

**I. Program Need** (10% of the total score) The extent to which the proposed program will provide services and otherwise address the needs of students at risk of educational failure.

(1) A current, detailed description of community needs including but limited to unemployment, poverty, dropout, and literacy rates as well as the percentage of significant changes in the limited English proficient population and percentage of Title I students to be served by the program.

## POVERTY AND UNEMPLOYMENT RATES

DEEP in the foothills of the Arbuckle Mountains, Davis Public Schools mirrors the challenges facing most of rural Oklahoma. Unemployment increased 36.7% from 2007 (3.1%) to 2010 (4.9%). In 2006, the personal income per capita was 16% lower than the State of Oklahoma (fedstats.gov). That number is 3% higher than the State of Oklahoma (2008 School Report Card-Office of Accountability). Fifty eight percent (58%) of students enrolled in Davis Schools qualify for Free/Reduced meal pricing.

## LIMITED ENGLISH PROFICIENT STUDENTS AND ADULTS

According to the 2000 Census, there were 292 Hispanics living in Murray County and 15% of the total population or 1947 American Indians were living in the County in 2000. Currently, there are only nineteen (19) students attending Davis Schools who speak another language at home. That number represents a little less than 2% of the total population.

## PERCENTAGES OF TITLE I STUDENTS TO BE SERVED

Davis Public Schools is a school-wide Title I school. Therefore, 100% of Davis, Oklahoma's students are Title I students and will be encouraged to participate in the programming and assistance offered by Project DEEP.

## DROPOUT RATES, LITERACY RATES & EDUCATION LEVELS

The four year Davis School Drop Out rate is 8.3%. Twenty-two percent (22%) of Davis Public Schools students attending Oklahoma colleges required at least one remedial course. Only 41% of all Davis students who attend college achieve a degree. Davis ISD's two-year average graduation rate is 88.1%. The 2000 Census found that 22% of the adults living in Davis had less than a high school education with an additional 7% with less than a 9th grade education.

The problem associated with the statistics previously detailed reflect a cycle of low expectations as students look to their parents or other close relatives as role models and for support. There is also pressure for Native American students to quit school and join those who survive on Government or Tribal monies. Interestingly, the percent of Native American students drops from 29.7% at the elementary campus to only 18.6% high school students. Ask Sherri: Of the drop outs listed, how many are NA

(2) An inventory and evaluation of the community needs and available resources for the learning center and a description of how the program will utilize available resources and address those needs (including the needs of working

## RISK FACTORS AND DAVIS'S ABILITY TO ADDRESS RISK FACTORS

The town and schools of Davis are working diligently to battle the negative effects of low educational attainment so prevalent in rural, southern Oklahoma. The school is the hub of the community and a statistically large employer. Only 21.3% of adults work for private, non-farm employers and the mean travel to work time for Murray County workers is 21 minutes. That puts most parents not at home when school dismisses. Seventy-eight (78%) of both elementary and middle school students ride the bus home. Another risk factor is the amount of unsupervised time for teens and the resulting number of babies born to teenage mothers. Murray County ranks 75th of 77 counties with 61.2 of every 1000 births. Only two other counties have more babies born to teen moms (Oklahoma Institute for Child Advocacy, 2009 Fact Book). A 21st Century Learning Center program would provide peace-of-mind for working families whose children would otherwise be home alone by offering a safe, supervised, enriched environment both after school and in the summer.

Also, there are no services for adults or children in the town. Since the community offers no activities outside the educational setting, children rarely experience positive learning activities after the school bell rings. With 58% of the students qualifying for Free/Reduced meal pricing, it is reasonable to state that nutritious snacks and meals outside the school day are rare. There is also a significant adult education need. Almost

30% of the adults living in Davis have less than a high school education. However, no organization offers adult literacy programming. The closest Career-Tech is in Ardmore 25 miles away. The school currently collaborates with The Chickasaw Nation to provide an art club within the school day and offers other family activities within the Title I framework. However, the proposed 21st Century Learning Center can and will provide a safe, supervised environment after school and during the summer in which students will participate in high-quality, enriching educational activities.

(3) How the proposed program addresses the described community and student needs

All schools in Oklahoma participate in an annual process of planning to create a Comprehensive Local Education Plan (CLEP). Davis's most recent CLEP cited the need for extended day services to combat the teen pregnancy rate, college remediation and completion rates as well as improve the performance of special needs students whose API scores in both Reading (789) and Math (790) are subpar. Information collected as part of the CLEP development process as well as the Title I plan development process includes: surveys (teachers, students and parents), needs assessment reviews, an overall analysis of student achievement data, dropout rates, disciplinary records/trends, obesity rates, etc. All of this information was taken into consideration by the 21st Century Learning Center program planning committee to quantify local needs (students, parents and the community at large) as they worked to develop Project DEEP / Davis Extends for Excellence Program. The mission was to implement a fully-functioning extended learning program to break the cycle of generational poverty: (1) Children who might otherwise fall between the cracks of the system will be given additional assistance to build their reading fluency and numeracy as well as increase their confidence as learners; (2) Parents will be given the opportunity to increase their ability to assist their children by increasing their personal skills; and (3) The community at large benefits by coming together as part of a unified mission of community excellence.

To achieve this mission, school administrators reached out to several volunteers, organizations, community officials and potential partnering agencies to develop a stra-

tegic approach to meet identified needs. All participants have demonstrated a solid commitment to the proposal, the implementation of the project and have expressed a willingness to donate the time, materials and effort to get this done. The advisory committee was made up of XXX individuals who have a demonstrated record of effectively and persistently supporting Davis and Davis Public Schools.

**Davis Extends for Excellence Program / DEEP** plans to demonstrate a DEEP commitment for the community and its children and a DEEP desire to break the cycle of poverty DEEP in the heart of the Arbuckle Mountains. Some of the specific activities designed to impact the identified needs include:

- a. Remediation/Intervention driven by assessment data--Reading and Math
- b. Homework assistance
- c. Enrichment activities
- d. Civic Education
- e. Health Education and Physical Activities
- f. Art (Visual and Performing)

Visit with Folks in Davis regarding other activities

(4) An assessment of objective data regarding the need for an out-of-school program

A clear, objective indicator of need are student achievement records:

OCCT SUBGROUPS	MATH	READING
Regular Education	1387	1360
IEP/Special Education	790	789
American Indian	1248	1202

Other objective indicators: Four of forty-four potential graduates dropped out of school for a 91.7 graduation rate and 16.7% of Davis students attending college required remediation in mathematics. Eighty-eight (88) kindergarten through third grade students were reported on the Beginning of the Year Reading Sufficiency Act report as in need of remediation. That's twenty percent (28%) of the K-3 students enrolled in Davis. Program planners are also concerned by the number of young children considered to be overweight. Twelve percent (12%) of all elementary students (K-4) are considered overweight.

Dr. Douglas Reeves tells us that school officials control the amount and organization of time within the school day and the amount of time spent engaged in the teaching/ learning process is a powerful predictor of student achievement. Because school officials recognize that people living in poverty do not always devote time to improving student achievement, supporting learning and/ or helping with homework or projects. They also know that this reality is not a reflection of the level of love that poverty parents have for their children, rather a reflection of priorities and personal capacity to help. Given the percent of children living in poverty in Davis, it is apparent that there is a need for extended learning. Project DEEP will increase time for learning and time for physical activity.

(5) How the proposed program is expected to improve student academic performance, particularly in core academic areas such as reading/ language arts, mathematics, social studies, science and the arts

Program planners are highly motivated to improve student achievement in core academic areas through an intentional protocol of on-going benchmark assessments of Oklahoma PASS objectives via a web-based program AIMS Web to assess Math performance and the DIBELS assessment of Reading skill development followed by interventions appropriate to address identified gaps in learning. Teachers and other trained tutors/ volunteers/ mentors will integrate social studies and science into learning activities that allow for the application of math and reading/ language arts skills. In collabo-

ration with the Chickasaw Nation, Project DEEP will expand the role of an existing Art Club by introducing photography as an additional component.

Additionally, extending time after the end of the regular school day needs to be FUN! The best learning always takes place when students are engaged in the process, not bored by "more of the same." Program planners have given considerable attention to developing activities that balance paper-pencil activities with interactive activities and celebrations of success. Lots of celebrations! Parents, families and the community at large will be included in the celebrations. Parent night activities will be scheduled quarterly to celebrate student achievement and provide suggestions, books and activities that families can share at home to foster student as well as adult achievement.

Project DEEP will also use technology to enrich and expand the learning environment. Dr. Alan November challenged Oklahoma educators to know what the best and brightest from around the world are doing and aim higher. It is the intent of Project DEEP to create a technology-rich learning environment that includes: Video conferencing students in another countries, states or cities to learn about other places and cultures via SKYPE; Develop, perform and video tape activities that visually represent learning with Flip Cameras; and, Creating professional-quality publications. Project DEEP program planners fully acknowledge that the competition for Davis's students is global not local or state and it is their responsibility to prepare their students for that competition.

PROGRAM DESIGN (66% of total score)

Goals, Objectives, Strategies, Activities, Indicators, Outcomes and Logistics, Staffing, Collaborative Partnerships

(1) Describe the process used by the Advisory Committee to develop the application and completes the Advisory

The Project DEEP advisory committee is an extension and expansion of the district's Comprehensive Local Education Plan (CLEP) and Title I planning committees. These committees have met consistently over time and were an obvious starting point when the Project DEEP Advisory Committee was formed. The 21st Century Advisory Committee is made up of XXX individuals representing various constituencies (Parents,

Service Organizations, Social Service Groups, School Leadership, Teachers, Technology Leadership Team, Tribal Members, County Health Department Officials and Students).

The committee considered various indicators when determining the scope and content of Project DEEP: Student performance, dropout rates, college remediation report, obesity numbers, community employment trends and after school supervision, and Teen pregnancy / child birth ranking). XXXXXXXXXXXXXXXX

(2) Provides a chart of program goals and objectives correlated with strategies and resources to support academic achievement through the program (appendix)

The project has been carefully aligned with the Oklahoma Department of Education's five performance goals for a 21st Century Community Learning Center. Throughout this process of planning the committee has developed specific activities, resources, timelines, and an method of evaluation to meet program goals. They are designed so that each action has a specific, significant positive impact on participants. A chart has been created that visually presents measurable program goals, objectives, activities, resources, timelines and evaluation methods for the project (Appendix).

(3) Provides timeline to meet the goals and objectives of the program that includes a start-up implementation and formative and summative evaluation (may be combined with goal chart)

A timeline is included with the goal chart (Appendix).

(4) Describes how the program will improve student academic achievement as measured by the Oklahoma School Testing Program, grades and other approved assessments as well as teacher surveys

Davis Public Schools and all its stakeholders have demonstrated a commitment to this program based on the belief that each child's academic performance will improve as measured by the Oklahoma Core Curriculum Testing program. As stated previously, additional time for instruction that is well managed and designed to target gaps in knowledge and skills is the key to closing the learning gap for all students, but especially for those subgroups who have a history of lower performance (Special Education and Native American children). By providing children a safe, drug-free environment,

Project DEEP will minimize negative outcomes associated with: (1) unsupervised after school hours, (2) the absence of reading outside of school, (3) unstructured time that could be used to enrich, expand and enhance learning, (4) peer influences to make socially unacceptable choices, and (5) poor health and nutrition decisions. These negatives will be replaced with a constructive environment in which each student will receive at least one hour of tutoring and homework assistance daily plus additional time designed for enrichment activities. The enrichment activities will include healthy life skills, physical interactive experiences, nutrition education, as well as activities that will connect lessons and skills learned in school to the world of work. The primary goal of Project DEEP is to improve student achievement in core curriculum areas with an emphasis on reading and math. Social Studies, Science, and The Arts will be integrated into the program.

(5) Describe how objectives and performance measures support high-quality academic enrichment opportunities, particularly in reading, language arts, mathematics, social studies, science and the arts.

The objectives (Goal Chart in Appendix) include academic enrichment activities that will support the core curriculum of reading, language arts, mathematics, social studies, science, music and art. In addition to the Oklahoma Core Curriculum Tests, Davis ISD's Project DEEP will develop its own comprehensive method of gauging student improvement in all academic areas because "what gets measured is what gets done." Project DEEP proposes to include benchmark assessments to measure effectiveness and inform instruction. Some of the proposed measures include: AIMS Web, an online assessment program for K-8 reading and math; Dynamic Indicators of Basic Early Literacy (DIBELS), a teacher administered assessment of progress toward reading fluency; and, teacher-made pre-tests/ post-tests as math, reading, science and social studies performance indicators. Understanding of Oklahoma PASS objectives in the arts will be documented via the required annual arts assessment through some paper-pencil tests as well as performance and display-based indicators of achievement. Pro-



gram planners have set 20% growth in all core content areas as the expected improvement standard.

Enrichment activities will be evaluated quarterly via surveys and monthly reviews of lesson plans for program content, presentation, demonstration, effectiveness and observer appeal. Activities will be challenging, cross-curricular, stimulating and designed to foster thought. For example, photography is creative, can support increased writing skills, has a basis in science, and has a world of work connection. Please reference the Project Goals in the appendix.

(6) Describe how much improvement is expected and the indicators of success for the individual program components.

Project DEEP program planners have identified the following indicators of success and set the expectation for improvement on all measures at 20%: Oklahoma Core Curriculum Tests (all subgroups), AIMS Web Benchmark Assessments, any other technology based curriculum that includes and assessment component Classroom Performance/ Grades, Graduation Rates, Obesity Rates, College Remediation and other measures of success determined by the project advisory committee. Project DEEP will also include quarterly surveys of parents, teachers, external stakeholders and students. Additional detail can be found in the Project Goals document in the appendix.

(7) Describes the research showing or suggesting that the proposed program strategies and activities will help students meet Oklahoma state mandated curriculum in the Priority Academic Student Skills in addition to local academic achievement standards.

Program strategies included in Project DEEP have been reviewed by the program planning committee for relevance, rigor and potential results for students and families based on a review of research. The 21st CCLC model is a proven method of giving students a safe, drug-free place to improve their academic performance (Anderson-Butcher, 2004). Lewis (2000) found that my just providing extra time for students in a positive, safe, enriching atmosphere will lead to better students academically and socially. In a report posted on Education Sector (2007) entitled "On the Clock: Rethink-