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JOHN C. FORD PROGRAM, INC.

DEPARTMENT OF COMMERCE
TOP GRANT

FINAL PROJECT EVALUATION
JUNE 2002

THE JOHN C. FORD PROGRAM, INC.
FINAL EVALUATION – JUNE 30, 2002
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EXECUTIVE SUMMARY

Introduction

This is the third and final evaluation for the **US Department Of Commerce TIIAP** grant awarded to The John C. Ford Program, Inc. in August 1999. The first evaluation reviewed the winter and summer sessions of 2000, when the first four Inner City Technology Centers began operating. The second evaluation reviewed the fall 2000 session. This final evaluation reviews the project from its inception in February 2000 through May 2002 and includes an analysis of data collected and a discussion of progress made towards achieving key objectives. There is also a discussion of challenges encountered and lessons learned.

Development of the Current Program

Founded in 1994, The Ford Program began as a pro bono legal assistance program for the working poor but changed as it became convinced that its energies would best serve the community by delivering educational opportunities to disadvantaged communities. In 1996, The Ford Program began assembling a coalition of local corporations and educational institutions interested in improving the education of youth and adults from inner-city communities. Working in tandem with The Ford Program, the coalition developed a basic, non-academic business education and technology curriculum with entry through advanced skill levels.

In 1999, The Ford Program obtained the US Department of Commerce Technology Opportunity Program (TOP) grant that is the subject of this evaluation and built the current model on the foundation developed during the previous three years. The Ford Program's overarching goal was to create an institutional change in the approach and delivery of education and technology to low-income residents that would result in increased self-reliance for adults and contribute to the academic success of youth, particularly in the areas of science, math and technology. This in turn would contribute to the elimination of the digital divide and offer residents of low-income communities educational opportunities and access to state-of-the-art technology and curricula usually available only in more affluent areas. In pursuit of this goal, The Ford Program established objectives for both the successful development of the model and desired outcomes for youth and adults. These objectives and progress toward achieving them are discussed in this evaluation.

The project commenced with the Winter 2000 session of the Business Technology Academy, which offered the same program to youth and adults. Youth attended two afternoons per week for an hour and an half while adults attended two evenings. Corporate instructors taught the non-academic curriculum to appropriate age groupings of

youth in 3rd to 12th gradeS and adults of any age. Participants were low-income students at nearby elementary-high schools as well as their parents or other adults from the nearby community. The Business Technology curriculum taught youth and adults basic business and technology skills. Though the program has evolved considerably over the past two years, the same basic format persists. Youth work in goal-oriented teams to develop a business, electing officers from their members and learning Microsoft Word, Excel, PowerPoint and web design skills as they develop a business plan for a PowerPoint presentation to a panel of corporate experts. Adults develop a business portfolio.

Youth and their instructors must maintain a strong focus as they cover considerable ground. Youth meet two afternoons a week, after school, in the twelve-week fall and winter sessions, or four mornings a week in the June summer session. Adults meet two evenings a week to focus on business and technology skills and produce a business portfolio consisting of a resume, business letter, cover page and business memo. Both youth and adults learn how to use the Internet for research, electronic communication and other purposes.

The program has evolved through seven complete sessions—winter, summer and fall 2000, winter, summer and fall 2001 and winter 2002—to now offer its services through six neighborhood-based, Inner-City Telecommunication Centers that form Prototype Educational Tele-Communities. While adults maintain their focus on business and technology, youth now enjoy a cutting-edge program through ***The Youth Math, Science and Business Technology Academy***, where they develop a business plan that focuses on space travel, alternative energy, (and robotics, Fall 2002). These programs teach math, science, business and technology skills in an exciting context that youth clearly enjoy.

The Ford Program has enriched the educational model it developed in other ways as well. The ICTC's offer virtual online libraries via BigChalk, English-as-a-second-language classes for Hispanic Families (many of the participants are members of the burgeoning Hispanic community), and is partnering with Space Center Houston and St. Mark's School Of Texas, a leading private school, to develop a Pre-SAT program for low-income 3rd – 8th grade youth. A major enhancement occurred with the addition of local community college partners. The Ford Program instructors are, or become qualified as, adjunct community college instructors; participants who finish each session receive a community college certificate of completion. Although the certificate does not confer actual college credit, it does recognize youth and adults for completing a college-level course and encourages their mind-set to pursue higher education on their own.

Initially, The Ford Program offered its program to youth from 3rd through 12th grades. It decided to shift its focus to children in the 3rd to 8th grades when its public school educational partners suggested that The Ford Program was perfectly positioned to help

How?

them address the soaring dropout rate (particularly among African American and Hispanic youth) by focusing efforts on at-risk children in elementary and middle schools. The belief is shared that by strengthening the base of education at the elementary-middle school years, The Ford Program will help increase the number of high school graduates *and* the number who enter college focused upon science, math and technology.

The Ford Program owes its success to its unique blend of elements: neighborhood-based Inner-City Telecommunication Centers; a non-academic, real-world business format and curriculum with a strong focus on science, math, business and technology; strong support from corporate partners; a multimedia network that uses interactive videoconferencing with an innovative protocol to attract, engage, and train low-income youth and adults; training and education for the whole family in low-income communities; and state-of-the-art technology that allows the program to literally tap into limitless learning resources. This blend of elements is discussed further in the conclusion to this evaluation.

Local instructors, primarily from area corporations, are or become qualified as adjunct community college professors and provide the on-site instruction at the ICTC's. The community college partners (El Centro Community College, Mountain View Community College and others) then provide the certificates of completion to the participants finishing each session. The Ford Program offers entry through intermediate to advanced levels of instruction and encourages participants to continue to the second and third levels.

The Science Place, a local children's museum that provides educational programs in science to thousands of area children, hosts an Inner-City Telecommunication Center. The Science Place Planetarium Director serves as the rocketry instructor and utilizes the videoconferencing equipment to provide science instruction to all Ford Program youth at the various sites. St. Mark's School Of Texas, a nationally recognized private K-12 prep school for boys, installed a videoconferencing facility and its two participating instructors provide technology and alternative energy instruction via the videoconferencing network. Fourteen St. Mark's Peer Mentors (junior and senior students) provide intensive technology and science assistance to the low-income youth enrolled at the Inner-City Telecommunication. Depending on the course level, youth now participate in Rocketry 1 or 2, via the Science Place, or Alternative Energy 1 or 2, via St. Marks. The Ford Program is currently developing a partnership with Space Center Houston to bring its incredible wealth of science education resources to the program in 2003.

future

future

The curricula are structured as follows:

- Rocketry 1 provides entry level Word, Excel and PowerPoint Training.
- Alternative Energy 1 provides intermediate level Excel and entry-level Web Design.
- Alternative Energy 2 provides intermediate level PowerPoint and Web Design.

- Adult Business Technology Training 1 provides entry-level Word and Excel.
- Adult Business Technology Training 2 provides intermediate Word, Excel and entry-level PowerPoint.
- Adult Business Technology Training 3 provides intermediate-level Excel and entry-level web design.

Each Inner-City Telecommunication Center has 21 computers and generally enrolls approximately that number of participants. Each site can serve two youth groups of 20 each and two adult groups of 20 each, or 80 participants per session. The six Inner-City Telecommunication Centers together therefore can now serve a maximum of 480 participants each of three sessions per year. The videoconferencing equipment allows instruction to simultaneously reach more than 100 children per training class across diverse areas of Dallas. A Site Supervisor from the neighborhood oversees the program at his or her host Telecommunication Center. A site facilitator at each ICTC provides support in the classroom as instruction occurs. Three ICTC's are hosted by community-based organizations, two by elementary schools and one by the Science Place Museum. In addition, three elementary schools send their students to ICTC's for after-school training.

Underlying Principles

Paradigm shift regarding education and technology. For education to have an impact, it must shift beliefs and attitudes in low-income communities about the role of technology and education in their lives. They must believe it is accessible and come to understand how technology and education are relevant to their needs and desires. The long-term impact is relatively limited if the participants do not decide to incorporate technology into their day-to-day lives and pursue the higher levels of education that will transform their lives. Once a critical mass of participants with new beliefs accumulates, entire communities stand to be transformed with technology and goal-oriented education.

Technology can be used to create learning communities. An educational program that incorporates state-of-the-art, multi-point videoconferencing can connect disparate communities to each other and educational resources. The technology infrastructure that links economically disadvantaged communities to educational institutions establishes a virtual learning community where distance is irrelevant and mainstream resources become available within low-income neighborhoods.

Neighborhood-based centers. Programs must go to the participants and be located within easily accessible neighborhood-based sites such as churches, schools and community organizations. Many residents of low-income communities (adults in

particular) will sign up for training and education in their own neighborhood but will hesitate to seek educational opportunities even a few miles away. The Ford Program provides training to area residents who lack other opportunities, is free, and makes a willingness to learn the only requirement.

Non-academic business-world curriculum and high-quality instructors. The curriculum must be stimulating and formatted to relate to the needs and desires of the participants. Inviting individuals from local technology and other businesses to participate in curriculum development can ensure relevance and real world usefulness. The curriculum must complement but not imitate academic curricula or other trainings available to participants. Youth in particular need a high degree of stimulation to maintain their interest after just finishing a day in school.

The instructors must demonstrate a command of their subject matter and be effective teachers, able to engage the interest and active participation of low-income youth. They must be enthusiastic and committed to the educational goals of The Ford Program. Instructors should also be qualified as adjunct professors for local community colleges so that participants can receive community college continuing education credits or certificates of completion.

Training and education for the whole family. The most effective way to deliver after school education is to target the family. Youth and parents who learn from similar curricula reinforce the learning of each other. Parents who have received training can more effectively support their child's education.

EXECUTIVE SUMMARY

Findings

Program Development

- The Ford Program successfully developed a model program incorporating a new format for using state of the art technology with innovative after-school educational programs that provides a highly effective manner of delivering education to low-income communities.

- The Ford Program model can be replicated on a national or international basis wherever local support exists.

- State of the art multipoint videoconferencing capability, high-speed Internet access, up to date computer hardware and software and a wide area network, can bring educational resources limited only by the imagination to large numbers of individuals in diverse, educationally and economically disadvantaged communities.

Participant Outcomes

- Youth demonstrate substantial educational gains in science, math, business and technology after only one session. Youth also develop poise, self-esteem, and verbal communication and cognitive reasoning skills. Subsequent sessions can place youth ahead not only of their peers but also ahead of many students at the high school and college level.

- Adults demonstrate substantial gains in business knowledge and technology skills.

- Youth and adults demonstrate a decided shift towards believing that technology and advanced education can and should play an important role in their lives.

- The Ford Program videoconferencing protocol, allows youth to interact with instructors as well as their peers at remote locations, and helps them develop poise, self-confidence and presentation skills.

EVALUATION APPROACH

METHODOLOGY

The Ford Program established objectives under the US Department Of Commerce TIIAP Grant, and began implementing them at the outset of the program with the winter 2000 session. The Ford Program also hired an independent evaluator to measure the program's degree of success in achieving the desired outcomes. As the independent evaluator, I compiled data from a variety of sources and analyzed it to determine whether objectives were met.

From the beginning of the project, The Ford Program has asked instructors, including those providing distance education to multiple sites, to complete progress reports and required Site Supervisors to maintain attendance at their location. For this evaluation, I reviewed progress reports and attendance records for the seven sessions completed to date and compiled them into separate documents that summarize each session's data. I calculated the retention rate (percentage of students completing the session) as well as the attendance rate. Please see the Appendices. I examined progress reports for each session, ascertained the skills taught and the number or percent of the skills acquired by the participants. This information is summarized by session in tables labeled "skill acquisition". See appendices.

I have also analyzed data I have collected over the course of the project. To collect data, I have observed in the classrooms; attended youth PowerPoint presentations before corporate panels of judges; interviewed instructors, site supervisors, school principals and site facilitators; and collected and reviewed information and documents from The Ford Program. I also developed evaluation forms for site supervisors, school principals and instructors to complete for the winter 2002 session as an additional source of information. I collected all useful data generated over the course of the program and have used it as the basis of this final evaluation.

There are 10 outcomes grouped into two categories: program development and participant outcomes. The first reflect The Ford Program's initial objective of developing partnerships, acquiring sites, developing the technology infrastructure and implementing the educational program. It is important to measure the success of system development since the impact on participants depends upon the success in establishing the completely innovative infrastructure that delivers the educational services. The second set of outcomes measures the impact of the program on the youth and adult participants, according to The Ford Program's original objectives as stated in the proposal to the Department of Commerce.

EVALUATION APPROACH

DATA SOURCES

- 2002 Instructor evaluation forms. (See sample form in the appendices).
- 2002 site supervisor/school principal evaluation forms. (Appendices).
- Site Supervisor interviews.
- Instructor's Progress Reports. (See the Skill Acquisition for each session in Appendix A).
- Attendance reports.
- Observations of classroom activities and final presentations.
- Miscellaneous reports and documents from The Ford Program.

OBJECTIVES AND RESULTS

PROGRAM DEVELOPMENT

PROGRAM DEVELOPMENT

Desired Outcome #1

- Establish by October 2000 a network of six Inner-City Telecommunication Centers to link and serve the Southern Sector of Dallas with two-way interactive video conferencing.

Result

- Network established. More than 1,300 youth and adults trained from February 2000 to May 2002.

"Students are picking up skills as fast as we can teach them. This has been a successful class and students have learned much."
Holy Cross Instructor, South Oak Cliff High School, Fall 2000.

Six sites established. The Ford Program received the US Department of Commerce Technology Opportunity Program grant on September 29, 1999. By February, The Ford Program had utilized the TOP grant, as well as additional support from local businesses, to launch the Business Technology Academy at four Inner-City Telecommunication Centers (ICTC's), which now form Prototype Education Tele-Communities. A broad-based coalition of foundations, corporations, and grassroots community support contributed over $2 million in cash and in-kind support to help establish the network of ICTC's. The four sites offered a winter and a summer session. In the fall of 2000, The Ford Program added two more ICTC's. The six centers began offering three sessions per year—fall, winter and summer.

Technological infrastructure. Each ICTC was equipped with 21 Pentium III computers loaded with Microsoft Office 2000 and with state-of-the-art, two-way interactive video conferencing equipment. The Ford Program established a state-of-the-art technology infrastructure that enables technology training on Pentium III Computers with Office 2000, rather than on the obsolete equipment and software historically donated to inner-city communities. This technological infrastructure linked diverse neighborhoods in Dallas' 200 square mile Southern Sector into a virtual learning community.

Multi-point videoconferencing. Seeking to maximize the number of inner-city residents that could be served by ICTC's. The Ford Program developed funding to implement a network comprising multi-point video conferencing and a Virtual Private Intranet at the six ICTC's. With pro bono consultation

PROGRAM DEVELOPMENT

Desired Outcome #1 (con't)

- Establish a network of six Inner-City Telecommu ...on Centers by October 2000 to link and serve the Southern Sector of Dallas (con't)

Result

- Network established. More than 1,300 youth and adults trained from February 2000 to May 2002.

from EDS experts (EDS had just joined The Ford Program as a new technology partner) and after months of investigating advanced technology options, The Ford Program decided to develop one H.323 (Internet Protocol) network for voice, video and data sharing. The new connectivity includes an Accord Bridge to allow 12 videoconferences with online multi-media applications to be conducted at the same time. The H.323 network has also resulted in significant cost savings and time as the outside provider was unreliable and expensive.

Online libraries. The Ford Program enhanced the resources at the iCTC's by establishing online virtual libraries, offering access to encyclopedias, news magazines, periodicals, and interactive educational programs.

Reliability of the technology. The Ford Program model would not be effective without a reliable technology infrastructure. Although there have been challenges getting all the elements of the technological infrastructure to work in harmony all of the time, instructors and supervisors commented (via evaluations and interviews) that the problems were usually rectified quickly and that the learning process was never significantly impaired. As the program matures and becomes more comfortable with what is truly a state-of-the-art system, technological glitches have become more infrequent. Chaz Hafee, Science Place Instructor and author of the Rocketry 1 and 2 curricula, commented in his written evaluation "*The very first session that I did, summer 2001, the technology was still being worked out and a few bugs were there. But very few bugs were in the system by Fall 2001 and the Spring 2002 session I don't remember any problems!!!*"

PROGRAM DEVELOPMENT

Desired Outcome #2

- Expand the model to include a seamless distance education network that links ICTC's to partners and resources such as public schools, community colleges, universities and corporate America.

Result

- Expanded model connects the six ICTC's to elementary - middle schools, the Science Place Museum, and to St. Marks School Of Texas, a nationally recognized private school, to form a Prototype Education Tele – Community.

Thank you for allowing our students the opportunity to participate in such a wonderful academy."
Zulema Ortiz, principal, O.M. Roberts Elementary School, May 2002

The Ford Program's intention from the beginning, and thus this objective, was to use the initial six ICTC's as a foundation upon which to continually build a more effective, exciting and innovative program. Even as the ICTC's were being put in place, The Ford Program was developing additional partnerships to significantly enhance the reach and value of the centers. Curriculum improvements include an enhanced technology component with intermediate Excel and entry through advanced website design and a very strong math and science component.

Community Colleges. The Ford Program quickly established partnerships with community colleges, and in so doing, established the centers as satellite community college locations. As such, they offer continuing education-level course work, adjunct instructors and college credits or certificates of completion for all participants who have finished a session since fall 2000. The agreement with the community colleges helped The Ford Program create the Parent-Youth Business, Math and Technology Program and the Inner-City Family College Program.

The Inner-City Family College Program. The Inner-City Family College Program commenced October 2000 at the Pilgrim Rest Tele-Community center and North Dallas High School. This joint venture utilized a team-teach approach of community college and corporate instructors who used the videoconferencing network to provide the same basic

PROGRAM DEVELOPMENT

Desired Outcome #2 (con't)

- Expand the model to include a seamless distance education network (con't)

Result

- Expanded model includes (con't)

curriculum of business, technology, math and science, adapted to age-appropriate levels, for youth and their parents. Qualified adults received pre-college credit for their training. All other youth and their parents received continuing college education certificates. Although the certificates are not actual college-level credits, youth and parents were excited to receive them. Forty-three inner-city high school students and low-income adults did receive pre-college credit and continuing college education units from El Centro and Mountain View Community Colleges.

One of the most appealing aspects of the Inner City Family College Program was its location within the community. High school students, their parents, and other low-income adults could take college-level courses, for credit, without leaving their neighborhood. For those who never really believed they would take a college course, they were surprised at how easy it was.

Although the Inner-City Family College program was discontinued when The Ford Program was asked by the high school principal to direct its focus to elementary-middle school youth who are most at-risk of dropping or transferring out before reaching their neighborhood high school, the program's spirit continues in The Ford Program's family-oriented training and awarding of community college certificates of completion to low-income youth and adults who complete the training.

PROGRAM DEVELOPMENT

Desired Outcome #2 (con't)

- Expand the model to include a seamless distance education network (con't)

Result

- Expanded model includes (con't)

"It was wonderful. These students are strutting around campus feeling good about themselves." Zulema Ortiz, principal, O.M. Roberts Elementary School, May 2002.

Elementary schools. Elementary schools are now primary partners; they host ICTC's on site or send their students to one of The Ford Program's neighborhood based ICTC's. Two of the current six site supervisors are principals of elementary schools. They are also a source of advice and support regarding the education of children and ensure that The Ford Program and elementary schools educational programs complement one another.

The Science Place Museum. The Science Place Museum joined The Ford Program community in the winter of 2001 and began science classes in the summer of 2001. The partners developed an ICTC on-site at the Science Place and a Science Place instructor developed and now teaches, at the Science Place and via videoconferencing to the other sites, Rocketry 1 and Rocketry 2.

St. Mark's School Of Texas. In January 2002, St. Mark's School Of Texas, one of the nation's leading private schools, joined The Ford Program's network to train youth by installing a video conferencing lab connected to the network. Video conferenced science and technology instructors from St. Mark's teach youth enrolled at the ICTC's Alternative Energy 1 and 2. In addition to the videoconferenced instruction, 14 St. Mark's junior and senior students volunteered as peer mentors at the sites, providing hands-on support to the students. They were clearly a welcome addition to the program: "*The mentor teachers are a great asset because the teacher does not have time to get around to everyone when they are experiencing a problem. Keep it up!*" Lydia Torrez, Principal. St. Cecilia Catholic School, May 2002.

PROGRAM DEVELOPMENT

Desired Outcome #2 (con't)

- Expand the model to include a seamless distance education network (con't)

Result

- Expanded model includes (con't)

Prototype Tele-Community. With the combination of science instruction from the Science Place (Rocketry 1 and 2), and alternative energy 1 and 2 from St. Marks, The Ford Program has established a prototype Science, Math and Technology Tele – Community that connects mainstream educational institutions to inner-city communities. The Ford Program is currently developing a partnership with the NASA Space Center in Houston and expects them to bring their strong educational curriculum to the program in 2003.

PROGRAM DEVELOPMENT

Desired Outcome #3

- Demonstrate the value of targeting training to inner-city families as a whole as the most effective means to achieve the greatest long-term impact.

Result

- When both children and parents enrolled (whether simultaneously or not), the educational outcome was enhanced for each.

Parents are amazed at what their children have accomplished and what they are experiencing. Lydia Torrez, Principal, St. Cecilia Catholic School. May 2002.

From the beginning, The Ford Program recruited children and parents to take the training, believing that this would reinforce the learning of both. All Site Supervisors said that the youth were far more familiar with technology than their parents, however, one emphasized how important it was that parents engage in the program so they could understand the value of education and reinforce that with their children. One of the Jubilee Site Supervisors commented that the adults exposure to technology, as well as some English for Spanish-speaking parents, helped them better understand their children's school work. Zulema Ortiz, site supervisor and principal of O.M. Roberts Elementary School, commented, "*I know that their parents were very excited about the fact that their student's interest in the project was a positive one and that the students did such a wonderful job.*" May 2002.

Some parents did not take the adult training but did become involved with their children's educational experience. Alpher Garrett Jones, principal of J. Leslie Patton Elementary School, commented, "*The business plan was really an awesome task that many of the parents did not believe the children were capable of producing. The parents assisted the children in their preparations for the presentations and also encouraged the youth to be more aggressive in their speaking. This opportunity helped the parents to become involved!*" May 2002.

PROGRAM DEVELOPMENT

Desired Outcome #4

- Develop a model program that can be replicated on the national and international level.

Result

- The model is ready for replication.

I feel privileged to have been a part of this program and have really enjoyed working in this program. I would love to continue to work on this program as it continues to develop and grow! Chaz Hafee, Science Place Museum instructor, May 2002.

The technology infrastructure is in place. It can be scaled to any size, depending on the needs of the local community and the support available. Businesses, especially technology companies, have a very strong self-interest in building a pool of qualified applicants. Any community in which these kinds of companies are located is likely to receive significant support should they wish to replicate this proven model. With additional centers, the program could serve thousands of inner-city residents each year.

Many site supervisors and instructors believe the program is ready to be replicated. *[I]t is a wonderful experience that I consistently promote with my colleagues. Other schools would benefit."* Alpher Garrett Jones, J. Leslie Patton Elementary School, May 2002.

Local, regional, and national organizations that are not part of The Ford Program's virtual private network may soon have access to the ICTC training programs for youth and adults through the Internet.

Didn't do it!

PROGRAM DEVELOPMENT

Desired Outcome #5

- Utilize the interactive technology to discuss and disseminate vital public health, safety or other issues of significance via at least three town meetings each year

Result

- This objective was not met by the end of May 2002 but is now planned for Fall 2002.

The Ford Program planned to utilize the ICTC's to host Cyber Town Hall Meetings to disseminate public health, safety, and other information of interest to area residents. Difficulties with the outsourced multipoint videoconferencing service and technical difficulties with the upgraded video conferencing network delayed efforts to launch town hall meetings. It has also been less of a priority than establishing partnerships with the Science Place and St. Marks and developing the Prototype Tele-Community. However, The Ford Program is now developing the first Cyber Town Hall Meeting for Fall 2002.

OBJECTIVES AND RESULTS

PARTICIPANT OUTCOMES

PARTICIPANT OUTCOMES

Desired Outcome #6

- Eliminate the digital divide and end the science, math and technology deficits in the inner cities

Result

- The Ford Program developed a very effective educational national model that could significantly reduce the digital divide as it also ends the science and math deficits in educationally disadvantaged communities.

"Santa Clara has participated in the J.C. Ford program since spring of 2000. During this time 2000-2002 we have observed a great improvement in the students' over all competency with computer-related activities." Liz Lopez, principal, Santa Clara Catholic School, May 2002.

The Youth Science, Math & Business Technology Academy
Youth training is structured to provide entry- level Word, PowerPoint and Excel with Rocketry science and math training the first 12-week session, followed by intermediate level Excel, and basic Web Design with Alternative Energy Exploration the next session. As indicated by a number of instructors and site supervisors, most of the youth had some previous exposure to computers in school and tended to start quickly and cover a lot of ground.

The youth demonstrated substantial educational gains in science, math, business and technology after only one session. Subsequent sessions can place youth ahead not only of their peers but also ahead of many students at the high school and college level. (The Ford Program Executive Director noted that children participating in the alternative energy program had more advanced web skills than two-thirds of St. Mark's peer instructors.)

Progress reports. Although the progress reports changed somewhat from session to session and did not always indicate what percentage of the target skills the youth acquired, it was clear that the youth were acquiring math, science, business and technology skills. See the appendices for session-by-session summaries of progress reports (skill acquisition). The winter, summer and fall 2001 progress reports did allow the percentage of target skills acquired to be calculated. The winter and summer forms were the only two forms exactly the the same.

Winter 2001. In the winter 2001 session, the youth acquired 69 percent of the skills listed in the course plan. The entry-level

PARTICIPANT OUTCOMES

Desired Outcome #6 (con't)

- Eliminate the digital divide and end the science, math and technology deficits in the inner cities

Result

- The Ford Program developed a very effective educational national model that could significantly reduce the digital divide as it also ends the science and math deficits in educationally disadvantaged communities.

Strengths of the curriculum, "***Developing critical thinking skills, problem solving, working as a group, applying knowledge to a real-life situation.***" Lydia Torrez, principal, St. Cecilia Catholic School, May 2002.

youth acquired 70 percent of 39 computer and software skills while the intermediate-level youth acquired 69 percent of 80 Word and FrontPage (web design) skills. Entry-level adults, utilizing the same curriculum as the entry-level youth, acquired 62 percent of 39 skills. There was no report for the one intermediate-level adult class.

Summer 2001. In the summer 2001 session, five classes of intermediate level youth acquired an average of 79 percent of 80 skills. One of the two adult classes filed a report, indicating that only 21 percent of skills were acquired. The low score reflected an ineffective instructor.

Fall 2001. Four youth classes took Rocketry 1 while three others took Rocketry 2. Rocketry 1 includes 45 skills in 5 skill areas plus the creation of six web pages. Rocketry 2 includes 101 skills in 6 skill areas plus six web pages. Youth scored an average 69 percent for Rocketry 1 and 65 percent for Rocketry 2. Low scores for Rocketry 1 and Rocketry 2 at St. Cecilia pulled down the average for all centers and reflect difficulties experienced by the instructor. Five entry-level adult classes scored an average of 62 percent for all skill areas while one adult intermediate-level class acquired 92 percent of skills and the other, the adult class at St. Cecilia, acquired only 44 percent of skills.

Winter, summer and fall 2000; winter 2002. There was no progress report filed for winter 2000, the very first session. There were two youth entry-level classes and one adult entry-level class in the summer 2000 session. One youth class had no report while the other report, not used since, had the instructor

PARTICIPANT OUTCOMES

Desired Outcome #6 (con't)

- Eliminate the digital divide and end the science, math and technology deficits in the inner cities

Result

- The Ford Program developed a very effective educational national model that could significantly reduce the digital divide as it also ends the science and math deficits in educationally disadvantaged communities.

"From what I see, the hands-on activities are the strengths for the curriculum. Regardless of what is taught, the children retain more information when they have the tactile/kinesthetic experience." Alpher Garrett Jones, principal, J. Leslie Patton Elementary School, May 2002.

rate the youth on a scale of one to five (poor to excellent) for skill acquisition in four skill areas. The children averaged a four, or "very good." The one adult report simply listed computer skills and a business plan. In the fall 2002 session, one youth class form indicated that the youth acquired 93% of skills; the remaining reports for both youth and adults simply listed the different skills acquired without indicating what percent of total skills were acquired. The skills listed do indicate that the participants acquired a significant number of skills, however. The winter 2002 progress report is different from all previous reports. The instructor indicates the number of target skills acquired each week. Instructors for both youth and adults indicated that all target skills were acquired.

Presentations. An additional measurement of the youth's skill acquisition was the business plans and websites they developed. At the end of each session, the youth traveled to a major corporate office (such as EDS or Bank of America) to present their business plans and websites via PowerPoint before a panel of corporate judges, other observers and approximately 100 of their peers. The judges and other observers were always amazed at the quality of the presentations relative to the age of the children and the short time (no more than 12 weeks) they had to put them together. To develop the presentations, the youth had to acquire most of the skills taught since they utilized each one in the development of the business plans and websites. There were no skills taught that the youth did not practice hands-on in a goal-oriented manner.

Principal (site supervisor) and instructor evaluations. The principals and instructors were very impressed with how much

PARTICIPANT OUTCOMES

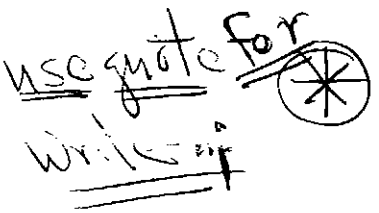
Desired Outcome #6 (con't)

- Eliminate the digital divide and end the science, math and technology deficits in the inner cities

Result

- The Ford Program developed a very effective educational national model that could significantly reduce the digital divide as it also ends the science and math deficits in educationally disadvantaged communities.

and how quickly the children learned. "*[T]hese children willingly participated in more science type after-school activities. They also shined in the independent school projects; therefore, I believe more of them will be willing to take more math and science in high-school, thus giving them the skills to further their learning when they get to college.*" Alpher Garrett Jones, J. Leslie Patton Elementary School, May 2002.



Curriculum. Site supervisors and instructors clearly thought that the non-academic curriculum was an essential element of the program "*The entire program is structured around total participation of the students. They are actively involved in using, making, creating, experimenting and discovering the concepts, models and tools that are used in science.*" Chaz Hafee, Science Place Museum, May 2002.

The Adult Business Technology Academy: Adults demonstrated substantial gains in real-world business knowledge and technology that they can employ to seek new or better earning opportunities. Adults learned Word, Excel and PowerPoint to prepare a Business Portfolio, including a resume, business letters and memos, to present to current and prospective employers.

Positive impact on school partners. Although it was not at stated objective of The Ford Program to have a positive impact on the schools that hosted ICTC's, the school principals were clearly delighted with the impact that it did have. Lydia Torrez, principal of St. Cecilia Catholic School, said that The Ford Program complemented the school's educational program by exposing students to "*what the future will hold for them in their workplace. It also allowed them to really work as a team to*

PARTICIPANT OUTCOMES

Desired Outcome #6 (con't)

- Eliminate the digital divide and end the science, math and technology deficits in the inner cities (con't)

Result

- The Ford Program develop a very effective educational program that could significantly reduce the digital divide (con't)

accomplish a goal." Alpher Garrett Jones is principal of J. Leslie Patton Elementary School, a poor school that does not have a computer lab. "*Patton Elementary did not have an operable computer lab; however, the experiences at Holy Cross allowed the children to continue to enhance their knowledge base. In fact, during a Texas Education Agency Region X session, the children from the technology classes were better prepared for the assignments and able to explain how to operate the equipment for the distance learning sessions. It was amazing to see and hear the articulation of the students.*" Liz Lopez, principal at Santa Clara Academy, stated in her May 2002 evaluation, "*Because of budgetary reasons, Santa Clara is only able to offer 30-40 minutes per week of instruction to the students in technology. The J.C. Ford Program has allowed students to access technology training for 5 plus hours per week. This really improves their general technology skills, their oral presentation skills and over all confidence.* She also stated that the program, "*Taught students the importance of integrating technology into their learning. Students began using PowerPoint, internet, etc. for classroom assignments, projects, etc.*

PARTICIPANT OUTCOMES

Desired Outcome #7

- Use two-way interactive video conferencing to motivate and accelerate the learning curve of youth and adults

Result

- Youth and adults acquired a substantial level of skills and knowledge in relatively short time periods

Students are picking up skills as fast as we can teach them. The youth are very eager to learn. The adult students are very motivated and active and students seem to be enjoying themselves. Holy Cross Instructor, South Oak Cliff High School, Fall 2000.

State-of-the-art, two-way interactive video conferencing technology combined with the non-academic, real-world business curriculum effectively motivates and accelerates the learning curve of low-income youth and adults. The evidence indicates that the model does seem to motivate youth and adults to learn more, in less time, and to want to continue with their education and training. All of the Site Supervisors commented on the very evident interest and enthusiasm of the participants. At Jubilee, the Site Supervisors commented that the youth were highly motivated by the non-academic business model because they got to work together to create a virtual business and develop a PowerPoint presentation on their business plan for a panel of corporate judges. Perhaps most importantly, they understood that a college education is necessary for running a good business and they would have to get a college education if they were ever to become corporate officers. It was clear to the Jubilee Site Supervisors that some of the youth would definitely enroll in college classes if offered at the center and they would automatically be thinking about going into college after high school.

The format of working together to build a virtual business, electing officers and participating in videoconferencing helped all participants develop poise and presentation skills. It was particularly effective in encouraging those who were shy to become much more visible and active. *I have seen that some shy students became more active. Also some students that were not so sure that they should "try" different activities had very little or no hesitation by the end of the session.* Chaz Hafee, Science Place Museum instructor, May 2002. A shy youth at Jubilee was elected CEO of their virtual business and wore a suit for the first time. It was a transforming experience.

PARTICIPANT OUTCOMES

Desired Outcome #7 (con't)

- Use two-way interactive video conferencing to motivate and accelerate the learning curve of youth and adults

Result

- Youth and adults acquired a substantial level of skills and knowledge in relatively short time periods

"Most of the children were excited all of the time. The Tuesday/Thursday group never lost their feelings of excitement and joy for their teacher or classes." Alpher Garrett Jones, principal, J. Leslie Patton Elementary School, May 2002.

At Pilgrim Rest, many of the adult participants are in their 50's and some even in their 60's and 70's. They were using their new technology skills to enhance the quality of their lives. Because of the class, some of the participants bought computers for use at home. The Pilgrim Rest Site Supervisor also commented that the attendance rate was very high, people would always ask when the next class was and that participants would come in early and stay late to make up missed classes. The instructor at Pilgrim Rest maintained an intensive learning pace but always made sure everyone was keeping up with the material.

The highly engaging nature of the program—develop a virtual business complete with business plan around space travel or alternative energy; and the use of videoconferencing to interact with instructors and peers—helped the youth maintain their focus on the learning at hand. In addition, preparing for an off-site PowerPoint or Web Design presentation to corporate executives, never very many weeks away, was a powerful motivator for youth and instructors alike to focus and stay on task. This is not a simple thing for any youth, much less at-risk youth who have just spent a day in school and are foregoing leisure activities.

The interactive videoconferencing (voice and live video) was perhaps the most important tool in maintaining the youth's active engagement in the program. Though effective from the start, The Ford Program further refined the use of video conferencing implementing a new videoconferencing protocol during the summer 2001 session. The protocol called for the youth to look at and speak directly with their peers at the other

PARTICIPANT OUTCOMES

Desired Outcome #7 (con't)

- Motivate and accelerate the learning curve of youth and adults (con't)

Result

- Youth and adults acquired a substantial level of skills and knowledge in relatively short time periods

"With the two way communication they can ask questions, they can answer questions, they can communicate with other sites. This is important, the concept that we are all interdependent on each other while all being individuals." Chaz Hafee, Science Place instructor, May 2002.

ICTC's at the beginning and end of each class. The youth elected as officers of the class' virtual business called the meeting (training session) to order at the beginning of each class, and then at the end of the class, each youth stated their name and officer position. The protocol increased the program's effectiveness in accelerating the learning of youth in math, science and online training and with adults for English-as-a-second-language (ESL) training. The youth improved their website and PowerPoint presentations while the adults demonstrated the use of conversational English. According to Liz Lopez, principal at Santa Clara Academy, "*Probably the most noticeable impact the program has had can be seen in their ability to present their work projects, etc. to an audience. This is especially true of the advanced group. There has been a great improvement in their overall communication skills.*"

PARTICIPANT OUTCOMES

Not Related!

Desired Outcome #8

- Increase the employability of low-income adults through business technology training.

Results

- Low-income adults progressed through entry level Word, PowerPoint and Excel, to gain increased workforce skills.

The Adult Business Technology Program* and *The Family Hispanic ESL Program: None of the almost 700 low-income adults trained at the ICTC's were on welfare. Seventy percent of adult participants worked outside their home while 30 percent, primarily Hispanic mothers, remained at home as the primary care givers for their children.

The adult training programs increased employment skills by taking low-income adults who had no computer skills through entry level Word, Excel and PowerPoint, and having them apply their computer skills to produce a real-world Business Portfolio with cover sheet, resume, business letter, business memo, and an Excel or Word table.

Attendance for 12-week training programs was more sporadic than for the youth, due to work and home scheduling conflicts. As a result, The Ford Program decided to reorganize the curriculum and length of the adult training sessions, to offer sequenced three-week business technology training programs, to accommodate work and family needs. Additionally, evening childcare services are provided at Jubilee Center ICTC, for parents enrolled in The Adult Business Technology or Family ESL Training Programs.

Site supervisors commented on the impact the training had on adult participants. The Site Supervisor at St. Cecilia's commented that one adult could hardly wait for the intermediate level class to begin as she understood what technology and business skills would do for her as she strove to create a better life for herself. The Jubilee Site Supervisors said it was evident to them that the adult participants realized

Short Coming

PARTICIPANT OUTCOMES

Desired Outcome #8 (con't)

- Increase the employability of low-income adults through business technology training.

Result

- Low-income adults progressed through entry level Word, PowerPoint and Excel, to gain increased workforce skills

that if they continued their training beyond the entry level, and most did plan to, they would be able to use their new skills in the world of work. Adult participants at Pilgrim Rest told the Site Supervisor that they qualified for jobs because of the classes. Two people were promoted, one because she learned Microsoft Excel and the other because she learned Microsoft Word.

Although many adults did improve the employment status, their intermediate level Word and PowerPoint skills were not advanced enough to meet The Ford Program's goal of performing outsourced technology work by the end of the project term.

PARTICIPANT OUTCOMES

Desired Outcome #9

- Help Spanish-speaking adult participants overcome the language barrier impeding access to technology and educational services

Result

- Established the Hispanic Family ESL Program to provide English-as-a-second-language training to Hispanic adults

The Hispanic Family ESL Program was incorporated in the Winter 2001 Session into the training at four ICTC's in the poorest Hispanic communities of Dallas' Southern Sector. ESL Instructors from El Centro and Mountain View Community Colleges taught conversational English one evening a week at St. Cecilia, Holy Cross, Jubilee and Pilgrim Rest ICTC's, using a curriculum developed by The Ford Program. During a second evening, technology instructors (qualified as adjunct Community College Instructors) from local corporations taught the Hispanic adults basic Office 2000 skills. The adults practiced their English with peers at other ICTC's via the interactive video conferencing.

Progress reports or other evaluation data was not provided for the ESL program and therefore it is not clear how far participants progressed in learning English.

PARTICIPANT OUTCOMES

Desired Outcome #10

- Overcome limiting beliefs about access to higher education and develop a determination among inner-city families to enroll in community colleges or universities.

Results

- Most participants shed limiting beliefs about technology and education in their lives

This program opens doors and provides experiences that they might otherwise have had. It certainly opens the door to a level of expectations and possibilities that they may not have thought before." Lydia Lopez, St. Cecilia Catholic School, May 2002.

The Ford Program demonstrated the potential to overcome limiting beliefs about access to higher education and develop a determination among inner-city families to enroll in community colleges or universities. For example, Principal Dehart of North Dallas High School, which participated in the Inner-City Family College Program, commented on the impact of the program on the adults in particular. At a meeting with students and parents who had signed up, Principal Dehart pointed out to the parents that they weren't going to enroll in college, they already had. In other words, they effortlessly took a step some of them probably never had considered.

The Jubilee Site Supervisors said the program provided a very non-threatening way for adults to get past inhibiting beliefs about learning technology and advancing their education. The adults at Jubilee felt better about themselves as many feared computers would be beyond their dated skills. They now had skills they didn't count on ever having, including simple things such as typing a letter.

The principal at St. Cecilia Catholic School commented that some families don't understand the value of education and this program can change their perception. The non-academic, business-oriented curriculum makes technology real for kids—they understand the application of technology in the real world through the development of a virtual business. Youth learn the value of cooperation and develop communications and presentation skills. Youth demonstrated that they were engaged in "real learning" as they were able to verbalize what they did. She summed it up by saying it was an "incredible" experience for the children. All the Site Supervisors commented on how effectively the program helped the participants break down

PARTICIPANT OUTCOMES

Desired Outcome #10 (con't)

- Overcome limiting beliefs about access to higher education and develop a determination among inner-city families to enroll in community colleges or universities.

Results

- Most participants shed limiting beliefs about technology and education in their lives

"I had my students use the internet to visit the Web Site of El Centro College and see the pictures of the college and students. Some of them had been to the college and were excited to tell of their visit usually with a parent." Chuck Lundin, instructor, May 2002.

mental barriers they may have had about using technology, going on to college and obtaining a good career in which they could advance as they continued to build their skills. As one Site Supervisor commented: the participants saw a whole new world of possibilities. St. Cecilia's principal believes the program will help create a gradual change in the community, as more and more residents seek to learn new skills and advance their education.

CONCLUSION

CONCLUSION

Overview. The youth's acquisition of business, math, science and technology skills and the adult's acquisition of business and technology skills, discussed in detail under participant outcome objectives, demonstrate that The Ford Program developed an effective model for delivering business and technology training to youth and adults in low-income communities. In effect, The Ford Program's achieved its overarching goal of creating an institutional change in the approach and delivery of education and technology to low-income residents that results in increased self-reliance for adults and contributes to the academic success of youth, particularly in the areas of science, math and technology. The model's effectiveness is demonstrated by consistently high attendance and retention figures, the increasing numbers of participants trained and the participant's acquisition of technology and business skills and knowledge.

Factors Contributing To The Success Of The Program. It is evident that The Ford Program's model is successful because of its unique combination of elements. A discussion of these elements follows.

State-of-the-art-technology. The Ford Program pioneered a state-of-the-art technological infrastructure and utilized technology to advance the education of all participants. The technology linked diverse communities throughout the Southern Sector of Dallas into a virtual learning community. Multi-point videoconferencing and an intranet brought mainstream educational resources to the participants and allowed adults and youth to develop self-confidence, poise and presentation skills through real-time interaction with their peers in the other ICTC's. All hardware and software was state-of-the-art and after more than two years is still highly functional. There were only minor breakdowns within the technological infrastructure; most occurred early in the program's development and did not significantly hinder learning. Where there was not enough space to install desktop PC's, The Ford Program very successfully utilized wireless laptops. In the winter of 2002, The Ford Program pioneered the use of LearnLinc by Mentergy. LearnLinc allows the instructor to display his screen on the student's computers. Participants utilized high-speed access to the Internet to conduct research and download graphics for various documents.

Neighborhood-based centers. The location of the centers in neighborhood-based sites provides ease of access to the program. Site Supervisors said while area residents would sign up for training and education in their own neighborhood, many would be unlikely to seek it elsewhere. St. Cecilia's Site Supervisor (who is the principal of the host site—St. Cecilia's school) commented that the program provides training to area residents who lack other opportunities, the program is free, and a willingness to learn is the only requirement. She also said that youth and adults could come in at whatever level and start

from there. All the Site Supervisors said that slots fill up quickly and that the centers could easily serve many more. The neighborhood location certainly was a factor in the ICTC's high attendance and retention rates.

Non-academic business-world curriculum. The Ford Program and its business partners developed an engaging, real-world curriculum related to the needs and desires of the participants. Youth and adults clearly enjoyed the program. More than 90 percent of participants completed each session and attendance, with few exceptions, was consistently over 90 percent as well. It was evident to the instructors that the youth enjoyed the curriculum, as they often arrived early or stayed late in order to complete learning objectives and the final presentation.

Strong support from diverse elements of the local community. The program is an outstanding example of the power of diverse corporate and community partnerships, united behind a unifying vision, to create institutional changes in the approach, delivery, and perception of education and technology in the lives of low-income residents. The program is supported by five major categories of partners.

Technology partners: Microsoft Corporation donated over $240,000 of Office 2000 software, NT Work Stations and Operating Systems for the six ICTC's and EDS has lent professional expertise to the development of a new video-conferencing and network protocol. EDS also lent its state-of-the-art meeting facilities to The Ford Program for youth PowerPoint website presentations.

Corporations and banks, including CompUSA, the Bank of America, Chase Bank and Wells Fargo Bank, provided an infrastructure of financial and operational support, volunteer instructors, and program leadership, including memberships on The Ford Program's Board of Directors. These partners also helped develop the non-academic curriculum used in the ICTC's.

Educational institutions. Community colleges provide instructors as well as credits and certificates of completion. The Dallas County Community College District provided college credits or continuing education units to high school youth and adults in the Inner City Family College Program and now provides certificates of completion to all youth and adults who finish one or more sessions. Science Place and St. Mark's Academy provide real world science instruction.

Churches and other community-based organizations provided space for the ICTC's, volunteer site supervisors to coordinate activities, vans to transport youth and adults to and from the training sites and property insurance. The volunteer governing boards and executive committees of these churches and other organizations provide additional oversight and support.

Funders. While the program's numerous partners have supplied a wealth of in-kind support, private foundations, such as the Dallas Foundation, Catholic Foundation and the Hoblitzelle Foundation, and the US Department of Commerce have supplied much of the cash needed to set up the space at the centers and to purchase and install much of the hardware.

Challenges

Partnerships. The Ford Program enrolled the support and participation of many different partners. Inevititably, there were occasional challenges and some of the partnerships had to be discontinued. The Alliance for Higher Education, which provided the bridging service for the videoconferencing network, was unreliable. As a result, The Ford Program raised the funds necessary to buy an Accord Bridge and from then on managed the multi-point videoconferencing in-house. The Colonia Community Learning Center, one of the first four ICTC's, was hesitant to train youth or adapt its program to the needs of The Ford Program and consequently was dropped as a partner. There were continuing challenges with the Dallas Independent School District (DISD) administration and the DISD elementary, middle and high schools which were sending youth to be trained. Turnover among principals and those at the highest levels of the school district occasionally made it necessary to redevelop partnerships previously established. The Ford Program managed the challenges well and developed new partnerships when necessary. There was little loss of effectiveness in delivering training and education to the target communities and attendance, retention and skill acquisition remained high throughout.

Instructors. Although most instructors performed well and complemented the program in their evaluations and interviews, it was evident that some instructors struggled to stay on schedule or simply digressed from the program. Very low percentages of target skills were acquired by youth at St. Cecilia during the summer and fall of 2001 and the instructor indicated that she had a difficult time. She was not invited to return for 2002. A few other instructors were transferred or released during the sessions, causing one principal/site supervisor to comment in response to the evaluation question about what would have been helpful, "*Instructors that will teach for the entire term would be beneficial to the students' learning*." Alpher Garrett Jones, J. Leslie Patton Elementary School. The majority of instructors were excellent and the few cases otherwise did not have a significant impact on the program quality. It was very evident from the rest of Ms. Jones' evaluation that she thought the program was extremely good. One other challenge, noted by The Ford Program's executive director, was how difficult it was at times to get instructors to maintain good records and send them to The Ford Program when requested. Although more than 90 percent of attendance records and progress reports were completed correctly and sent in, many were late.

Discontinued and Postponed Objectives

The Ford Program did not achieve all of its original objectives. In some cases, there was not enough time and other objectives were more important. This included the objective to hold at least three town meetings each year to discuss and disseminate vital public health, safety or other issues of significance. This objective will be met in 2003. The Ford Program also discontinued its pursuit of the objective to increase number of GED graduates by at least 10 percent each year. It was not viable or cost-effective given the many organizations in the community already offering strong GED courses, including Community Colleges and DISD schools. The Ford Program was able to make better use of its time further developing and refining its model for delivering after-school science, math and technology programs to low-income communities, as requested by The Ford Program's public school educational advisors.

Suggestions For Improvement

There is little to suggest in the way of improving the program or enhancing results. The Ford Program addresses the occasional challenges and has developed a highly effective program that gets tremendous results. I would make the following suggestions regarding the evaluation process. Although The Ford Program's progress reports clearly indicate that youth and adults acquired many skills, they have not been consistent from one session to the next and some do not indicate what percent of the total target skills were acquired. Though this may simply reflect the evolution of this highly unique program, it would improve the evaluation process to develop a single instrument and use it consistently. This instrument should also clearly establish a baseline (some reports did while others did not), even if it is evident that most participants started with very little or no skills. It would also help to utilize software, such as Excel, to automate the process of entering and tabulating data.

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APPENDICES

The The John C. Ford Program, Inc.
FINAL EVALUATION
ENROLLMENT RECORDS

Session	Youth	Adults	Total
Winter 2000	67	84	151
Summer 2000	30	17	47
Fall 2000	135	146	281
Winter 2001	136	153	289
Summer 2001	73	23	96
Fall 2001	107	159	266
Winter 2002	120	90	210
	668	672	1340

THE JOHN C. FORD PROGRAM, INC.
FINAL EVALUATION--SKILL ACQUISITION--FALL 2000

YOUTH

	Class	Skills Acquired
Holy Cross	Business Technology Level 1	Word, Excel, PowerPoint, Internet browser, hardware basics
Holy Cross	Business Technology Level 2	8 Word & 5 PowerPoint skills as well as Internet research and presentation skills
Jubilee	Business Technology Level 1	26 different Microsoft Word and presentation skills
Pilgrim Rest	Business Technology Level 1	21 Microsoft Word and presentation skills
Pilgrim Rest	Business Technology Level 2	12 Microsoft Word and presentation skills
Pilgrim Rest	Business Technology Level 2	20 Windows and Word skills and presentation skills
Santa Clara	Business Technology Level 1	Windows, Word, Excel, PowerPoint, Internet, Graphs, Search Engines
Santa Clara	Business Technology Level 2	Word, PowerPoint, HTML
St. Cecilia	Business Technology Level 1	Intro to Windows, Word & Office 2000 Suite, computer hardware and 14 Word skills

ADULTS

	Class	Skills Acquired
CCLC	Business Technology Level 1	15 different Word skills
CCLC	Business Technology Level 2	No report submitted
CCLC	Business Technology Level 2	No report submitted
Holy Cross	Business Technology Level 1	No report submitted
Jubilee	Business Technology Level 1	11 different Microsoft Word skills
Pilgrim Rest	Business Technology Level 1	14 Word skills & Windows Explorer
Santa Clara	Business Technology Level 1	Windows Explorer, Word, Resume
Santa Clara	Business Technology Level 2	Word, PowerPoint, Resumes
St. Cecilia	Business Technology Level 1	Intro to Windows, Word & Office 2000 Suite, computer hardware and 8 Word skills

THE JOHN C. FORD PROGRAM, INC.
ENROLLMENT, RETENTION AND ATTENDANCE--FALL SESSION 2000

YOUTH

	Class	Enrollment	Drops	Graduated	Retention	Attendance
Holy Cross	Business Technology 1	17	0	17	100%	100%
Holy Cross	Business Technology 1	16	5	11	69%	90%
Jubilee	Business Technology 1	11	1	10	91%	75%
Pilgrim Rest	Business Technology 1	19	0	19	100%	89%
Pilgrim Rest	Business Technology 1	16	6	10	63%	97%
Pilgrim Rest	Business Technology 1	18	5	13	72%	Not available
St. Cecilia	Business Technology 1	17	0	17	100%	97%
Santa Clara	Business Technology 1	25	0	25	100%	78%
Santa Clara	Business Technology 2	13	0	13	100%	95%
Totals		151	17	**135**	89%	

ADULTS

	Class	Enrollment	Drops	Graduated	Retention	Attend.
CCLC	Business Technology 1	20	0	20	100%	100%
CCLC	Business Technology 1	10	4	6	60%	80%
CCLC	Business Technology 2	20	7	13	65%	89%
Holy Cross	Business Technology 1	17	0	17	100%	100%
Jubilee	Business Technology 1	10	1	9	90%	77%
Pilgrim Rest	Business Technology 1	24	0	24	100%	84%
St. Cecilia	Business Technology 1	22	0	22	100%	100%
Santa Clara	Business Technology 1	17	0	17	100%	88%
Santa Clara	Business Technology 2	18	0	18	100%	60%
Totals		158	12	**146**	92%	

THE JOHN C. FORD PROGRAM, INC.
FINAL EVALUATION--SKILL ACQUISITION--FALL 2001

YOUTH ROCKETRY 1

Tele-Community	Verbal Skills Acq'd Total = 5	Web Plan Skills Acq'd Total = 7	Word Skills Acq'd Total = 19	Internet Skills Acq'd Total = 7	Web Site Design Acq'd Total = 7	Web Pages Finished
Holy Cross	3	5	18	3	3	6
Jubilee	5	7	13	0	6	6
Santa Clara	5	7	16	5	5	6
St. Cecilia	1	2	10	4	0	6
Totals	14	21	57	12	14	24
Average	**70%**	**75%**	**75%**	**43%**	**50%**	**100%**

Acq'd = acquired
Pilgrim Rest did not submit a report and is not included.
Rocketry 1 includes 45 skills plus the creation of 6 web pages
Average of all skill areas including web pages finished = **69%** for Rocketry 1 and **65%** for Rocketry 2
Low scores for Rocketry 1 and Rocketry 2 at St. Cecilia pulled down the average for all centers and reflect difficulties with the instructor

YOUTH ROCKETRY 2

Tele-Community	Verbal Skills Acq'd Total = 5	Web Plan Skills Acq'd Total = 7	Word Skills Acq'd Total = 19	Internet Skills Acq'd Total = 7	Excel Skills Acq'd Total = 18	Web Site Design Total = 45	Web Pages Finished Total = 6
Jubilee	5	7	1	3	0	20	6
Santa Clara	5	7	16	6	11	40	6
St. Cecilia	4	2	10	4	5	12	5
Totals	14	16	27	13	16	72	17
Average	**92%**	**76%**	**47%**	**62%**	**29%**	**53%**	**95%**

Rocketry 2 includes 101 skills in 6 skill areas plus creating 6 web pages

ADULT LEVEL 1 – Business Technology

Tele-Community	Business Portfolio Total = 8	Word 2000 Total =19	Internet Total =7	Excel Spread Sheet Total =18
Holy Cross	3	16	5	0
Jubilee	8	16	5	18
Pilgrim Rest	8	10	3	0
Santa Clara	8	17	6	15
St. Cecilia	1	13	3	0
Totals	28	72	22	33
Average	**70%**	**76%**	**63%**	**37%**

Holy Cross Adult Level 1 was mostly elderly, retired adults with no prior computer experience. Focused on mouse, keyboarding, Internet and Word. Did not get into Excel.
Average of all skill areas = **62%** for Adult level 1 and **71%** for adult level 2

ADULT LEVEL 2 – Business Technology

Tele-Community	Business Portfolio Total = 8	Word 2000 Total =19	Internet Total =7	Excel Spread Sheet Total =18
Santa Clara	8	15	7	18
St. Cecilia	4	15	4	0
Totals	12	30	11	18
Average	**75%**	**79%**	**79%**	**50%**

Adult level 2 consists of 52 skills in four skill areas plus a business portfolio –resume, cover page, business letter and business memo.
Santa Clara Adult Level 2 acquired 92 % of the skills and also received instruction in PowerPoint.
St. Cecilia Adult Level 2 did very advanced learning in Word but did not do Excel due to weather and absentee issues. The class acquired 44 % of the skills.

THE JOHN C. FORD PROGRAM, INC.
FINAL EVALUATION--FALL 2001
ENROLLMENT, RETENTION AND ATTENDANCE

YOUTH

	Class	Enr.	Drops	Grad.	Ret.	Attend.
Holy Cross	SMBT - Rocketry 1	13	0	13	100%	93%
Jubilee	SMBT - Rocketry 1	12	2	10	83%	97%
Santa Clara	SMBT - Rocketry 1	15	0	15	100%	95%
Santa Clara	SMBT - Rocketry 2	11	0	11	100%	96%
Science Place	SMBT - Rocketry 2	24	8	16	67%	83%
Science Place	SMBT - Rocketry 1	20	0	20	100%	94%
St. Cecilia	SMBT - Rocketry 1	10	0	10	100%	99%
St. Cecilia	SMBT - Rocketry 2	12	0	12	100%	91%
Totals		117	10	**107**	91%	

ADULTS

	Class	Enr.	Drops	Grad.	Ret.	Attend.
Holy Cross	Business Technology Level 1	15	0	15	100%	83%
Holy Cross	ESL	20	0	20	100%	67%
Jubilee	ESL	9	0	9	100%	57%
Pilgrim Rest	Business Technology Level 1	19	0	19	100%	83%
Pilgrim Rest	Business Technology Level 2	12	0	12	100%	83%
Santa Clara	Business Technology Level 1	19	0	19	100%	97%
Santa Clara	Business Technology Level 2	12	0	12	100%	94%
St. Cecilia	Business Technology Level 1	17	0	17	100%	89%
St. Cecilia	Business Technology Level 2	12	0	12	100%	83%
St. Cecilia	ESL	24	0	24	100%	85%
Totals		159	0	**159**	100%	

THE JOHN C. FORD PROGRAM, INC.
FINAL EVALUATION--SKILL ACQUISITION--SUMMER 2000

YOUTH

	Class	Skills Acquired	Presentation
Pilgrim Rest	Business Technology Level 1	Windows 98, Word, PowerPoint, Internet browser, hardware basics, business skills	Business plan with PowerPoint
Santa Clara	Business Technology Level 1	Windows 98, Word, PowerPoint, Internet browser, hardware basics, business skills	Business plan with PowerPoint

ADULTS

	Class	Skills Acquired
CCLC	Business Technology Level 1	Word, PowerPoint and Excel. Business skills & business plan.

THE JOHN C. FORD PROGRAM, INC.
ENROLLMENT, RETENTION, AND ATTENDANCE--SUMMER SESSION 2001

YOUTH

	Class	Enrollment	Drops	Graduated	Retention	Attendance
Jubilee	SMBT Level 2	NA	NA	NA	NA	NA
Holy Cross	SMBT Level 2	19	0	19	100%	75%
Pilgrim Rest	SMBT Level 2	21	2	19	90%	78%
Santa Clara	SMBT Level 2	14	0	14	100%	95%
St. Cecilia	SMBT Level 2	21	0	21	100%	96%
Totals		75	2	**73**	97%	

ADULTS

	Class	Enrollment	Drops	Graduated	Retention	Attendance
Jubilee	Entry	11	2	9	82%	92%
St. Cecilia	Entry	14	0	14	100%	94%
Totals		25	2	**23**	92%	

THE JOHN C. FORD PROGRAM, INC.
FINAL EVALUATION--SKILL ACQUISITION--SUMMER SESSION 2001

YOUTH

Tele-Community	Class	Percent of Skills Acquired	Subject of Presentation
Holy Cross	SMBT Level 2	80%	Website
Jubilee	SMBT Level 2	88%	Website
Pilgrim Rest	SMBT Level 2	70%	Website
Santa Clara	SMBT Level 2	70%	Website
St. Cecilia	SMBT Level 2	89%	Website
Average		79%	

SMBT Level 2 is the Science, Math and Business Technology curriculum, intermediate level

Skills Taught To Youth

All six classes were at the Intermediate level and included the following

- 80 computer and software skills including 19 Microsoft Word and 61 FrontPage skills
- Youth also developed a website that included a Home Page, Menu or Site Map, FAQ Page and Home School Page.

ADULTS

Tele-Community	Class	Percent of Skills Acquired	Business Portfolio
Jubilee	Business Technology Level 1	No report	No report
St. Cecilia	Business Technology Level 2	21%	Done at entry level

Skills Taught To Adults

Intermediate level

- 5 introductory computer skills
- 10 Microsoft Word skills
- 10 Internet usage skills
- 1 Excel skill
- 13 PowerPoint skills

The adults also developed a business portfolio consisting of a resume, cover page, business letter and business memo in the entry level class.

THE JOHN C. FORD PROGRAM, INC.
ENROLLMENT, RETENTION AND ATTENDANCE--SUMMER SESSION 2000

YOUTH

	Class	Enrollment	Drops	Graduated	Retention	Attend.
Pilgrim Rest	Business Technology	15	0	15	100%	95%
Santa Clara	Business Technology	15	0	15	100%	89%
Totals		30	0	**30**	100%	

ADULTS

	Class	Enrollment	Drops	Graduated	Retention	Attend.
CCLC	Business Technology	18	1	17	94%	89%
Totals	Business Technology	18	1	**17**	94%	89%

THE JOHN C. FORD PROGRAM, INC.
ENROLLMENT, RETENTION AND ATTENDANCE--WINTER SESSION 2000

YOUTH

	Class	Enrollment	Drops	Graduated	Retention	Attend.
Holy Cross	Business Technology	11	1	10	91%	93%
Pilgrim Rest	Business Technology	20	0	20	100%	98%
Pilgrim Rest	Business Technology	21	0	21	100%	94%
Santa Clara	Business Technology	16	0	16	100%	94%
Totals	Business Technology	68	1	**67**	99%	

ADULTS

	Class	Enrollment	Drops	Graduated	Retention	Attend.
CCLC	Business Technology Day	16	2	14	88%	92%
CCLC	Business Technology Night	18	2	16	89%	93%
Holy Cross	Business Technology	18	0	18	100%	88%
Holy Cross	Business Technology	21	0	21	100%	89%
Santa Clara	Business Technology	18	3	15	83%	94%
Totals	Business Technology	91	7	**84**	92%	

THE JOHN C. FORD PROGRAM, INC.
FINAL EVALUATION--SKILL ACQUISITION--WINTER 2000

YOUTH

	Class	Skills Acquired	Presentation
Holy Cross	Business Technology Level 1	Windows 98, Word, PowerPoint, Internet browser, hardware basics, business skills	Business plan with PowerPoint
Pilgrim Rest (2 classes)	Business Technology Level 1	Windows 98, Word, PowerPoint, Internet browser, hardware basics, business skills	Business plan with PowerPoint
Santa Clara	Business Technology Level 1	Windows 98, Word, PowerPoint, Internet browser, hardware basics, business skills	Business plan with PowerPoint

ADULTS

	Class	Skills Acquired
CCLC – 2 classes	Business Technology Level 1	Word, PowerPoint and Excel. Business skills & business plan.
Holy Cross – 2 classes	Business Technology Level 1	Word, PowerPoint and Excel. Business skills & business plan.
Santa Clara	Business Technology Level 1	Word, PowerPoint and Excel. Business skills & business plan.

THE JOHN C. FORD PROGRAM, INC.
ENROLLMENT, RETENTION AND ATTENDANCE--WINTER SESSION 2001

YOUTH

	Class	Enrollment	Drops	Graduated	Retention	Attend.
Holy Cross	SMBT Level 1	18	2	16	89%	95%
Holy Cross	SMBT Level 2	17	2	15	88%	91%
Jubilee/SciPl.	SMBT Level 1	10	0	10	100%	83%
Jubilee/SciPl.	SMBT Level 2	13	0	13	100%	83%
Pilgrim Rest	SMBT Level 1	17	5	12	71%	91%
Pilgrim Rest	SMBT Level 2	19	3	16	84%	81%
Santa Clara	SMBT Level 1	16	3	13	81%	85%
Santa Clara	SMBT Level 2	13	3	10	74%	92%
St. Cecilia	SMBT Level 2	14	0	14	100%	88%
St. Cecilia	SMBT Level 2	17	0	17	100%	86%
Totals		154	18	**136**	88%	

ADULTS

	Class	Enrollment	Drops	Graduated	Retention	Attend.
Jubilee	BT Level 1	NA	NA	NA	NA	NA
Holy Cross	BT Level 1	20	8	12	60%	75%
Holy Cross	ESL - M	23	4	19	83%	86%
Pilgrim Rest	BT Level 1	28	0	28	100%	85%
Santa Clara	BT Level 1	23	4	19	83%	76%
Santa Clara	Interm. -Wed.	13	8	5	38%	53%
St. Cecilia	BT Level 1	23	0	23	100%	83%
St. Cecilia	BT Level 1	25	0	25	100%	84%
St. Cecilia	ESL	22	0	22	100%	84%
Totals		177	24	**153**	86%	

SMBT indicates Science, Math and Business Technology; BT indicates Business Technology; ESL indicates English-as-a-second-language

THE JOHN C. FORD PROGRAM, INC.
FINAL EVALUATION--SKILL ACQUISITION--WINTER SESSION 2001

YOUTH

Tele-Community	Class	Percent of Skills Acquired	Subject of Presentation
Holy Cross	SMBT Level 1	No report	No report
Holy Cross	SMBT Level 2	54%	Website
Jubilee/Science Place	SMBT Level 1	54%	Business Plan
Jubilee/Science Place	SMBT Level 2	81%	Website
Pilgrim Rest	SMBT Level 1	85%	Business Plan
Pilgrim Rest	SMBT Level 2	84%	Website
Santa Clara	SMBT Level 1	No report	No report
Santa Clara	SMBT Level 2	68%	Website
St. Cecilia	SMBT Level 2	63%	Website
St. Cecilia	SMBT Level 2	63%	Website
Average		**69%**	

SMBT is the Science, Math and Business Technology curriculum

Skills Taught To Youth

Entry level

39 computer and software skills as follows

- 3 introductory computer skills
- 13 basic Microsoft Word skills
- 9 Internet skills, including searches, downloading and saving and communicating via e-mail
- 1 Excel skill: naming and moving worksheets
- 13 Microsoft PowerPoint skills, enough to create the presentation for the corporate judges

The youth utilized the above skills to develop a business plan and present it with PowerPoint

Intermediate level

80 computer and software skills including 19 Microsoft Word and 61 FrontPage skills

Youth also developed a website that included a Home Page, Menu or Site Map, FAQ Page and Home School Page.

ADULTS

Tele-Community	Class	Percent of Skills Acquired	Business Portfolio
Jubilee	Business Technology Level 1	54%	No
Holy Cross	Business Technology Level 1	79%	Yes
Holy Cross	ESL	No report	ESL class-no portfolio
Pilgrim Rest	Business Technology Level 1	51%	Yes
Santa Clara	Business Technology Level 1	No report	Not available
Santa Clara	Interm. -Wed.	No report	NA
St. Cecilia	Business Technology Level 1	63%	No
St. Cecilia	Business Technology Level 1	63%	50%
St. Cecilia	ESL	No report	ESL class-no portfolio
Average		**62%**	

Skills Taught To Adults

Entry level

39 computer and software skills, same as the youth entry level

- 3 introductory computer skills
- 13 basic Microsoft Word skills
- 9 Internet skills, including searches, downloading and saving and communicating via e-mail
- 1 Excel skill: naming and moving worksheets
- 13 Microsoft PowerPoint skills, enough to create the presentation for the corporate judges

The adults also developed a business portfolio consisting of a resume, cover page, business letter and business memo

Intermediate level

There was only one intermediate level class and the results were not available

THE JOHN C. FORD PROGRAM, INC.
ENROLLMENT, RETENTION AND ATTENDANCE--WINTER SESSION 2002
FINAL EVALUATION

YOUTH

	Class	Enrollment	Drops	Graduated	Retention	Attend.
Holy Cross	Rocketry 1	17	5	12	71%	98%
Holy Cross	Alternative Energy 1	12	2	10	83%	93%
Jubilee	Rocketry 1	11	0	11	100%	98%
Pilgrim Rest	Rocketry 1	18	1	17	94%	94%
Santa Clara	Rocketry 1	16	0	16	100%	93%
Santa Clara	Alternative Energy 2	21	0	21	100%	97%
Science Place	Rocketry 1	20	0	20	100%	89%
St. Cecilia	Alternative Energy 1	13	0	13	100%	88%
Totals		128	8	**120**	94%	

ADULTS

	Class	Enrollment	Drops	Graduated	Retention	Attend.
Santa Clara	BT Level 2	17	0	17	100%	95%
Santa Clara	BT Level 3	17	0	17	100%	90%
St. Cecilia	BT Level 1	21	0	21	100%	88%
St. Cecilia	BT Level 3	20	0	20	100%	65%
St. Cecilia	ESL	15	0	15	100%	90%
Totals		90	0	**90**	100%	

BT indicates Business Technology; ESL indicates English-as-a-second-language

THE JOHN C. FORD PROGRAM, INC.
FINAL EVALUATION--SKILL ACQUISITION--WINTER 2002

YOUTH

ICTC	Class	Skills Acquired	Website/PowerPoint Completed
Holy Cross	Rocketry 1	All	Yes
Holy Cross	Alternative Energy 1	All	Yes
Jubilee	Rocketry 1	All	Yes
Pilgrim Rest	Rocketry 1	All	Yes
Pilgrim Rest	Rocketry 1	All	Yes
Santa Clara	Rocketry 1	All	Yes
Santa Clara	Alternative Energy 2	All	Yes
St. Cecilia	Alternative Energy 1	All	Yes
St. Cecilia	Alternative Energy 2	All	Yes
Science Place	Rocketry 1	All	Yes

ADULTS

ICTC	Class	Skills Acquired	Business Portfolio Completed
Holy Cross	No report submitted		
Pilgrim Rest	Level 2	All	Yes
Santa Clara	No report submitted		
St. Cecilia	ESL Business Technology 1	All	Yes
St. Cecilia	Business Technology 2	All	Yes

AUG 7, 2001

TAH

UNITED S ES DEPARTMENT OF COMMERCE
National Telecommunications and Information Administration
Washington, D.C. 20230

Ms. Jacqueline Varma
John C. Ford Program, Inc.
400 North Saint Paul
Suite 200
Dallas, TX 75201-6804

SUBJECT: ***Closeout Documentation***
Technology Opportunities Program (TOP)
Grant Number: 48-60-99031
Award Period End Date: September 30, 2001

Dear Ms. Varma:

Our records show that the Award Period for the above-referenced grant expires on September 30, 2001. According to the terms and conditions of your grant award, your organization is required to provide the Technology Opportunities Program (TOP) with full closeout documentation for your project **within 90 days** of the expiration of your grant award period.

Attached are instructions and guidance on preparing closeout documentation.

The Award Period agreed upon when the grant was awarded represents an assurance by the recipient that it will complete the grant project within the specified time period. A project is considered to be completed only when the scope of work described in the grant project narrative has been satisfactorily concluded. ***If you believe that your project will not be completed by the end of the Award Period, you must submit a written request for a project extension to the TOP at least 30 days*** before the Award Period expiration date. This extension request should contain an explanation and justification for the request. We recommend that you discuss your need for the extension with your TOP Program Officer prior to submission of the written extension request.

All closeout documentation should be submitted to the TOP, except for financial reports, which must be submitted to the Office of Executive Assistance Management (OEAM). Should you have specific questions regarding the closeout of your project, please contact your TOP Program Officer, Thomas Hardy, at 202/482-2048. Questions pertaining to final financial reports should be directed to the OEAM at 202/482-1370.

Sincerely,

Stephen J. Downs
Director
Technology Opportunities Program (TOP)

Attachment

Cc: Betty Cassidy, Office of Executive Assistance Management (OEAM)