

Archived Information

(1) NEED FOR THE PROJECT AND RURAL JUSTIFICATION

(A) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure

This proposal is submitted by the Wellington, Kansas, Unified School District 353 for services to be delivered to the entire school district—the rural communities of Perth, Rome, Mayfield, Riverdale, and Wellington. The district’s four elementary schools feed into one facility, which serves as a 6th grade center and as a /7-9 junior high school, and one 10-12 high school. K-5 students from all four elementary schools will be transported to Lincoln Elementary, the most needy of the elementary schools. The two district-wide schools—6th grade center/junior high, and high school—will serve their own students and the adults in the community with help from partner agencies. The program is open to every student in USD 353.

THE WELLINGTON 21ST CCLC PROJECT PARTNERSHIP TEAM VIEWS THE THREE-YEAR PROJECT AS AN INVESTMENT IN THE FUTURE, NOT AS A COLLECTION OF BANDAGES FOR IMMEDIATE COMMUNITY ACHES AND PAINS. FOR US, THE BODY IS THE COMMUNITY AND THE SCHOOLS ARE ITS HEART. It will allow us to tie together, to expand, and to make accessible the several embryonic and isolated programs that have been attempted. We cannot do it alone, but with the catalyst of the Wellington 21st CLCC grant, we can turn the statistics around. And, with a Partnership Advisory Board formally committed to crafting a realistic and dynamic program, the project will be sustained by our own efforts. Our work not only will create a true learning community, but also could be replicated in hundreds of rural towns that face the same frightening trends among their young people.

Regardless of the best boot-strap efforts of many organizations and individuals, far too many of our children are at risk of educational failure. Drug use increased 62% in the past three years, for example, and out-of-home placements and juvenile arrests increased 65% in only two years. At all testing levels, our students score below the state average on Kansas State Assessments in reading and math. We see dangerous changes among our children and intend to get a handle on it quickly. Many organizations have attempted to attack the problem separately—after-school tutoring efforts by two churches, for

example, ended with too few resources from each to sustain the programs alone. The Wellington Recreation Department offers after-school programs but cannot provide transportation. Working together, all the partners will strengthen the whole.

It is important that the reader has an accurate picture of the problems existing in Sumner County and the Wellington Public Schools (USD 353). Therefore, this section presents data showing the negative impact of poverty on residents and students (which causes and exacerbates all other problems). The data support Wellington’s very real need for a 21st Century Community Learning Center. We consider such centers crucial to the community if our children are to be provided with a supervised, safe and healthy after-school environment, and with learning opportunities necessary for educational and community success in the coming century.

RURAL DESIGNATION: USD 353 serves 230 square miles in Sumner County—most or all of nine entirely rural townships, four villages, and the 8,575 residents of Wellington. USD 353 serves about 25% of the county, at a 21.9 persons per square mile density. Located south of Wichita on the Kansas/Oklahoma border (at the far southern edge of Federal Region VII—KS, MO, NE, IA), Sumner County has flat, rich soil, breathtaking thunderstorms, and more than a few tornadoes. This is wheat country. Sumner County is pre-eminent in Kansas wheat production, and city-limit signs proclaim Wellington “Wheat Capital of the World.” Clearly, our district meets the rural designation required by the 21st CCLC competition.

RURAL POVERTY: In spite of the waving fields of grain around us, far too many of the district’s residents are trapped in poverty, as shown in the following income comparisons.

Per Capita Income			
U.S.	Kansas	Sumner County	Wellington
\$24,426	\$20,760	\$11,944	\$11,933

Kansas Department of Housing & Commerce, 1995

Wellington’s per capita income is only 48.8% of the national average. Clearly, poverty negatively impacts the health, safety, and academic achievement of children. As a community, we cannot decrease

school violence, for example, without addressing and attempting to eliminate poverty. This proposal incorporates an innovative adult-education partnership to support that purpose.

For generations, Wellington has been considered an ideal place to raise a family, but that confidence has evaporated rapidly in the last decade. As grain prices dropped (down to \$2.38/bushel from \$6 three years ago), the landowners combined smaller farms into huge, thousand-acre tracts that require massive investments and debt. Today, only 2.4% of the Wellington workforce is in agriculture. In fact, more than twice as many people are unemployed (5.5%) than work in agriculture, according to 1990 U.S. Census figures.

The former farm families moved into town. Unfortunately, too few jobs exist in Wellington, and fully 40% of the county's workforce is employed outside the county. Many of them find work at the Boeing, Beech or Cessna aircraft plants in Wichita, which requires at best, a one-hour commute and at worst, leaves their children alone for long periods before and after school. **AT LEAST 554 STUDENTS, OR 31.9% OF CHILDREN IN THE DISTRICT ARE "SELF CARE," LATCH-KEY CHILDREN.**

For most of its 128-year life, Wellington prospered with a healthy balance of workers in agriculture, county-seat retail businesses and services, and the railroad industry. Santa Fe Railroad has maintained regional yards in Wellington since the town was founded in 1871, and employed nearly 600 as late as 1990. Now, the downtown shops are empty, the family farm is disappearing, and the business of the mighty Santa Fe is barely a shadow of its past, with only 130 Wellington workers. Unfortunately, 200 jobs in a discount store do not match the income from Santa Fe. What once was a community of stable, living-wage-income and farm families has become a Wellington of largely blue-collar and service employees, many of whom bring in little more than minimum wage. More than 56% of the workforce is in manufacturing and services, and more than 30% live in rental housing.

In order to counteract some of the changes, Wellington has aggressively courted small aircraft-supplies manufacturing firms. At least eight such companies employed 512 total in 1995. Instead of bringing commuters back to work in Wellington, however, the additional manufacturing plants drew new workers to town. Unfortunately, the new jobs pay, on average, from \$6.00 to \$10.12/hour. Furthermore,

these small firms rely on cyclical, subcontract work from the Wichita plants. When Boeing lays off 2,600 (as is scheduled for 1999), the Wellington workers lose their jobs.

In addition to aggressively pursuing in-town job opportunities to address poverty, we work closely with Cowley County Community College (a major partner in the proposal) to provide college credit to youth and adults to help enhance their job prospects. Located 30 miles away, CCCC offers courses in Wellington. Unfortunately, the CCCC storefront classroom space is inadequate for the demand because most classes meet in the late afternoon and evening. As a result, USD 353 and CCCC have agreed to share space at Wellington High School, a less-than-perfect solution. Unfortunately, for financial reasons, the ITV/Distance Learning Center facility in the high school is accessible only through the library, which cannot remain open after 3:30 p.m. The Wellington 21st CCLC project will allow us to open the entire building until 10 p.m., four nights a week, for the benefit of the entire community and concomitant reduction of poverty. In fact, in trade for the use of the space, one of the local manufacturing firms (an active 21st CCLC partner) has agreed to pay CCCC tuition and books for its employees in the district to take community college courses in Technical Math and Measurements. These courses cannot be offered now.

PUBLIC RESOURCES: The Wellington community lacks adequate access to educational resources outside of school facilities. The Wellington Recreation Commission (a primary partner located adjacent to the Lincoln Elementary center) provides activities, but does not provide transportation. The public library operates from a single downtown location with limited hours. School libraries operate only during regular school hours. The limited-time public transportation system makes the public resources inaccessible to many residents of Wellington, especially youth.

SCHOOL DISTRICT POPULATION: The following table shows a breakdown of the ethnic background of Wellington citizens as found in the four elementary school areas that feed into the 6th grade center/junior high and the high school.

1990 U.S. Census Category	% Ethnic Populations within Elementary School Boundaries			
	Eisenhower Elementary	Kennedy Elementary	Lincoln Elementary	Washington Elementary
White	96.7	80.5	91.3	98.6
Black	--	2.3	2.3	0.3
Asian & Pacific Islander	--	--	-----	-----
American Indian, Eskimo, Aleuts	0.9	1.6	2.7	-----
Hispanic Origin	2.4	15.6	3.8	1.1
TOTALS	100	100	100	100

USD 353 serves 2,100 students. Seventeen percent of the district’s students (359) receive Special Education services. Fully 20% of the students at Lincoln Elementary work with Individual Education Plans (IEPs). All activities in the 21st CCLC will be fully accessible to individuals with special needs.

CHILDREN IN POVERTY: Low income has been shown to be a predictor of negative outcomes for children, such as decreased likelihood of graduating from high school, and increased likelihood of child abuse and neglect. Thirty-eight percent of the district’s students qualify for free or reduced lunches—and 77% of those qualify for free lunches. In grades K-6, 275 students are identified for Title I services. “Poor children are more likely to be poor readers,” according to the Wellington Junior High principal, “and more likely to get into trouble.”

The elementary center will be located at Lincoln Elementary. Over half (53%) of Lincoln’s students are economically disadvantaged. Students from the other three elementary schools will be bused to Lincoln. Therefore, the elementary program will serve all of the district’s elementary students. The choice of this site is best explained in the following data, comparing the Lincoln population to the other three elementary schools

1990 U.S. Census Category	Percentage of Total within each School Boundary			
	Eisenhower Elementary	Kennedy Elementary	Lincoln Elementary	Washington Elementary
Female heads of households	9.1	22.6	19.3	7.6
Renter occupied housing units	27.3	27.5	31.3	19.1
Housing units built before 1950	61.7	74.2	82.7	65.1

ACADEMIC ACHIEVEMENT: Kansas State Assessment results show that USD 353 students score significantly lower than the state average in reading at the 7th and 10th grade levels, and lower than the state average in mathematics at all three testing levels: 4th, 7th, and 10th. The Wellington 21st CCLC project will concentrate much of its effort on academic achievement—on reducing the gap between

USD 353 scores and the State Standard of Excellence, notably in reading, math, and problem solving. School Improvement Plans of all USD 353 school buildings list reading and math improvement as primary student needs. The standardized mathematics assessments include problem solving as one of three elements. Therefore, it appears as a separate outcome in 2A. The following chart, derived from the *Kansas School District Report Card, USD 353, 11-20-98*, illustrates the challenge.

Academic Performance on Elementary, Middle, and Secondary State Assessments						
Subject	Elementary		Middle		Secondary	
	Wellington	State Excellence Standard	Wellington	State Excellence Standard	Wellington	State Excellence Standard
Reading Index	65.7	77	57.1	81	57.9	81
Expository	65.4	77	56.0	81	52.1	81
Narrative	66.1	80	58.2	84	63.7	84
Math Power Score	50.3	75	41.7	80	33.4	80
Problem Solving	49.1	75	40.2	80	28.0	80
Communications	57.4	75	50.6	80	40.1	80
Reasoning	44.5	75	34.3	80	32.0	80
Writing Composite	3.03	3.60	3.40	3.70	3.31	3.70
Ideas/Content	3.25	3.60	3.55	3.70	3.40	3.70
Organization	2.97	3.60	3.36	3.70	3.27	3.70
Voice	3.09	3.60	3.64	3.70	3.79	3.70
Word Choice	2.82	3.60	3.22	3.70	3.12	3.70
Sentence Fluency	2.89	3.60	3.17	3.70	3.01	3.70
Conventions	2.91	3.60	3.14	3.70	2.85	3.70

According to *Kids Count DataBook*, the percent of high school graduates pursuing post-secondary education/training (69.4%) has dropped 17%—fully 10% below the state average. The high-school graduation rate has dropped. Teachers report that increasing numbers of students do not know their math facts. When asked to help, parents cite the need to work and the time constraints of commuting as reasons for being unable to assist their children. “Some children come to school never having used a fork,” an elementary principal said when describing the huge need.

SUBSTANCE USE AND ABUSE: Youth substance abuse is no longer perceived as uniquely an urban problem. Small towns with their lack of structured youth activities are becoming the hot spots for drug use and abuse. A lack of positive youth activities is often seen by youth as a justification for

experimenting with drugs and alcohol in an attempt to fight off boredom. Sumner County is at a crucial crossroad if youth substance abuse is to be confronted. In the past three years, alcohol use and abuse among students here have increased to frightening levels. Binge drinking has increased 30%, placing Sumner County youth in the top 20% for risk among Kansans, according to *Kansas Communities That Care* data. **MORE THAN 35% OF ALL 10TH AND 12TH GRADERS HERE REPORT HAVING “BINGED” ON FIVE OR MORE DRINKS OF ALCOHOL IN A ROW AT LEAST ONCE DURING THE PREVIOUS TWO WEEKS.** And, 63.9% of students in grades 6, 8, 10 and 12 report alcohol use at least once. This constitutes a 20% increase in the past three years. The percent of youth who used alcohol in the past 30 days stands at 40.6%—this is nearly half our children! According to the elementary schools’ counselor, 30% of 5th graders live in households with drug or alcohol concerns. Tobacco use also places our children at great risk. Nearly 20% of high school students report smoking cigarettes and 8% use smokeless tobacco.

In a state where hemp (marijuana) is an indigenous plant that grows wild in fields and gullies, it is surprising that only 36% of Wellington students report having used the drug at least once in their lives. However, it seems that students may be turning to much stronger and more dangerous substances. According to Kansas Attorney General Carla Stovall, rural Kansas has become a center of illegal methamphetamine production, which requires rural privacy and the proximity of anhydrous ammonia, a staple in farming and available in plain sight to thieves. Meth labs typically are sited within striking distance of interstate highways and major population centers. Sumner County fits the profile.

The increasing substance use and abuse by USD 353 students is a serious social problem that cripples youth’s ability to develop the knowledge and skills needed to move through the developmental stages into adulthood. The increasing reliance upon controlled substances is erecting a dividing wall between our youth and the available community resources designed to support those developmental stages. The Kansas Attorney General’s office awarded Wellington’s Integrated Community Health Development a Drug and Alcohol Reduction grant in 1998, which will be integrated into the 21st CCLC. A student assistance team at the high school works with students who have substance abuse problems. The Wellington 21st CCLC will strengthen these programs by spreading them among more children and

by integrating their messages into fun, after-school courses. Also, our Safe and Drug Free Schools funds will have a greater impact by providing the education and interventions needed to open curious young eyes to the real negative effects of choosing to use and abuse drugs and alcohol.

TEEN PREGNANCY: Between 1995 and 1998, births to single teens rose 36.4%, placing Sumner County youth in the top 10% for risk by the *1998 Kansas Kids Count DataBook*. Births to mothers with less than a high school degree rose 28.7% during the same period. “Teen-age pregnancy is getting so bad,” according to a high school counselor interviewed for a newspaper article, “that 20 percent of the graduates walking across the stage are pregnant, have fathered a child, or already have a child.” (*Wellington Daily News*, 6/12/98). The Integrated Community Health Development team (a major partner) recently received a Kansas Health Foundation Sexual Risk Reduction grant and will integrate its efforts into all of the activities.

YOUTH VIOLENCE/LEGAL SYSTEM INVOLVEMENT: It is not surprising that, in just three years, the number of students who report that they do not feel safe at school has increased to fully one-fourth of all students (K-12) according to *Communities That Care* data. **FRIGHTENINGLY, THE TEEN VIOLENT DEATH RATE (AGES 15-19) INCREASED 425% FROM 1991 THROUGH 1995—MORE THAN 300% ABOVE THE KANSAS RATE PER 100,000 CHILDREN.** In 1995, 10% of Wellington’s 6th graders claimed that “they do not feel safe.” Today, 34%—more than one in three—feel unsafe. Today’s rate is over twice the state rate of 15%. Of the 137 youth on court-ordered probation in the district in 1999, 39 are younger than 14 years. The out-of-home placement rate of 11.2% is substantially higher than the Kansas 8.0% average. According to school counselors in the district, violence has been reported to the police at least once in nearly 20% of the families of 5th graders.

The Wellington Police Department is working with 18 truancy cases at this moment. The published police report for one recent day—Tuesday, January 9th—included one-day arrests of Wellington residents for aggravated assault, probation violation, disorderly conduct, criminal damage to

property, stolen property, and burglary. On the following day, three men were arrested for suspected rape on the previous evening—the same mid-week, quiet Tuesday. Is this rural America?¹

(2) QUALITY OF PROJECT DESIGN

The Wellington 21st CCLC proposes one overall goal and two objectives to meet the needs of USD 353 students and Wellington residents. Each objective will involve the five program activities: (1) integrated education, health, social service, recreational or cultural programs; (2) services for individuals with disabilities; (3) telecommunications and technology education programs for individuals of all ages; (4) expanded library service hours to serve community needs; and (5) nutrition and health programs. The 21st CCLC will pull together and expand a kaleidoscope of services to ensure that the youth and adults in the district have access to significant expanded learning opportunities that contribute to reduced drug use and violence. In addition, the project proposes to help school-aged students meet or exceed local and state standards in core academic subjects.

The objectives have been designed to meet the U.S. Department of Education's performance indicators for 21st Century Community Learning Center Programs. This ensures that the Wellington 21st CCLC fulfills the requirements of the Government Performance and Result Act (GPRA). The Wellington 21st CCLC will submit data supporting the stated objectives as part of the annual performance report submitted to the U.S. Department of Education.

Our vision for the Wellington 21st CCLC is to pull together the resources we have and expand them. While it constitutes the most important element of our plan, the Wellington 21st CCLC project does not stand alone. We do not view it as a three-year bandage to help solve our very real problems. Instead, we see this as an opportunity to coordinate a realistic and integrated community-wide effort that, with concerted work of all the partners, will allow us to continue on our own. To Wellington, the 21st CCLC is a mighty magnet and a catalyst for action.

¹ Sources: Kansas Kids Count DataBook (1998), USD 353 School Improvement Plans (1998), USD 353 School Report Cards—Kansas State Department of Education (1998), U.S. Census (1990).

Our partnership envisions a trio of community learning centers housed in schools serving three levels of students: elementary, junior high and high school. While maintaining the focus of age groups, the three community learning centers will be open to all ages—as students, partners, volunteers, experts and seekers. We envision senior citizens at the elementary site, for example, leading oral history sessions on the Dustbowl Days, while also taking advantage of the diagnostic software to improve their literacy skills. We envision unemployed aircraft workers sharing the high school Learning Center Lab with 19-year olds working toward a GED and 10th graders being tutored in algebra. We will offer an array of parenting classes, and 4-H clubs at K-9 levels. Most of all, we envision three safe and healthy, after-school community learning centers where our children can get the supervision and help they need to improve academically, physically and mentally.

The elementary center, at Lincoln School, will provide extended learning opportunities for 140 K-5 clients. Open from 3:30-6:00 p.m. five days a week, its staff will provide a nutritious snack, tutoring in mathematics and reading, recreational and arts activities, computer instruction and games (including Internet access), and extended-hours access to the library's accelerated reader books and software assessments. The district has invested in *The Academy of Reading and Math* (AutoSkill International), a user-friendly and effective diagnostic and prescriptive software to bring students up to grade level in reading and mathematics. This tool will be available to clients of all ages at all centers.

The second center, at the Wellington Junior High/Roosevelt Sixth Grade Center, will focus on 60 clients in grades 6-9 and will be available to others. Students will receive supervised support on homework, explore interests and careers, and work on their reading and math skills. Parenting classes at this center will target risk behaviors in children and offer expert support on guiding youth through adolescence—a critical period. This center will be open from 3:30-6:00 p.m., five days a week.

The third center, at Wellington High School, will offer longer hours four days a week (3:30-10:00 p.m.) for 100 high school clients (grades 10-12) and 170 adults. Clients of all ages will upgrade their skills with *The Academy of Reading and Math* software; non-graduates will work with trained tutors to earn GEDs; and high school students will earn credit toward graduation using the software. Open to all,

the high school center also will offer a community library (expanded with materials on parenting, health and safety issues), an Internet-access computer lab, and child care. Cowley County Community College, a major partner, will teach 40 classes at the high school center, which will bring affordable education to patrons of the school district who want to improve their job skills or work toward an associates degree. The ITV/Distance Learning Lab will be available in the afternoon and evening, thereby bringing such classes to our rural district.

In all of these centers, the Wellington 21st CCLC partners will play a major role. The Wellington Recreation Commission, a major partner, will provide physical, artistic and cultural services for short courses at the K-9 centers. Integrated Community Health Development staff will train all teachers to integrate substance-abuse prevention into the after-school courses at all centers, and will teach specific parenting courses. The Sumner County Extension Office will organize 4-H clubs at the K-9 centers, teaching parliamentary procedure, conflict resolution and a wide variety of special-interest courses. The Craft Senior Center will provide expert volunteers and tutors to the K-5 and 6-9 centers. The Wellington Police Department DARE officers will provide special programs on alcohol and drug prevention and peer mediation. The South Central Kansas Regional Prevention Center will focus on drug and alcohol abuse recognition and parenting skills. And, the Wellington Ministerial Alliance will provide volunteer tutors from among the community churches.

Our after-school clients are students who will have spent seven hours in school before the after-school program begins. They do not want another sit-in-a-desk-and-be-quiet school day from 3:30 to 6:00 p.m. *Safe and Smart: Making After-School Hours Work for Kids* (USDE) recommends that academic-linked activities be “fun and engaging.” This is our intention. After a nutritious snack and energy-burning activity, the students will move to the first of two activity periods. In one of the two, each student will concentrate on academics, health and safety issues—working with a tutor on homework or improving math or reading skills with user-friendly software and a certified teacher. In the other of the two sessions, each child may choose from an array of nine-week enrichment and recreation courses. The

lead teachers and other certified teachers at each site will integrate the after-school activities with the daytime curriculum.

Wellington 21 st CCCL Draft Daily Schedule			
Lincoln	Junior High	Senior High	Adult/Evening
3:30-4:00 p.m.: ▪ Nutrious snack ▪ Check in ▪ Transportation ▪ Activity	3:30-4:00 p.m.: ▪ Nutrious snack ▪ Check in ▪ Activity	3:00 p.m.: ▪ Nutrious snack ▪ Check in	
4:00-5:00 p.m.: Session I	4:00-5:00 p.m.: Session I	3:30-5:30 p.m.: Session I	
5:00-6:00 p.m.: Session II	5:00-6:00 p.m.: Session II	6:30-8:30 p.m.: Session II	
			4:00-7:00 p.m.: Session I
			7:00-10:00 p.m.: Session II

The chart on the following two pages provides a detailed outline of the Wellington 21st CCLC objectives and outcomes. **THE CHART ADDRESSES SELECTION CRITERIA QUESTIONS 2A, 2B AND 2C, AND COMPETITIVE PRIORITY 1.** The Wellington 21st CCLC will work closely with its community partners to provide the activities and services of the program. These important linkages represent organizations, agencies, and institutions in the community, all of which will assist the Wellington 21st CCLC to achieve its program goal, objectives, and outcomes.

(3) ADEQUACY OF RESOURCES

(A) The adequacy of support, including facilities, equipment, supplies, and other resources from the applicant organization or the lead applicant organization.

The Wellington 21st CCLC will use three school sites: Lincoln Elementary School, Wellington Junior High and Wellington High School. The on-site availability of specialized resources will permit clients to enhance their scholastic, artistic and physical abilities. These three sites will allow the Wellington 21st CCLC to tailor services to meet the needs of each group of clients without requiring increased space at any center.

Elementary: K-5 clients from the entire district will use the Lincoln Elementary site. Those from other schools will be transported to Lincoln by Wellington Recreation Commission vehicles, under a contractual arrangement. The Lincoln site not only serves the lowest-income, highest-need segment of the district population (see contrasting data in School population, page 5), but also is adjacent to the

The goal of USD 353's Wellington 21 st CLCC is to plan, implement, expand, coordinate, and evaluate the integrated educational, health, safety, social services, cultural, and recreational services provided to 470 children, youth and adults.			
Project Objectives and Outcomes	(A) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.	(B) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.	(C) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.
<p>Objective 1: <i>At least 300 K-12 USD 353 students will be served in after school or summer programs during each grant year.</i></p> <p>Outcomes:</p> <p>(B) 100% of K-12 clients will be exposed to a wide array of integrated educational, recreational, health, safety and cultural activities.</p> <p>(C) 100% of K-12 clients will not engage in drug use or violent acts.</p> <p>(D) 80% of the 2-11th grade clients will demonstrate measurable improvement in core academic subjects, judged by standardized tests.</p> <p>(E) 100% of the K-12 clients will not be suspended (in-school or out-of-school) during their involvement in the program.</p> <p>(F) 100% of the clients will be exposed to real-life problem-solving and technology-education strategies</p>	<p>The objective specifically describes the population to be served (300 K-12 clients) and quantitatively measures the degree of completion (one grant year).</p> <p>The outcomes clearly outline the percentage of clients who will experience a change in behavior. In addition, the outcomes delineate the percentage of clients who will receive program services each grant year.</p>	<p>⇒ 31.9% students' parents work out of county: need safe and supervised after-school program.</p> <p>⇒ Washington Elementary Parents' Survey, 1999, cited (in rank order) the following needs: reading achievement programs, tutors, math achievement programs, parenting skills programs, free after school care.</p> <p>⇒ Teen violent death rate (ages 15-19) increased 425% in four years; triple the state rate.</p> <p>⇒ Drug use increased 62% in three years.</p> <p>⇒ Binge drinking increased 30%; 35% of 10-12 students</p> <p>⇒ 40.6% students have used alcohol in the last 30 days</p> <p>⇒ Births to single teens rose 36.4% in three years</p> <p>⇒ Out-of-home placements/juvenile arrests increased 65% in two years.</p> <p>⇒ At all testing levels, District Report Card shows substantial below-state-standard scores in reading, math, writing.</p> <p>⇒ 34% of sixth graders say they do not feel safe at school.</p> <p>⇒ Wellington per capita income stands at only 48.8% of national average -- \$11,933.</p> <p>⇒ Lack of post-4:00 pm public transportation.</p> <p>⇒ 38% of district children qualify for free or reduced lunch.</p> <p>⇒ Kansas accreditation-required School Improvement Plans needs cited: (Lincoln Elem.) reading comprehension, math concepts, writing, problem solving, communication, higher-order thinking skills; (Washington Elem.) reading comprehension, math problem solving, writing; (Eisenhower Elem.) reading, math, writing; (Kennedy elem.) reading, math problem solving and critical thinking, writing; (Junior High) reading, math problem solving, and writing; (Senior High) reading skills in all content areas, mathematical problem solving, support for students who have fallen behind in credits and are now at risk of graduating, additional computers for Learning Center Lab.</p>	<p>⇒ Wellington 21st CCLC</p> <p>⇒ USD 353—facilities, utilities, technology</p> <p>⇒ Integrated Community Health Development—sexual risk reduction training</p> <p>⇒ Sumner County Extension Service—leadership training</p> <p>⇒ Sumner County Health Department</p> <p>⇒ Wellington Recreation Commission—transportation, recreation/cultural teaching</p> <p>⇒ Wellington Ministerial Alliance—volunteer tutors</p> <p>⇒ Craft Senior Citizens Center—volunteer tutors</p> <p>⇒ Marconi Precision Aerostructures—technical education tuition/books</p> <p>⇒ Wellington Police Department—violence/drug reduction training</p> <p>⇒ Cowley County Community College—youth/adult continuing education</p> <p>⇒ South Central Kansas Regional Prevention Center—drug/alcohol prevention training</p> <p>⇒ Institute for Educational Research & Public Service, Univ. of Kansas—evaluation</p> <p>⇒ Wellington Chamber of Commerce—volunteer tutors</p>

The goal of USD 353's Wellington 21 st CLCC is to plan, implement, expand, coordinate, and evaluate the integrated educational, health, safety, social services, cultural, and recreational services provided to 470 children, youth and adults.			
Project Objectives and Outcomes	(A) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.	(B) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.	(C) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.
<p>Objective 2: <i>At least 170 high-school school-aged youth and adults will be served in the after-school/evening program.</i></p> <p>Outcomes:</p> <ul style="list-style-type: none"> ⇒ 100% of clients will increase their knowledge about personal health, safety and technology, and about community resources and services. ⇒ 20% of the clients will enroll in continuing education coursework for the first time. ⇒ 80% of the clients will not engage in drug use or violent acts. ⇒ 80% of the clients will complete coursework successfully. 	<p>The objective specifically describes the population to be served (170 high-school aged youth and adults) and quantitatively measures the degree of completion (one grant year).</p> <p>The outcomes clearly outline the percentage of clients who will experience a change in behavior. In addition, the outcomes delineate the percentage of clients who will receive program services each grant year.</p>	<ul style="list-style-type: none"> ⇒ Washington Elementary Parents' Survey, 1999, cited (in rank order) the following needs: reading achievement programs, tutors, math achievement programs, parenting skills programs, free after school care. ⇒ Kansas accreditation-required School Improvement Plans needs cited: (Senior High) reading skills in all content areas, mathematical problem solving, support for students who have fallen behind in credits and are now at risk of graduating, additional computers for Learning Center Lab. ⇒ Technical education meeting space extremely limited. ⇒ School libraries and computer resources close at 3:30. ⇒ Wellington per capita income stands at only 48.8% of national average -- \$11,933. ⇒ At all testing levels, District Report Card shows substantial below-state-standard scores in reading, math, writing. ⇒ Binge drinking has increased to one in three of all 10th and 12th graders. 	<ul style="list-style-type: none"> ⇒ Wellington 21st CCLC ⇒ USD 353—facilities, utilities, technology ⇒ Integrated Community Health Development—sexual risk reduction training ⇒ Sumner County Health Department ⇒ Wellington Recreation Commission—transportation, recreation/cultural teaching ⇒ Wellington Ministerial Alliance—volunteer tutors ⇒ Craft Senior Citizens Center—volunteer tutors ⇒ Marconi Precision Aerostructures—technical education tuition/books ⇒ Wellington Police Department—violence/drug reduction training ⇒ Cowley County Community College—youth/adult continuing education ⇒ South Central Kansas Regional Prevention Center—drug/alcohol prevention training ⇒ Institute for Educational Research & Public Service, Univ. of Kansas—evaluation ⇒ Wellington Chamber of Commerce—volunteer tutors

Wellington Recreation Commission. Volunteers from across the community already have agreed to teach enrichment courses ranging from quilting to bicycle repair.

The current enrollment of Lincoln School is 270, with 53% qualifying for free or reduced lunch. The building has 12 classrooms with three computers each, a gym and a library. A full-inclusion school, Lincoln is fully accessible to persons with disabilities: 20% of its regular enrollment are Special Education students. The 12-member Lincoln School QPA Site Council includes USD 353 personnel and eight parents representing Special Education, Wellington Ministerial Alliance, City Council, business, PTA, and two others.

The expectation of 140 after-school clients at the Lincoln School Center is entirely adequate. The reader should note that all current classroom teachers at Lincoln have signed a commitment letter to support the project, with the clear understanding that their classrooms will be used by others.

Wellington's elementary schools enjoy strong community support (which will be greatly enhanced by the coordination provided by the 21st CCLC) including a very active PTA.

Junior High: Clients in grades 6-9 will use the Wellington Junior High School, which has 30 regular classrooms with three computers in each. The library will remain open during the after-school sessions. The faculty of Wellington Junior High School understands and supports the 21st CCLC proposal (see letter of commitment in Appendix A).

Senior High and Adult: Courses, activities, and resources primarily for clients above 9th grade will be available at Wellington High School (WHS). Its current faculty supports the Wellington 21st CCLC unanimously, according to the letter of commitment signed by those teachers. WHS has a 20-terminal library, a Learning Center Lab, and an ITV distance learning lab.

(B) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The proposed year one budget of \$380,612 provides efficient implementation of the objectives for this Wellington 21st CCLC proposal. This cost is approximately \$800 per participant per year. Our plan ensures that we can involve caring, competent professionals who understand the students' and

community’s needs and the strategies proposed. Also, our costs allow for low teacher/client ratios (approximately 1:10)—a vital step in improving academic achievement. Because of the extensive collaboration among partner agencies, we will maximize the impact of existing funding from USD 353, grants from the Kansas Health Foundation and the Kansas Attorney General’s office, and other funding sources.

(4) QUALITY OF MANAGEMENT PLAN

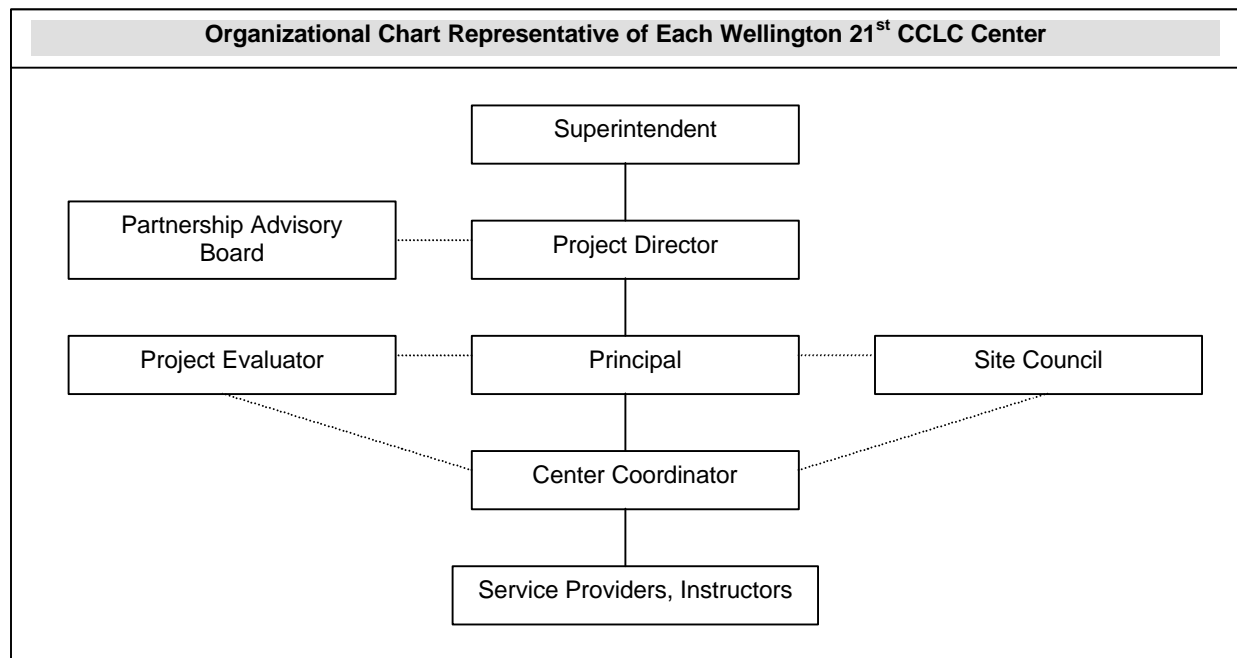
(A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The Wellington 21st CCLC will establish a solid management plan to ensure that the stated goal, objectives and outcomes are met. It will serve as the foundation of the 21st CCLC and will guarantee operational success. The program will maintain a low 10:1 student-to-staff ratio in its elementary and junior high centers. In courses taught by Cowley County Community College (at no cost to the 21st CCLC) at the high-school and adult levels, the ratio might be slightly higher.

Staff, qualifications, responsibilities: All 21st CCLC staff will have experience with the target population and a commitment to integrated education. The proposed staff includes:

Staff Title	Responsibilities	Qualifications
Project Director (1) full-time	coordinates all program activities and services, and supervises project staff at all three centers	Kansas K-9 Administrator certified; masters degree; evidence of leadership, knowledge of learning styles integration, interdisciplinary teaching and learning, and innovative teaching skills; strong interpersonal skills; and knowledge of the community
Lead Teacher/Site Coordinator (3) part-time	responsible for the activities and programs at each center	Kansas certificate, current USD 353 employment at the site, evidence of innovative teaching, strong teamwork and leadership skills
Teachers (5) part-time	responsible for teaching the reading and mathematics academic enrichment classes, and for guiding the community teachers	Kansas certificate; evidence of improved student achievement in math, reading, and or writing
Learning Center Teacher (1) part-time	responsible for technology education in the high school Learning Center Lab during the afternoon and evening and for guiding students in lab	extensive knowledge of hardware/software, and technology education, strong interpersonal skills
Community Teachers (8) paid by 21 st CCLC	responsible for 1:1 tutoring and/or teaching specialized short-courses	experience will depend on subject matter
Kansas Certified Librarian (1) part-time	responsible for training after-hours librarian	Kansas certified Library/Media Specialist
After-hours Librarian (1) part-time	oversee the library and provide services seven hours daily	some professional library training preferred, evidence of strong people skills required

Project communications, coordination, meetings: The Leadership Team will meet weekly: Project Director, the three Lead Teacher/Site Coordinators, the Director of the Wellington Recreation Commission, the Integrated Community Health Development liaison, a USD 353 administrator and the Director of the Cowley County Community College’s Wellington campus. Site Teams (Project Director, Lead Teacher/Site Coordinator, and all site teachers) will meet weekly. The Partnership Advisory Board will hold formal meetings at least five times a year.



The Wellington 21st CCLC will concentrate on achieving specific objectives at specific times, yet will remain flexible enough to allow consistent delivery of services to clients who enter the program at any time, and also respond to significant community needs, unforeseen learning opportunities and Advisory Board decisions. The following timeline serves as an overview of the activities, services and milestones to be provided during the first year (July 1, 1999—June 30, 2000). Based on project evaluations, changes will be made and implemented for years two and three of the project.

Wellington 21st CCLC Year One Timeline of Activities	
MONTH	ACTIVITY
July	Inform partners and community of award; staff recruitment and selection begins; curriculum development begins; Partnership Advisory Board (PAB) meets; evaluation instruments developed
August	Development of program brochures and materials; staff training begins; finalize curriculum; students for participation targeted and encouraged to attend
September	After school program begins; high school after-school and evening classes begin; data collection begins; weekly staff meeting occur
October	Partnership Advisory Board meets; continue recruitment efforts; weekly staff meetings conducted; evaluation activities continue
November	Program services, weekly staff meetings, and evaluation continues
December	Mid-year evaluations complete & submitted to PAB; weekly staff meeting conducted
January	PAB meets; program services & weekly staff meetings continue; high school after-school and evening classes resume
February	Changes implemented based on mid-year evaluation and PAB input; program services and weekly staff meetings continue
March	Program services continue; evaluation & weekly staff meetings continue
April	PAB meets; all services and activities continue; weekly staff meetings continue
May	After-school program ends; program evaluation conducted; weekly staff meetings continue
June	Program evaluation completed and submitted to appropriate agencies and distributed to stakeholders. Annual meeting held—open to the public

(B) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

A Wellington 21st CCLC Partnership Advisory Board will help program administrators effectively manage the project and will meet five times a year. Members serve four functions: (1) provide volunteers, services and in-kind contributions as specified in Section 2C on pages 13-14 and in letters of commitment in Appendix A; (2) inform and involve the community in the project; (3) provide feedback to ensure an effective and successful program; (4) plan for sustainability. The Partnership Advisory Board (consortia partners) organizations and member representatives are listed in Appendix A.

(5) QUALITY OF PROJECT EVALUATION

(A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

The evaluation plan for the Wellington 21st CLCC is based on direct assessment of the project's effectiveness in meeting the goal, objectives and outcomes outlined in the Quality of Project Design. The Project Evaluator from the University of Kansas Institute for Educational Research and Public Service

(the Institute) will assist the staff and Partnership Advisory Board with ongoing monitoring, assessment and evaluation.

The Project Evaluator will work with the Partnership Advisory Board to develop a qualitative and quantitative data-gathering process for precise measurement. In addition, the evaluation plan will include quarterly external interviews with a sample of teachers, parents, students and staff to assess their perceptions of the project's effectiveness. The Institute will help summarize data to provide information to all stakeholders. The analysis will allow project personnel to make changes to the program that are appropriate to the needs of the community and the objectives of the project.

Formative evaluation data will include qualitative descriptions of the program's impact on students and families. Semi-structured interviews will assess staff, student, adult and partner perceptions of the program, and identify potential improvements (i.e., different hours of operation, types of activities, transportation). Summative evaluation data will include quantitative analyses of the project's impact in terms of numbers of clients served, student progress in meeting the state's standards, and the measurable decline of negative behaviors (i.e. violence, reported drug use, in-school or out-of-school suspension). Themes for conducting interviews and/or open-ended questionnaires would include one or more topics from *Safe and Smart*:

- Goal setting and strong management;
- Quality after-school staffing;
- Low staff/student ratios;
- Attention to safety, health and nutrition issues;
- Strong involvement of families;
- Evaluation of program progress and effectiveness.
- Effective partnerships with community-based organizations, juvenile justice agencies/law enforcement and youth groups;
- Coordinating learning with regular school day
- Linkages between school-day teachers and after-school personnel; and

Kansas has adopted Quality Performance Accreditation (QPA) as its assessment model. As a continuous-improvement design, it mandates triangulation of data. USD353 relies upon the following sources to demonstrate outcome attainment: (1) Iowa Test of Basic Skills, (2) Kansas State Assessments, (3) CRT, (4) Portfolio Checklist, and (5) Teacher Observation. The following table provides an overview of the evaluation plan for the 21st CCLC objectives. Formative and summative evaluation findings will

be used by staff and the Partnership Advisory Board to make adjustments as needed, and continuous assessments of progress will be made to ensure that the program is effective. At the Wellington 21st CCLC Annual Meeting, the staff, clients, Partnership Advisory Board, community partners and the general public will gather to discuss the program evaluation. Information and feedback from that meeting will guide the project's leaders and staff as they determine the direction and design of the program.

Project Objectives and Outcomes	Documentation for Assessing Program Achievements and Outcomes	Data Collection Schedule
<p>Objective 1: At least 300 K-12th grade USD 353 students will be served in an after-school or summer program each grant year.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. 100% of K-12 clients will be exposed to a wide array of integrated educational, recreational, health, safety and cultural activities. 2. 100% of K-12 clients will not engage in drug use or violent acts. 3. 80% of the 2-11 clients will demonstrate measurable improvement core academic subjects judged by standardized tests. 4. 100% of the K-12 clients will not be suspended (in-school or out-of-school) during their involvement in the program. 5. 100% of the K-12 clients will be exposed to real-life problem-solving and technology education strategies. 	<ol style="list-style-type: none"> 1. Application forms, participant files, attendance records, computer database of project statistics, annual report, attendance records, surveys, circulation records of program brochures and newsletters 2. Drug and Alcohol Survey, school discipline records, arrest reports and records, neighborhood and school crime statistics 3. Kansas Reading Assessment, Kansas Math Assessment, Kansas Science Assessment, Reading Rescue, school academic reports, triangulated data, learning records sheets. 4. School discipline records 5. Course syllabi. Student surveys. 	<ol style="list-style-type: none"> 1. Monthly, Annually 2. Annually, Quarterly 3. Quarterly, Annually 4. Quarterly 5. Quarterly
<p>Objective 2: At least 170 high school aged youth and adults will be served in the after-school/evening programs.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. 100% of the clients will increase their knowledge about personal health and safety, technology, and about community resources and services. 2. 20% of the clients will enroll in continuing education coursework for the first time. 3. 80% of the clients will not engage in drug use or violent acts. 4. 80% of the clients will complete coursework satisfactorily. 5. 20% of the clients will complete parenting education classes. 	<ol style="list-style-type: none"> 1. Application forms, participant files, attendance records, computer database of project statistics, annual report, surveys, training reports, course syllabi, attendance records 2. School and CCCC enrollment records and grade records. 3. Police reports, student surveys 4. School and CCCC grade records. Student surveys. 5. Evidence of reduced risk behaviors in their children at the elementary level. 	<ol style="list-style-type: none"> 1. Monthly, Annually 2. Quarterly, Annually 3. Quarterly, Annually 4. Quarterly, Annually 5. Quarterly, Annually

COMPETITIVE PRIORITY 1.

Projects designed to assist students to meet or exceed state and local standards in core academic subjects such as reading, mathematics or science, as appropriate to the needs of the participating children.

Incorporated in the preceding text, Competitive Priority 1 elements are found in the following locations:

<u>Elements</u>	<u>Page No.</u>
Continuing education efforts to prevent poverty	4
Poverty impacts academic achievement	5
Academic achievement chart	6
Activities at the three centers	10-11
Academic outcomes and needs chart.....	13-14
Evaluation chart (Objective 1—Outcomes 3 and 5; AND Objective 2—Outcome 4)	20

BUDGET NARRATIVE

The costs projected in the budget are reasonable, cost effective and adequate given the services the program proposes to provide to 470 children, youth and adults at three centers in Wellington, Kansas. The reader should note that in-kind contributions amount to at least \$119,920 (32%) of the budget. Salaries and wages are comparable to others in similar Kansas positions. Contractual agreements will be made with the following organizations for specified services: The Wellington Recreation Commission will provide teaching services and transportation; the Integrated Community Health Development will provide drug prevention and reduction training; Cowley County Community College will provide youth and adult evening classes; Sumner County Extension Service will coordinate 4-H, leadership activities and training; Sumner County Mental Health will provide violence reduction training; and The University of Kansas Institute for Educational Research and Public Service will provide external evaluation. Not only will these contractual arrangements result in the efficient delivery of high-quality services, but also the arrangement will promote shared planning for future sustainability. Indirect costs are calculated at the standard USD 353 rate of 10%. Aside from the one time, First Year expenditure of \$41,700 (technology and art education), the budgets for the two following years remain essentially the same. Detailed explanation from the Sumner County Extension Office and Integrated Community Health Development follow immediately. Support provided by partners is detailed in the Letters of Commitment (Appendix A). The following budget summaries for each of three grant years include funds provided by partners in the column headed "In Kind." These summaries appear in this section.

APPENDIX A

LETTERS OF COMMITMENT AND CONSORTIA PARTNERS

Partner, Representative, Title	Address	Telephone	Fax
Integrated Community Health Development Janine Gracy Fellow	c/oSumner Regional Medical Center 1323 N. A Wellington, KS 67152	316 326-7453 x190	
Integrated Community Health Development Sexual Risk Reduction Project Derek Coppedge – Project Director	c/oSumner Regional Medical Center 1323 N. A Wellington, KS 67152	316 326-7453	
Sumner County Extension Office (K-State) Linda Mirt Agent FACS & 4-H	320 N. Jefferson Avenue Wellington, KS 67152	(316) 326-7477	(316) 326-7971
Sumner County Health Department Cheryl Hinshaw Administrator	320 N. Jefferson Avenue Wellington, KS 67152	316 326-7477	316 326-7971
Sumner Mental Health Center Richard Gaskill Director Children's Services	1601 W.16 th Street P.O. Box 607 Wellington, KS 67152	316- 326-7448	316 326-6662
Wellington Recreation Commission William Weber Superintendent of Recreation	202 S. Jefferson Wellington, KS 67152	316 326-3323	316 326-3323
Wellington Ministerial Alliance Rev. Phillip Wylie	First Southern Baptist Church 715 N. Woodlawn Wellington, KS 67152	316 326-7464	
Wellington Senior Citizens Center Margie La Fary	308 S. Washington Wellington, KS 67152	316 326-2815	
Wellington Chamber of Commerce Cathy Royston Executive Director	207 S. Washington Wellington, KS 67152	316 326-7466	316 326-7467
Marconi Precision Aerostructures Elmer Hill President/CEO	1515 N. A Street, P.O. Box 70 Wellington, KS 67152	316 359-5000	316 326-5410
Wellington Police Department Richard Granger – Chief of Police	114 West 7 th Wellington, KS 67152	316 326-3331	316 326-6171
Cowley County Community College Dick Waln –Wellington Coordinator Patrick McAtee –President	125 S. Second, P.O. Box 1147 Arkansas City, KS 67005-1447	316 442-1990	316 441-5354
Lincoln Elementary School Staff	104 South F Street Wellington, KS 67152-3837	316 326-4360	
Wellington Junior High School Staff	311 North A Street Wellington, KS 67152	316 326-4320	
Wellington Senior High School Staff	605 North A Street Wellington, KS 67152	316 326-4310	
Institute for Educational Research & Public Service Jerry D. Bailey Director	School of Education 1 Bailey Hall University of Kansas Lawrence, KS 66045	785 864-9977	785 864-5076

APPENDIX B

EVIDENCE OF PREVIOUS SUCCESS

Wellington's can-do attitude extends to its schools – we have not merely wrung our collective hands as needs present themselves, but have attempted to solve them on our own. In fact, USD 353 has a long history of collaborative initiatives with many organizations and groups, in the community and beyond it.

The Sumner County Integrated Community Health Development Project was formed in response to a growing community concern about adolescent health issues. It is a major partner in the 21st CCLC, and represents a coalition of health-related agencies. ICHD has conducted a major community health needs survey, has made it possible for 45 persons to gain STAR Baseline training, and has provided Communities That Care training to 39 persons. This put into action a group of county citizens committed to working together to bring about change in Sumner County relating to teen sexual activity, pregnancy and substance abuse.

Through the efforts of ICHD, the community received both a Kansas Communities That Care grant and a Sexual Risk Reduction grant. In each case, the goal is to collaborate with other agencies to develop a total package for the youth of our community. After-school activities are central to that package.

The Wellington Daily News supports the schools' efforts and devotes substantial space to helping readers stay abreast of the strengths and weaknesses of local education. Each school in the district enjoys the collaborative support of specific businesses and organizations.

APPENDIX C

EQUITABLE ACCESS AND PARTICIPATION

Every USD 353 building is accessible for individuals with special needs. Fully 20% of Lincoln Elementary students fall into this classification—they are served by 11 paraprofessionals.

Transportation for all special needs clients of the Wellington 21st CCLC will be provided by the city's handicap-accessible jitney service. Volunteers will serve as personal helpers for any clients with severe special needs. With very small number of hearing- and vision-impaired students enrolled in USD 353, we expect to have sufficient volunteers and resources to serve them. The 10:1-ratio class size promises to reinforce all our other efforts to achieve equity in all aspects of the program.