as you design an appropriate assessment method. [See also "Selected Readings" in Appendix E.] It is important to note that several of the assessment resources below have overlap in the areas they cover. For example, a resource listed under Reading may also provide leads that may prove useful for developing a Mathematics assessment. Some of these recommendations provide examples of measurement instruments, others supply places to look for further information. The information listed below is not a comprehensive list, rather it is intended to supply you with a place to start when determining measures that are a good match for assessing your program's progress toward achieving its goals and objectives.*

## **Mathematics**

### **1. Assessment Standards for School Mathematics.** National Council of Teachers of Mathematics. (\$15.00)

*Assessment Standards for School Mathematics* explains the six assessment standards of the National Council of Teachers of Mathematics (NCTM). In addition, an explanation of the uses of the assessment standards, including evaluating student progress and student achievement, is included. A detailed bibliography provides books, journal, and reports relating to assessment practices, as well as a selection of assessment task collections that may be used to measure student progress.

National Council of Teachers of Mathematics  
1906 Association Drive, Reston, VA 20191-1593  
800-235-7566  
<http://www.nctm.org/>

### **2. The Math Forum** (<http://forum.swarthmore.edu/>)

Contained within the Math Forum web site is a section for middle schoolteachers (<http://forum.swarthmore.edu/teachers/middle>) that provides links to math software sites. Examples of assessment software found in this list includes:

- "Exam in a Can NCTM Standards Library" that measures student knowledge of the NCTM assessment standards for grades 5 through 12; and
- "Visual Testmaker 8" which contains a database of 63 topics and helps teachers to design tests based on local student standards.

### **3. Secondary Mathematics Assessment and Resource Database (SMARD)** (<http://smard.cqu.edu.au/>)

Owned and managed by the Queensland Association of Mathematics Teachers, the SMARD web site provides an opportunity for math teachers to share assessment resources. The database is divided into junior and senior level mathematics, and each level is further divided into specific math topics (e.g., vectors, number theory). The database contains classroom-tested questions and other problems that are supplied by mathematics teachers and may be used to assess student progress.

### **4. National Computer Systems (NCS) Assessment Series**

National Computer Systems (NCS) has created an assessment series containing over 4,000 items that is aligned to the standards set by the NCTM. The NCS series allows for customizing assessment to target specific instructional approaches, measure student performance, and evaluate students based on the national standards called for by the NCTM. For further information call 1-800-447-3269 or visit the NCS web site at <http://ncs.com/nsCorp/education/mathasmet.htm>

## Reading

1. *New Standards™ Student Performance Standards*. National Center on Education and the Economy (NCEE). (\$39.00)

NCEE provides performance standards for student learning in English language arts, math, science, and applied learning. The *Student Performance Standards* are available in three separate volumes: elementary (targeted at the end of 4<sup>th</sup> grade), middle (end of 8<sup>th</sup> grade), and high school (end of 12<sup>th</sup> grade). In addition to a description of each standard, the guide provides examples of student work that meets the standards. For further information visit the NCEE web site at:

<http://www.ncee.org/OurPrograms/nsPage.html>

2. Performance Assessment Reference Exams. National Center on Education and the Economy (NCEE).

The Performance Assessment Reference Exams are produced by NCEE and designed to provide reports on student progress in relation to the *Performance Standards*. The reference exams are available for English language arts and math, and as with the Standards, the exams are split into three levels: elementary, middle, and high school. The Performance Assessment Reference Exams are available through Harcourt Brace Educational Measurement. You can contact Harcourt Brace for more information by calling 1-800-211-8378 or visiting the web site at <http://www.hbem.com/>

3. Center for Performance Assessment (<http://www.testdoctor.com>)

A private organization in Denver, Colorado, the Center for Performance Assessment assists school districts in developing performance assessment systems. The assessment systems are individually designed such that they will be aligned with a district's needs. *Making Standards Work*, a book explaining how to implement standards-based assessments is also available on the web site for \$34.95.

## **APPENDIX D—COMMUNICATION**

**This appendix has been adapted from information presented in *Strategic Communications: Getting Started* by Janel M. Radtke and Tamar E. Abrams. It contains suggestions for message development and recommendations to help improve the various communication methods that your program may choose to employ.**

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## Message Development

Regardless of the method of presentation (brochure, newsletter, annual report, etc.), developing a persuasive and effective message is a vital part of communicating information about your program. Below are several suggestions to help you develop more effective messages.

- Limit the length of your messages to a maximum of two sentences of 10-15 words each. People are overwhelmed when presented with too much information at once. A clear and concise message will increase the understanding of your targeted audience.
- Limit yourself to three major messages and continuously emphasize each.
- Make your message personally relevant to the audience; they will be more likely to remember it.
- Avoid using slogans that fail to clearly express your message.
- Do not get sidetracked from presenting the message you are trying to impart.
- Describe your message using language that everyone can understand
- Refine your message into a visually descriptive slogan or soundbite using similes or metaphors. This will make it easier for people to remember. *[need to provide examples of good/bad slogans]*

### Print medium

One way to convey your program's message is through print media. Remember that readers are often quite busy. A poorly planned brochure or newsletter is likely to be glanced at and then tossed aside, whereas one that is carefully arranged will be appreciated and is more likely to be read. Some things to remember when designing any sort of print media are:

- You have very limited time to catch a reader's attention. Generally, you have about three seconds with a brochure and eleven seconds with unsolicited direct mail.
- A visually interesting but not cluttered page is more likely to be read.
- Have realistic expectations for your print media. One piece of mail will not reach all desired audiences.
- Carefully choose which text is emphasized. Never use blocks of boldface type.
- Have a carefully written caption for *every* picture included. Captions with pictures are read more frequently than any other copy.



- The success of direct mail depends on (1) whether it reaches the intended audience and (2) the quality of the offer it presents.
- Mail requiring more than 15 minutes to read should include a supplement that briefly highlights one or two points that are of particular interest to the intended reader.
- Use layout and design ideas from materials that caught your attention when mailed to you.
- Send information only to those people who want it or need it.

Print media can serve different functions and can come in many different forms. Below are suggestions to help with the design and creation of three different forms of print your program may use. While these recommendations relate to specific forms of print media, the underlying concepts are applicable to virtually any print media that your program might use (e.g., fax covers, journal publications, direct mailings, etc.).

**Brochures.** As stated above, with a brochure you have about three seconds to get the reader's attention. The reader should be able to skim the brochure and gather its main message. A brochure should include information about your program's vision, goals, and specific objectives. Include only essential ideas about your program and explain why they should be important to the reader. A brochure shouldn't tell the reader everything about your program; it should highlight main points and stimulate a reader's interest in learning more. Mailing a brochure in an envelope helps create a more personal feel and allows you to utilize all of the space on the brochure for your message.

**Newsletters.** If your program decides to publish a newsletter, there are several considerations that should be made. Newsletters are meant to establish a relationship between your program and the reader; a stronger relationship will increase the likelihood your newsletter is read. That is, newsletters are about people, not news. You must consider both the intended reader and the newsletter's objective and then craft it so the newsletter effectively promotes that objective to the desired audience. Do not try to put too much information into a newsletter. Most readers will finish a newsletter in four or five minutes. If it isn't possible to do this with your newsletter, then it is probably too long. It is wiser to distribute a shorter newsletter more frequently than a longer newsletter less often. Finally, if you include a calendar of event in your newsletter, be certain that the newsletter arrives at least one week before the earliest event occurs.

**Annual Reports.** Although the main purpose of an annual report is to update people on your program, both financially and in relation to the achievement of program goals, it is important to remember that not all readers will be as interested in your program as you are. Designing a report that will attract the reader's attention and peak interest is of great importance. In a quick and easy to read way, relate three to five vital points about your program. You should also choose a theme for your annual report that conveys your program's vision and goals to the reader.

## Other Communication Mediums

In addition to print, there are several other mediums that your program may consider in order to disseminate information about your program to the public or to specific audiences. Included are presentations, seminars, meetings, videos, and web sites. When using any of the media listed below, whenever possible, always give your audience printed copy (brochure, newsletter, etc.) to take with them. This material will serve as a reminder of your presentation/video and will give people your contact information. The following are further suggestions for using several of these mediums more effectively.

**Presentations, Seminars, and Meetings.** There are several considerations you will want to make when making any type of presentation about your program involving face-to-face contact with an audience. People usually tend to remember approximately 20 percent of what they hear. Therefore, it is important to limit the number of messages you will relate and to repeatedly stress your messages in order to increase the likelihood they will be remembered. It is also important when speaking about your program to enunciate clearly and to use simple language and uncomplicated concepts. Not doing so is likely to lead to your messages either not being heard or to not being understood. In addition, the presenter should be aware of the tone of his or her voice. This is as important as the message itself, as tone and delivery can affect both what people hear and how they interpret it.

**Videos.** Video is a strong medium for presenting your program's message as the visual sense accounts for approximately 80 percent of how people receive information. It is also one of the more difficult methods of presentation to use. Video is expensive (in terms of both time and money), requires excellent presentation skills, and is less easily customized to different audiences than other presentation methods. However, used intelligently, a video is an excellent way to provide information as it allows you to capture actual experiences from your program. Make certain that you have realistic expectations about what the video will accomplish and have a clear reason for producing it. Do not attempt to put everything about your program into the video. You should limit scope of the video to a detailed exploration of a single program goal or objective. Attempt to select images and narration that will convey emotions to those watching the video. Also, remember that half of the video's impact will come from sounds, therefore the narrator and any accompanying music should be carefully chosen. Once you have produced your video, how will you get people to watch it? A good suggestion is to incorporate the video into presentations or meetings about your program. Such events have an audience that is already interested in your program, and as such are more likely to attend to the message.

**Internet Options.** The Internet also provides opportunities for you to distribute information about your program. E-mail can be effective way for your staff to communicate and exchange data. It can also be used to update parents and students about upcoming events and program activities. Another Internet resource is to create a web site for your program. A graphically appealing web site provides an excellent way for people in the community to learn about the vision and goals of your program. You can include hyper links to information related to your program such as a link to the Department of Education or to web site of other 21<sup>st</sup> Century Community Learning Center programs. Contact other sites and have mutual links. This is how search engines will find and be able to catalog your page.

### STEPS TO DEVELOPING YOUR COMMUNICATION:

1. Together develop a message. If possible, interview or run focus groups with community members to get feedback regarding your message.
2. Decide on an image or symbol that best communicates that message.
3. Use the message and/or symbol on T-shirts, posters, flyers, fax covers, etc.
4. Through flyers, letter, and other copy be clear about what your project is providing and its objectives and set expectations that you are sure to meet.
5. Decide on times you will follow-up on your message through letters etc. and give progress reports. Meet these deadlines.
6. Print a newsletter each quarter with stories about your program and its participants.

The suggestions above can all help to improve your program's message and efforts to communicate that message to the community. However, as useful as brochures and newsletters often are, the most valuable way to disseminate information about your program is through word of mouth. Parents who are enthusiastic about your program are a tremendous asset for publicizing your message. Therefore, you should try to actively include parents, and other community members in your program. Invite parents to come to the program and bring along a friend. Give students a flyer to bring home to their parents that tells them about what your program is doing. Try to get parents excited about your program so that they will want to tell others all about the excellent program you are running.

## **APPENDIX E—Suggested Readings**

## Suggested Readings

- Barkdoll, G. & Bell, J. (Eds.) 1989. *Evaluation and the Federal Decision Maker: New Directions for Program Evaluation*. San Francisco: Jossey-Bass.
- Comer, J. P., Haynes, N.M., Joyner, E. T., & Ben-Avie, M. (Eds) (1996). *Rallying the Whole Village: The Comer Process for Reforming Education*. Teachers College Press: New York.
- De Kanter, A., Ginsburg, A.L., Pederson, J., Peterson, T.K., & Rich, D. (1997). *A compact for learning: An action handbook for family-school-community partnerships*. Washington, D.C.: Partnership for Family Involvement in Education, Department of Education.
- Dryfoos, J.G. (1998). *Safe Passage: Making it Through Adolescence in a Risky Society*. Oak Brook, IL: North Central Regional Educational Laboratory.
- Fashola, O.S. (1998). Review of Extended-Day and After-School Programs and their Effectiveness. Center for Research on the Education of Students Placed at Risk, Johns Hopkins University and Howard University.
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- Harrington, H.J., Essieling, E.K., & Van Nimwegen, H. (1997). *Business Process Improvement Workbook: Documentation, Analysis, Design, and Management of Business Process Improvement*. New York: McGraw-Hill.
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- Tenner, A.R. & DeToro, I.J. (1997). *Process Redesign: The Implementation Guide for Managers*. Reading, MA: Addison-Wesley.
- U.S. Department of Education. (1998). *Safe and Smart: Making the After-school Hours Work for Kids*. Washington, DC: Author.
- Yin, R. 1984. *Case Study Research: Design and Methods*. Beverly Hills, Calif.: Sage.