THE TWENTY-FIRST CENTURY LEARNING GRANT

A Thesis

Presented in Partial Fulfillment of the Requirements for

the Degree Master of Arts in the

Graduate School of Marietta College

By

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The 21st Century Learning Grant is designed to help improve the school environment through any programs outside of the traditional 180 day school calendar. According to the grant these programs can only be held before and after school, on Saturdays, and during the summer break. Areas of focus for the grant was improved attendance rates, parental involvement, lower number of discipline referrals and documented progress. These were measured by using a mixed method research by utilizing qualitative and quantitative surveys and interviews.
ACKNOWLEDGEMENTS

Dr. Bill Bauer for allowing me to have this opportunity to work on this project with him, and to put his trust in me to be able to work on it.

John Bancheri for hiring me as his graduate assistant coach, to allow me to even have the opportunity to acquire a masters and his support along the way.

Tim Catalano at the Write Place, for helping me be able to put this piece of work together.

Kathey and Bob Hedge (mom & Bob) for giving me support in all of my choices to be happy in life, and not judging me for those decisions, no matter how little money I make.

Moira Patricia Tellechea for believing in me and supporting me along the way and for saying yes.
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CHAPTER 1

INTRODUCTION

The Education Department at Marietta College performed a grant assessment for the 21st Century Learning Grant that was awarded to Warren High School located in Vincent, OH. Marietta College’s Education Department is a program that works closely with several schools in the Washington County area. Dr. William M. Bauer serves as the primary evaluator with Adam C. Thorstad as the research associate. This assessment focuses on the objectives of the 21st Century Learning Grant.

The grant objectives include:

- Reduce the amount of discipline referrals by fifty percent.
- Reduce the amount of Juvenile Justice Program referrals by twenty percent.
- Raise the Ohio Graduation Test (OGT) scores by five percent in the first year of grant with step increases cited each year of the program.
- Raise parental involvement and understanding of policies.
- Raise community involvement with the school system.
- Raise the students’ understanding of gaining academic and life skills in relationship to the world of work.
The evaluation was derived from quantitative and qualitative data sources. They included the following:

- Student Test Scores
- Parent/Student Survey
- Teacher Survey
- Site Visit Observations
- Grant Review Meeting

**History of the Program**

Located in rural Appalachia, Warren Local Schools serves approximately 2,700 students. One of the buildings in the Warren District, Warren High School, does not have after-school programs for its students. Services for such programs usually originate some distance from the schools in Marietta, Ohio. Since this school has such a small population and is in a remote location, service providers were hesitant to travel to the school due to costs involved in establishing programs with the possibility of a small number of families participating.
Warren Local School officials believe that if they were provided with the seed money along with a qualified staff, a number of students would participate in the after-school programs at Warren High School. Warren Local Schools was awarded the 21st Century Learning Grant for the 2004-2005 school year; the grant is renewable pending successful results for that year. Since the implementations of the program, the student population has been assisted through various academic programs. A grant coordinator and qualified staff members were hired for the program. Cultural and high-interest programs were offered to the student participants and their parents. Tutoring services and homework assistance programs were created to support the students as well as a member of the county sheriffs’ department being hired as a resource officer, who will be available during the before- and after-school time periods. The Warren High School community has utilized the 21st Century Grant after-school program.

**Program Description**

Warren Local School’s 21st Century program was implemented in one of the district’s schools, Warren High School. The program staff consisted of the grant writer, the principal of the high school, and certified staff coordinating and instructing classes. Tutoring intervention was based upon academic needs identified by proficiency results, classroom performance, and teacher input. The teachers aligned instruction with the standards given by the state of Ohio. Collaborating agencies supported the academic emphasis by offering programs and instructors to enrich the programs.
Warren High School

Warren High School has a population of 877 students in the ninth through twelfth grades, operating daily from 8:00 a.m. to 3:30 p.m.; of these students seventeen percent of the Warren High School students have a documented disability. Twelve percent of students receive free or reduced-price lunches. Similar to the area, the high school’s ethnicity is one percent African-American, one percent Hispanic, and ninety-seven percent White.

This high school is fortunate enough to collaborate with local agencies such as the Washington County Sheriff’s Department, the YMCA, River City Orchestra, Ely Chapman Education Foundation and Marietta College throughout the grant. Numerous enrichment activities were offered to the students. The following list contains examples of some of the activities and events:

- Before and After School Tutoring
- Saturday Enrichment Activities
- Fitness Programs
- “Jump Start” Academy
- Summer Success Academy
- Resource Officer (County Sheriff’s Deputy)
Statement of the Problem

Issues that have arisen for Warren High School to become eligible for the Twenty-first Century Learning Grant are:

- High numbers of discipline referrals
- High numbers of Juvenile Justice Referrals
- Low standardized test scores
- Lack of parent and community involvement

These areas of concern are addressed through the grant and programs are designed or started to alleviate these issues.

Research/ Purpose Question

The effectiveness of the Twenty-First Century Learning Grant was examined for its ability to influence a change in the designated areas. The purpose of this assessment was to determine if the grant has reached the goals that have been set. The Twenty-First Century Learning Grant provides the initial funding needed for the addition of programs that specialize in each of these areas at Warren High School. The surveys and interviews to follow helped to determine if the grant was able to deliver the desired results necessary to renew the grant again. The Twenty-First Century Grant should be able to reach its goals.
Hypothesis

It is the goal of this study is to accept the alternative hypothesis and reject the null hypothesis. The two hypotheses are:

Null Hypothesis: The Twenty-First Century Learning Grant will not:
increase test scores, increase parent involvement, increase community involvement,
decrease the number of Juvenile Justice Referrals, and decrease the number of discipline referrals at Warren High School.

Alternative Hypothesis: The Twenty-First Century Learning Grant will:
increase test scores, increase parent involvement, increase community involvement,
decrease the number of Juvenile Justice Referrals, and decrease the number of discipline referrals at Warren High School attain the proposed goals.
As previously stated the 21st Century Learning Grant has goals that it is trying to meet to help the students of Warren High School. These goals are:

- Reduce the amount of discipline referrals by fifty percent.
- Reduce the amount of Juvenile Justice Program referrals by twenty percent.
- Raise the Ohio Graduation Test (OGT) scores by five percent in the first year of grant with step increases cited each year of the program.
- Raise parental involvement and understanding of policies.
- Raise community involvement with the school system.
- Raise the students’ understanding of gaining academic and life skills in relationship to the world of work.

There have been other programs that have performed similar tasks to that of the 21st Century Grant; none specifically match all the specifications.

A growing issue with many adolescents of today is the lack of adult supervision during hours immediately after school. With an increase in single parent families and both parents working “69% of two-parent families and 71% of single-parent families with young children report that parents’ work schedule leaves children in need of supervision around the school hours” (U.S. Bureau of Labor Statistics, 2000), schools see a trend of less parent involvement in the education of today’s children. With schedules being more
demanding it is difficult to keep parents well informed of all the programs that are available to their children. When there is a decrease in parent involvement there is a decrease in community interaction. As children increase in age, the number of activities tends to decrease. “More than half of the teenagers in one study wished there were more community or neighborhood-based programs available after school” (Lewis, 2003).

Research has been completed in the area dealing with after-school programs, but there is “no straightforward answer to what works best. Research is on these programs is at a rudimentary stage” (Fashola, 1999). “The best supplemental programs have clear routes of communication between parents, teachers, and tutors” (Cohen, 2003) to work together to find the best methods to benefit the student. With “more than 82 percent of principals surveyed last year said they were already offering or will offer an after-school program” (Ferrandino, 2003) it is increasingly becoming easier to find programs beginning to offer assistance to students. The largest problem is that so many programs have just started or will start, so the knowledge of works best is still not yet known. “Studies of students who attend high-quality programs for a significant amount of time show improvements in academic performance and social competence,” (Perkins-Gough, 2003). The only issue is the ability to deliver a “high-quality program” to a lower income area, but at a few programs “teachers noticed an increase in student enthusiasm as the afternoon progressed in anticipation of their after-school activities” (Fagan, 2003).

One study that is similar to the study of the 21st Century Learning Grant is the “Alternative to Failure”. A large difference between the two studies is that the current study deals with students living in Appalachia while the first study focuses on Latino students living in the urban areas of Los Angeles. Lillian Vega Castaneda reported the
findings of her research in 1997, which started in 1993. The research question focused upon in this study was how to increase community involvement and “to embrace a nontraditional educational paradigm are described and analyzed” (Castaneda, 1997). Although these two studies focus on two different minority groups, they both focus on introducing similar attributes to enhance the programs. “La Comunidad” is an alternative schooling program with “an emphasis on ‘being proud’ to be Chicano” (Castaneda, 1997) and “behave as citizens of the greater community” where the 21st Century Learning Grant is also looking to have the students learn how to be members of their community.

Another study focuses upon an important subject matter when dealing with school children. Mary Shann published her study on “Students’ Use of Time Outside of School” in 2001. The focus of the research is “a case for after school programs for urban middle school youth” (Shann, 2001). The method of research for this study was a survey design of middle school students which focused on how their time is used after school. The main conclusion from this study is that “more than three-quarters (of students surveyed) did not go to after-school programs; according to school personnel, they simply were not available” (Shann, 2001). The lack of opportunity is what most after-school programs are focusing upon. Realizing the importance that the “actual time spent learning is critical. A primary method for improving achievements is increasing the time available for learning” (Shann, 2001, Bergin et al., 1992). The difference in this study and the current study is the setting and the age group. Shann’s study is based on middle school students in an urban environment and the current study is on high school aged students in a rural area.
An additional area of concern of the 21st Century Learning Grant is parental involvement. The study “Parents’ Views of Alternative Public School Programs”, by Roger Collins, was to investigate the amount of information that parents were aware of and how they would base their decisions given selected variables. This research also looked to find a reason as to why “alternative public schools have received increasing attention as a potentially effective response to the school dropout problem” (Collins, 1987). The method of data collection was a phone survey directed towards Cincinnati Public School parents. The main conclusion of this study is “parents considered noncurricular factors over curricular factors in selecting a school for their children, and the most important noncurricular factor was the school’s close proximity to home” (Collins, 1987). Again the location is a large difference between this study and the current one. Collins’ study does hit upon an important factor that is easily overlooked in the process of trying to offer additional programs, that is the transportation issue. If the setting is rural, it is difficult to travel the great distances, and if it is urban it is difficult to travel past one school location to go to a further one that is a little better than the one traveled past.

“Building Life Skills Through Afterschool Participation in Experiential and Cooperative Learning” studied the affects on children participating in a 4-H program and their feelings in several different aspects of social skills. This study looked to find “a process through which afterschool programs can benefit child development” (Junge, Manglallan, & Raskauskas, 2003). Their theory of “participation in afterschool programs can also lead to improved life skills if the program designs include group work and frequent interactions with trained adults” (Junge, Manglallan, & Raskauskas, 2003) held
true in the results where they found that students do convey that they feel that they have been able to develop their life skills while attending these after school programs. The theory was tested with a pre/post survey and assistance was given when needed. The strong point of this study was that all of the after school program personnel were qualified. An important factor the 21st Century Learning Grant at Warren High School is looking at is the goal to have every person involved to possess a valid certification.

The interaction of the staff and students is very important in after school programs. “Emotional Intelligence and Staff Training in After-school Environments” which was published in 2004, is a study that approaches that very subject. This study focuses upon psychological and emotional development with an emphasis on “relationships in which both participants grow” (Seligson & MacPhee, 2004). Observations where made to try to find ways to improve the quality of the learning experience for not only the student but the teachers, too. The researchers of this study “measured the success of these interventions in terms of increased satisfaction at work, less anxiety, improved health of workers, and increased efficiency” (Seligson & MacPhee, 2004) in workers which are all signs of enjoyment in their job tasks. This is another overlooked area, if the staff is unhappy, there is a decrease in motivation to work harder or even to perform below average. “Staff and youth can provide developmentally significant relationships for one another in out-of-school programs” (Seligson & MacPhee, 2004).

“The Relationship of Middle School Program Features” examines the relationships of “instructional strategy, instructional performance, and student engagement” (Mergendeller & Mitman, 1985) for a correlation between the three features
and how they affect the learning process in the classroom. Eight data collectors went into different classrooms to observe and made notes as to the different types of interactions at given times throughout a class period. The researchers theorized that given “innovative scheduling or more homogeneous student assignment practices might allow teachers to use more individualized instruction, or small group work, or vary the length of their assignments” (Mergendeller & Mitman, 1985). From the data collected the researchers found that “it may be easier for teachers to maintain high levels of student engagement in recitation form” (Mergendeller & Mitman, 1985), more time would be spent on disciplinary action rather than personalized instruction. This research is worth mentioning in the aspect that it provides thought processes on alternative means of student interaction and less disciplinary issues. This research focuses upon middle school program features and the current research is based on how to benefit high school students.
As stated earlier in other sections the 21st Century Learning Grant has goals that it is trying to meet to help the students of Warren High School. These goals are:

- Reduce the amount of discipline referrals by fifty percent.
- Reduce the amount of Juvenile Justice Program referrals by twenty percent.
- Raise the Ohio Graduation Test (OGT) scores by five percent in the first year of grant with step increases cited each year of the program.
- Raise parental involvement and understanding of policies.
- Raise community involvement with the school system.
- Raise the students’ understanding of gaining academic and life skills in relationship to the world of work.

These were a few testing methods chosen to determine the effectiveness of the 21st Century Grant:

- Surveys
- Number assessment

Once the results from these tests were collected, a comparison to the goals was performed to find out if the grant had been able to assist in the reaching of these goals.
Student Surveys

Surveys were administered to any willing participants that made use of the tutoring system. These surveys asked questions to determine the feeling of the students after being a part of the program. The survey used a Likert Scale to increase the straightforwardness of the evaluation. Open-ended questions were also asked to try to see if any themes occurred.

Parent Surveys

To investigate the awareness of the parents of Warren High School about the programs offered, Surveys were mailed with a self addressed stamped envelope to several parents of the high school. These surveys asked questions to determine the feelings and knowledge of the parents after the first year of the program. The survey used a Likert Scale to increase the straightforwardness of the evaluation. Open-ended questions were also asked to try to see if any themes occurred.

Teacher Surveys

To determine the teachers’ feelings on the effectiveness of the tutoring services and the other programs offered surveys were given to the teachers of Warren High School. The survey used a Likert Scale to increase the straightforwardness of the evaluation. Open-ended questions were also asked to try to see if any themes occurred.
Quantitative Assessment

To determine the effectiveness of the grant in areas of referrals, both discipline and the juvenile justice program, the actual numbers from the past year were compared to the present school year.

Analysis

The S.P.S.S. computer software program was used to analyze the data produced from all of these tests. This program ensured validity in the results and reduced possible errors in calculations.

Ethical Issues

A large area of concern was to have an external source for evaluation of the grant. This helped any possible biases that may have occurred from internal personnel performing the evaluation. The evaluation team of Dr. William Bauer and Adam Thorstad had no direct positions with Warren High School. Dr. Bauer is a professor in the Department of Education at Marietta College. Mr. Thorstad is a student in the graduate program in the Department of Education.

While the previous issue was important, another issue with as great of, if not greater, importance was the confidentiality of all students involved in this study. No students’ names were mentioned, and any pictures had signed release forms from parents and students.
CHAPTER 4

RESULTS

The purpose of this evaluation is to determine if the 21st Century Grant was capable of influencing a positive change on the desired areas of Warren High School. Number assessments and surveys were used to determine the effectiveness of the funds of the grant.

Tutoring Services

The tutoring services at Warren took place every afternoon after school, except on Fridays, from 3:30pm until 5pm; every morning during the week from 7:00am until 8:00am; and on Saturday mornings from 8:00am until noon. These services were offered from October 1st, 2004 to June 3, 2004, during this time approximately 1200 students took advantage of these services provided for by the grant.
Results of Student Surveys

A survey was administered to the students who participated with the ACE Learning Community (tutoring). This survey combined both qualitative and quantitative questions. The following table shows how the students answered each question.

1= strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strong agree

Table 4.1

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>No Answer</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel that the tutoring service helped with your schoolwork?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>4.07</td>
</tr>
<tr>
<td>2. Did this program present the material in a different method than the regular classroom?</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>3.75</td>
</tr>
<tr>
<td>3. Was the bus transportation a major factor in your attendance of these activities?</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2.17</td>
</tr>
<tr>
<td>4. Did you think that the subject areas offered were beneficial?</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>4.33</td>
</tr>
<tr>
<td>5. Did the Resource Officer (Sheriff’s Deputy) have a positive effect on the school?</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3.08</td>
</tr>
<tr>
<td>6. Did the snacks offered have any effect on your participation and performance?</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2.67</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>7</td>
<td>15</td>
<td>22</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Random Surveys=13

Positive Qualitative Comments:

I like the one on one time with the teachers.
It helped me pass some of my math tests.
I got to have one on one with my teacher. They better explained it to me.
Offers extra opportunity for children who struggle in a class.
I would like more hands on.
Mrs. Swick was able to tell if I struggled with something. She made math fun.
I got the material better and faster.
They help you raise your grades and understand the subject better.
You get extra help that is needed. You can talk to teachers and get more of an understanding of what you should know.
Help improved my grade!
My teacher focused on learning the concepts. Even on Saturdays. The one on one sessions helped me so much. I think it was a really great idea to have tutoring to help with the kids. I appreciate all of the teachers help.

Things that students found as weaknesses:
I didn’t like the food.
Need more fun and games.
I needed help with time management. Tutoring took away from my other homework.
Would like more teachers to participate.

Results of Parent Surveys

A survey was mailed to the parents of the high school with a return stamped envelope, this survey combined both qualitative and quantitative questions to develop an understanding of the parents’ knowledge and feelings towards the programs offered.

1= strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strong agree

<table>
<thead>
<tr>
<th>Table 4.2</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>No Answer</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you feel well informed of the activities available to your child?</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3.08</td>
</tr>
<tr>
<td>2. Do you feel that the tutoring service helped with your child’s schoolwork?</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>3.80</td>
</tr>
<tr>
<td>3. Was the bus transportation a major factor in your child’s attendance of these activities?</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>3.05</td>
</tr>
<tr>
<td>4. Are you aware that there is a parent coordinator for these programs?</td>
<td>11</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2.29</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>8</td>
<td>25</td>
<td>22</td>
<td>12</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
Total Random Surveys returned = 25

Positive Qualitative Statements

I appreciated the communication from the parent coordinator.
Any extra help is always good for my son.
My child benefited well and was comfortable enough to ask for help which she usually doesn’t.
Experience of the teaching staff and the social time.
Extremely helpful for my son.
The students benefit from the extra help.
The one on one helped my child.
Thanks for all of the help. Thank all the teachers for all the time they put in.
The tutoring helped bring up her grades.
Appreciated the one on one help with subjects/projects/homework.
It is good to have the resources available.
We appreciated the bus transportation, but saw many times she was the only one on the bus.

Issues parents found as potential weaknesses:

My son needs to bring home his work. Maybe you can email or mail me how he is doing.
With my experience, many kids are afraid to ask for help.
Would like to have this during the day.
Before school bussing would be very helpful; like the afternoon.
Inform parents about ways to help out their son/daughter or to get the help that they need.
Have Saturday tutoring too.
Keep parents informed.
**Teacher Surveys**

The teachers of Warren High were asked to complete a survey about the 21st Century Grant. This survey combined both qualitative and quantitative questions to develop an understanding of the teachers' feelings towards the programs offered.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel that the tutoring service has allowed you to enhance student academic performance?</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>4.00</td>
</tr>
<tr>
<td>2. Did you feel able to present the material in a different method than in the regular classroom?</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4.33</td>
</tr>
<tr>
<td>3. Were you able to use the time effectively?</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4.17</td>
</tr>
<tr>
<td>4. Did you utilize the staff development provided?</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3.83</td>
</tr>
<tr>
<td>5. Do you believe supplies, materials, etc. were provided adequately?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4.40</td>
</tr>
<tr>
<td>6. Do you feel that the snacks provided were utilized by the students?</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4.40</td>
</tr>
<tr>
<td>7. Do you feel that the bus transportation increased student participation?</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>4.00</td>
</tr>
<tr>
<td>8. Do you feel that the students and staff were informed regularly about the tutoring program?</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>4.00</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>19</td>
<td>19</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Total Random Surveys returned: 9

Positive Qualitative Statements

*After school intervention-keeps kids busy!*

*My students who have participated have shown great improvement.*

*Completion of projects, extra help OGT.*

*Instruction outside of the regular classroom is the only way some students will succeed. This works.*

*The Saturday format gave the students an excellent opportunity to log extra time and help in quieter, less hectic, setting. Opportunity to catch up with less hurried situations.*
Students can get help daily-when needed! Students can come for “structured time” to do homework(someone to keep them on task).
Great opportunity for some make-up time for absences for Alg. Tests to be given that are expected to be taken during SH/Tutorial.
Some students take advantage of ACE

Potential issues from Teachers:

Need more students
Not enough students
Students needing Saturday programming not taking advantage of it.
Bussing seemed to be a major issue. Hopefully, we can get the kids here.

Ohio Graduation Test

The Ohio Department of Education put into place a new proficiency test this year. This test is administered to students in their sophomore year of school, instead of the previous ninth grade proficiency test. Since this was the first year of the test there were no tests scores from the previous year to compare them to, but a comparison to other schools in the area and the state average can be made next year as well as comparison to the State Average.

Table 4.4 (OGT Scores)

<table>
<thead>
<tr>
<th></th>
<th>Warren High School</th>
<th>Local Schools</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Math</td>
<td>79% passed</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Reading</td>
<td>89% passed</td>
<td>Not available</td>
<td>Not available</td>
</tr>
</tbody>
</table>
Attendance (Overall) Information obtained from Mr. Warren Carter, Assistant Principal

2003-2004 = 93.39 (Pre-Grant)
2004-2005 = 94.02 (Grant Year 1)

Discipline Referrals provided by Mr. Warren Carter, Assistant Principal.

2003-2004 = 1527 (Pre-Grant)
2004-2005 = 1190 (Grant Year 1)


The program was designed to introduce incoming ninth grade students to the skills necessary for successful transition to the high school level. Through a variety of daily interactive sessions, the students learn interpersonal and leadership skills to “jump start” their freshman year. Students learned to foster a sense of pride in Warren High school; learn methods of problem solving and teamwork; improve communication skills; practice techniques of active listening and interest in others; to boost self esteem; to promote awareness of self an one’s relationship to school and community. Students also traveled to Ohio University to participate in the low-challenge course to promote leadership and authentic learning. Students were provided backpacks, snacks, planners, school supplies, and beverages. Parents were offered seminars/workshops in computer applications to assist their children in Reading and Math.
Approximately, 180 freshmen voluntarily came to this summer academy during the summer of 2004. There were 15 teachers that collaborated with 10 employees from NOVA Chemical Company. The theme of this Academy was “Striving for Excellence”.

**Warren High School Extended Services Endowment Fund**

A community member established a fund to offer monies for extended services and enrichment activities for high school students above those provided by the annual school budget. The establishment of this restricted fund is earmarked to benefit the students attending Warren High school. It is hoped that after the life-cycle of the ACE grant is over, that funds will be available to keep it going. It is hoped that this fund will continue to offer the following:

- Summer Success Academy
- Specialized Summer Classes
- One-on-One Tutoring
- Saturday Intervention Opportunities
- Ohio Graduation Test Tutoring
- Activity Bus Offerings
- Community Fitness Monitor
- Part-time Community Resource Officer and Conflict Resolution Training

A public relations brochure was created to make the general public aware of this fund held at the Belpre Community Foundation.
Freshman Academy (2004)

This event was held with the purpose of giving freshman (at risk) and their parents a change to talk to teachers and other personnel about the transition from the middle school years to the high school. Parents were provided with information about upcoming events. According to the director of the Academy, the Academy focused on increasing parent involvement for the summer as well to promote an entry level comfort ness for the student new to Warren High School. This was held September 28th, 2004. Plans also were underway to collaborate with the Marietta College Honors Students to develop an e-mentoring program, have hands on experience in the new Biology Lab at Marietta College, and to attend college football games. These events were sparsely attended due to the September and January flood that hit the city of Marietta. It was the worst flood in the city of Marietta in 40 years.

River City Orchestra(2005)

As an activity during the Thanksgiving break, Warren Students were eligible to attend an Orchestra production by the River City Orchestra of Marietta, Ohio. This Orchestra traveled to Warren High School to perform for approximately 200 total community members.

Resource Officer (2005)

The Resource Officer Program began in January of 2005. The late start of this program was due to the inability of the Washington County Sheriff’s Department to provide officers prior to this date (Election of new Sheriff and attention given to the Marietta community during its worst flood in 40 years hindered the immediate start of the program at the beginning of the school year). Once the program started, Warren High School was
provided a Resource officer both before and after school hours. The Resource Officers also provided services at several after-school activities as well such as the prom and graduation.

The component of the grant had a high impact on the program. Not only did the Resource officer provide mentoring, conflict/anger management discussing role-modeling but their presence and student interaction provided students with a sense of safety. The Resource Officer worked diligently to ensure the students felt that there was a person who was a counselor, teacher, and a person who they could talk to regarding conflict, anger management, drugs, alcohol and other pertinent student issues. The working relationship developed between WHS staff/students and the Sheriff’s department was excellent. Both parties were extremely pleased that this service is provided through the grant as, otherwise it would not be available. As noted in the previous chapter, discipline referrals were down from last year at approximately 40%.

**Parent Coordinator (2004-2005)**

Much success of this grant has to go to the parent coordinator hired by the grant. The coordinator was a retired teacher who focused on maintaining contact with students and their parents. Conferences were held with the students when they were in trouble of receiving poor or failing grades in the subject areas. Approximately, 1,200 letters were mailed to parents during 3 separate quarters, alerting them to the program if a child earned below a C average in one or more classes. Approximately 750 personal contacts via phone call, email or conference were also made by the parent coordinator following each interim and grade report.
OGT “Blitz” (2005)

In March of 2005, 2 weeks prior to the State OGT test, Warren High School provided a unique program - OGT Blitz. After school programs for OGT preparation were provided for 2 weeks in the areas of Math, Social Studies, Language Arts and Science. The Grant provided funding to purchase numerous teacher/student materials for the Ohio Graduation Test. This included OGT software programs, flashcards, study guides, and overheads for instruction. This software program was “downloaded” to individual disks for the students’ home use as well as provided the parents an opportunity to not only understand what the OGT tests involved, but as well as giving each students access at home as well as school.

Note: OGT remediation programs will be provided in July of 2006 for students not passing the test. The number of students will be determined when individual 2005 results have been registered.

Saturday Intervention (2004-2005)

Each Saturday, from 8 a.m. until 12 noon a certified teacher was available to provide assistance to any student who requested help in any subject area. It is hoped that more students will use this program next school year. Teachers noted in their evaluation that more students should utilize this service and will steer students who need this intervention to do so early in the school year.
Staff Development Programs (2004-2005)

The following professional development opportunities were attended by the Grant Staff:
Science- Bureau of Educational Research-Inclusion Strategies and the National Science Teachers Association Conference
Math-The Ohio School Net Conference
Fitness-Bureau of Education Research-Conference on Fitness in the Community
Grant Coordination-Beyond the School Hours
Research Associates Seminar and National Grants Administration Certification-Achieved

Summer Programming 2005

Bus transportation was provided to and from Warren High School for all 3 summer programs. Approximately 1,200 contacts were made during these programs.

Summer Math (2005)

From June 13th until June 24th, 2005 seventy-eight students participated in a remedial math assistance program. This program was for remediation, tutoring, and review for any Warren High School Student. Snacks and juices were provided. Instructor was Mr. Evans.
Summer Physical Education (2005)

June 6th through June 24th, 2005 eighty-seven students participated in a summer physical education program. Activities during this program included bowling, water safety/swimming, physical fitness, rope climbing, and golf. Additional activities included math, fitness, nutrition, leadership, and first aid. Instructors were, Miss Laing, Mr. Riffey and Mr. Place.

Summer Fitness (2005)

This fitness program was offered 3 days a week from 8:30 to 12:00 noon throughout the summer months. Three staff members rotated supervision of this program.
The Twenty-First Century Grant was met with a few obstacles to overcome to get a few programs going, while other areas were easier to get started. Politics and Mother Nature were a few of the issues for the slow start on a few items.

Areas that proved to be difficult to get started were the e-mentor program, the resource officer, and the bus transportation. The e-mentor program became complex to coordinate between the high school students and the college students at Marietta College. The resource officer position was intended to start in OCTOBER, due to a change in the Sheriffs, paperwork slowed the process greatly. Once the sheriffs office approved to allow one of its deputies to work at the high school, a second major flood in less than five months afflicted the area. The deputies’ assistance was needed heavily throughout the region. Now that all the red tape has been taken care of, the 2005-2006 school year the resource officer should prove to have a greater impact on the students.
Bus transportation also proved to have its difficulty to get moving. Due to hours, seniority on the staff, and sheer size of Warren School District it took time to sort out the details. The bus transportation was also planned to start in OCTOBER with the tutoring services, unfortunately the bus transportation was unable to start until JANUARY. This benefit to the after-school tutoring program should prove to bring more students in sooner during the 2005-2006 school year.

The OGT scores for this year are going to serve as a foundation to compare the successfulness of the tutoring program for the test. The 2004-2005 school year is the first year that the OGT was used as a statewide proficiency test. The results from this test are not comparable to the proficiency tests used in the past years.

The Summer Success Academy was already taking place at Warren High School, but the grant allowed for this program to enhance the experience even greater for the students involved in the activities. The tutoring services before and after school also had been in effect at the school. The difference is that prior to the grant tutor was available if the student asked for it. The grant had designated times everyday that had tutoring specified when and where it would take place. This allows for students to be able to use the services without directly having to ask for help.
Conclusion/Suggestions

During the 21st Century Grants first year at Warren High School it proved to be very helpful in several areas. The 2004-2005 school year is considered to be a baseline for the services provided. With many new programs and activities this year it can be expected that involvement will increase each year that the grant is in place.

The following suggestions would be helpful for next school year:

1. Expand the responsibilities of the Parent/Student Coordinator by:
   - Implementing, informative letter to all High School parents on ACE Grant’s Components.
   - Letters of academic concerns sent at first interim report time.
   - Coordinate data relating to students participation in tutoring program w/relationship to academic progress
• Create a data base of OGT deficiencies (students) to have a comparison of achievement with 2006 test scores.

2. Have bus transportation available by early September for after school programs.

3. Coordinate with staff to implement 4 newsletters per year (1 per quarter); newsletter to include 75% or more 21st Century Learning Center activities in order to be a justifiable grant expense.

4. Develop more news releases regarding grant activities and progress. Perhaps maybe even put Education Reporter on the Advisory team.

5. Increase parent participation via “family nights”, literacy workshops, parent chaperones, one-on-one contact with staff/parents of the program participants.

6. Complete “program” evaluations after the completion of each program instead of summative evaluation at the end of the grant cycle.
REFERENCE


