

Goodman Community Center Youth Program Question Response:

Middle School Achievement

Academic Target Percentages: Through our Community Learning Center grant, we are not just increasing homework completion or attitude, we are working on improving academic performance, effort and achievement over a 5 year period. 60% to have a statistically relevant and sustained improvement is actually higher than the state and national averages for middle and high school students (through out of school programming) that have resulted from Community Learning Center evaluations over the past decade.

Character Education: Similar to the academic outcome, the target percentages are consistent with those of national evaluations conducted by the Josephson Institute who developed the Character Counts curriculum used by the Goodman Community Center Teen Programs. Students participating in MAP will take part in an intensive curriculum and program culture that focuses on developing social skills in the areas of trustworthiness, respect, responsibility, fairness, caring and citizenship. To have statistically relevant and sustained improvements 83 of the 150 participants is actually a pretty lofty goal.

Impact of MSSD early release- GCC is opening the teen center earlier on Wednesdays and will start choice and enrollment based programming earlier. We will not be closing earlier either, we will be adding additional hours of service time each week.

Meal Reimbursement: Because GCC is a state licensed childcare facility, we do participate in the At-Risk meal site program for teens (as well as the CACFP program for younger children, and the open meal summer food program) and we do receive about \$2,000 a month in reimbursement for teen programs and about \$75,000 annually for all federal meal programs. The revenue and expenses for this program are in the food resources cost center, not in the program cost center. The revenues help pay for the Program Chef, the Assistant Chef, the teen workers and the food costs.

TEEN: Teen Education and Employment Network Although this is a new program for GCC, we are seeing remarkable results. The participants can be divided into two types: 1) GCC participants coming from GCC programs and recruitment efforts; and 2) Vocational Integration Pathways (VIP), Alternative High School Program. The GCC participants are doing amazingly well and have probably exceeded the target percentages. In 2009, we had more than 60 GCC students participate in our fledgling program and the vast majority are working independently, and/are still employed at the center. The VIP participants have been much more challenging, they are 45 students from East and LaFollette who have not succeeded in traditional educational settings, most are court involved, habitually truant and credit deficient. Our 2008-2009 school year was very challenging, although we had several marvelous successes. Our 2009-2010 school year was much better and we have about a dozen student who we have kept involved over the summer. We have been working with MMSD, East. LaFollette and the Work Force Development Board and MATC at developing more curriculum driven career development pathways that will include dual credits for technical educations. We are very excited about what this new school year will bring for the VIP and GCC students who participate in TEEN.

High School Achievement:

Impact of MMSD early release: GCC will be offering more structured opportunities on Wednesdays. This may include open gym and recreational oriented opportunities. The immediate afterschool drop-in hours are geared more towards Middle School and the 5:30 to 8 pm open hours are geared towards high school students. We have found that more HS students show up around 4:30-5 pm and stay until close and more Middle School students come from 3:00-5:30 pm. Dinner is served from 5-5:30 pm and is attended by both MS and HS participants. The structured, enrollment based programming occurs for both MS and HS participants at any time between 3-8 pm, but the open drop-in times are geared toward one population or another so they are more age appropriate and are not a turn off to the older participants.

Savings by moving the LTC- The new teen center is actually more expensive to operate than the older center. There may be some minimal savings for utilities, but the center is open more hours, has significantly higher attendance, has more structured activities and clubs that result in higher staffing and facility costs (such as cleaning, supplies, maintenance).

Outcomes of Improving Academic Performance- GCC is just beginning our 3rd year of Community Learning Center programming and the careful tracking of participants across years. Certainly tacking a poor performing, disconnected HS student and creating academic success is challenging and takes tremendous time, patience and understanding. In our first year of data with the CLC (2008-2009) we saw marginal improvements (37%) in our participants. In the 2nd year we saw much more positive results (58%) and with the tremendous amount of work that the staff, district, and technical school are working on, we expect year three to show even greater results. The key will be looking at the longitudinal data that will be available in years 4-5 of the grant period. We are hypothesizing that students who remain in the program over 3-5 years, will have the greatest gains. We also are finding more rapid gains with the participants of the TEEN program which we believe is because of the intensiveness of the program and the direct connection with employment gains and academics.