

## **ENCORE III! and EXCEL!**

A Collaborative 21<sup>st</sup> Century Community Learning Center Grant Project between John F. Kennedy Elementary School and Boys and Girls Club of Greater Kingsport

### **Introduction:**

Located in Northeast Tennessee (Sullivan County), Kingsport is a city with population of 44,905 according to the 2000 census. There are 18,300 households represented in the community with 5,210 (26.5%) having school-age children of eighteen years or younger. The average family size is 2.80. Housing is comprised of 64.8% owner-occupied housing units and 35.2 % renter-occupied housing units.

The community of Kingsport has an industrial-based economy; however, jobs continue to dwindle with 4000 jobs lost in the area during one quarter of 1999 alone. In the past, Kingsport has been perceived as an affluent community. This, however, is a misleading impression. Poverty statistics indicate that of the 5,937 students enrolled in the Kingsport City school system, 1,527 students or 25.57% are identified as living in poverty. This poverty level is the 22<sup>nd</sup> highest of the 138 school systems in Tennessee. **The most startling statistic: Kingsport's poverty rate is 2.84% higher than Memphis and two times as great as Sullivan County (12.5%).**

### **I. Statement of need:**

*IA. Identify problems or conditions that need to be address/changed and the magnitude of those problems*

In the spring of 2000, parents, students, and educators of the Kingsport district were surveyed to determine the needs associated with educational programming. These parents, students, and educators identified significant concerns in the areas of curriculum, classroom strategies and management, technology, parent involvement, and safety. Thirty-three percent of students voiced a concern related to reading and math achievement; a corollary indicator was found in the data collected from parents and educators. Parent and student data both revealed concerns

regarding homework. Forty-one percent of the parents and students desired more technology training. Parents showed an interest for more involvement in the schools. Safety/Violence prevention was also a major concern for all the populations surveyed.

A parent survey was conducted by the Boys and Girls Club of Greater Kingsport found that forty-two percent of those responding identified their children as struggling with homework assignments, 75% of the Club's membership requested some level of after-school academic assistance and/or tutoring. Often, parents of at-risk children have difficulty helping their children in academic pursuits because many are single-parents and lack the time and/or education to assist their child in academic areas. Thirty percent of Club parents surveyed indicated a need for training programs that would focus on skills for assisting their children in developing good study habits and completing homework assignments and projects.

These data were also articulated by a community assessment completed by Communities That Care (1999). This consortium of social workers, educators, mental health workers, parents and administrators, and court representatives met to assess the risk and protective factors of the community. The priority risk factors, which were identified by this study, related to family management and conflict. Numerous resources in the community are available to those in need. Unfortunately, these services remain inaccessible due to a variety of complex issues, including awareness, lack of transportation, and social barriers.

This proposal is submitted by Kingsport City School System on behalf of John F. Kennedy Elementary School in partnership with the Boys and Girls Club of Greater Kingsport. Services will be available to the 311 Kennedy students and 529 registered BGC members targeting those identified as at-risk. Kennedy serves students in grades Pre-K-5 while the BGC serves students in K-8<sup>th</sup> grade.

In looking at the system’s disaggregated TCAP scores, a large gap exists between those identified as “not low socio-economic” and those identified as “low socio-economic,” with the latter being identified as “at-risk” for academic failure. The students targeted for this program desperately need the academic services that the 21<sup>st</sup> CCLC will provide. The chart below indicates the comparison in grades 3-8 of two categories: “not low socio-economic” and “low socio-economic” in the core curriculum areas. The figures that are shaded represent the gap between the Median National Percentile of the two subgroups:

| Grade/ | Reading     |         |     | Language    |         |     | Math        |         |     | Science     |         |     | Social Studies |         |     |
|--------|-------------|---------|-----|-------------|---------|-----|-------------|---------|-----|-------------|---------|-----|----------------|---------|-----|
|        | Not Low SES | Low SES | D*  | Not Low SES | Low SES | D*  | Not Low SES | Low SES | D*  | Not Low SES | Low SES | D*  | Not Low SES    | Low SES | D*  |
| 3      | 72          | 50      | -22 | 80          | 54      | -26 | 83          | 53      | -30 | 59          | 35      | -24 | 64             | 41      | -23 |
| 4      | 77          | 49      | -26 | 78          | 49      | -29 | 82          | 51      | -31 | 70          | 43      | -27 | 75             | 46      | -29 |
| 5      | 73          | 51      | -30 | 70          | 46      | -24 | 83          | 56      | -27 | 69          | 52      | -17 | 65             | 47      | -18 |
| 6      | 71          | 42      | -27 | 76          | 47      | -29 | 70          | 40      | -30 | 71          | 41      | -30 | 68             | 41      | -27 |
| 7      | 75          | 43      | -27 | 80          | 41      | -31 | 85          | 50      | -35 | 70          | 35      | -35 | 77             | 48      | -29 |
| 8      | 74          | 37      | -29 | 80          | 38      | -42 | 82          | 41      | -41 | 73          | 38      | -35 | 66             | 38      | -28 |

A more global picture to identify specific needs of students can be derived by looking at individual school Value-Added data from the 2001-2002 Report Card from the Tennessee Department of Education:

| School                      | Reading | Language Arts |
|-----------------------------|---------|---------------|
| Kennedy Elementary School   | F       | F             |
| Roosevelt Elementary School | A       | D             |
| Jackson Elementary School   | D       | C             |
| Jefferson Elementary School | B       | F             |

|                           |   |   |
|---------------------------|---|---|
| Johnson Elementary School | D | F |
| Lincoln Elementary School | B | D |
| Robinson Middle School    | C | B |
| Sevier Middle School      | C | F |

Kingsport’s value-added scores indicate that students in Kingsport City Schools are not making adequate gains in the areas of reading and language arts. The State Department of Education has determined that the performance standards fall into two categories: those that are minimum standards and expectations and those that are maximum goals to be attained. On the Tennessee Report Card, schools and school systems that achieve minimum expectations receive a grade of “C” or “average”. Higher or lower performance is rated accordingly. Meeting those standards identified as maximum goals to be attained is considered an “A” or “exemplary,” and ratings lower than exemplary are based on how close to the goal schools and schools systems are. For this reason, reading and language arts will be a priority for this grant initiative providing enrichment activities that focus on reading, such as: book study groups, puppets, student produced plays, literature circles, storytelling, and technology assisted literacy pursuits.

In the summer of 2001, KCS set a goal that at least 90% of its students would be reading at or above grade level by the end of third grade. A reading specialist was hired to organize a system-wide plan designed to reach this goal by the end of the 2005 school year.

Data on student/community “needs/risk factors” were gathered from annual Federal, State, District and School surveys and reports as well as through a needs assessment survey conducted for the purposes of this grant. Annual data sources included: Title I, TCAP test scores, the Tennessee 2002 Report Card for Kennedy, School Improvement Plans, Free/Reduced Lunch Program, and truancy records. Behavior concerns are not a significant problem at Kennedy.

Research has shown that students are at risk of educational failure when they come from low-income families, have parents who are not high school graduates, have low academic skills, come from single-parent families, are alienated or bored, and have low self-esteem. Using these factors, students at-risk of dropping out of school can be identified as early as elementary school. Kennedy has a population with increasingly larger proportions of students who fit this tragic profile. Serving Title I schools, including Kennedy, the BGC has an even greater composition of at-risk students participating in after-school activities at the Club. All of these factors combined indicate a need to provide educational opportunities outside of the regular school day and during the summer for both students and adults.

In order to meet the needs identified above, this partnership with Kennedy and the Boys and Girls Club of Greater Kingsport will provide services to a significant number of Kingsport's students identified as "at-risk." The sites will provide homework assistance and academic tutoring in the core curriculum areas (first priority, reading and language arts), project/research assistance for after-school programs and summer programs, recreational programs, and accompanying services for parents. At-risk students from all of the system's seven elementary schools and two middle schools will have access to the programs offered at the Boys and Girls Club site.

KSC has a highly mobile population. Statistically, the mobility rates for elementary schools are as follows: Johnson 22%, Washington 23%, Jefferson 24.9%, Lincoln 26.8%, Kennedy 35%, Jackson 45%, and Roosevelt 56%. John Sevier Middle School has a transient rate of 22% while; Ross N. Robinson's rate is 18%. The proposed project will provide mobile students an opportunity to receive consistent academic service to enhance their opportunities for academic success. Regardless of a child's home school, the BGC program director will be THE

communication link between the Club and the child's teacher/school/home. The BGC link will serve as an educational advocate for mobile students.

DESCRIPTION OF FACTORS:

| <b>INDICATORS</b>  | <b>Kennedy</b> | <b>Boys and Girls Club</b> |
|--------------------|----------------|----------------------------|
| Enrollment         | 311            | 529 Registered members     |
| Free/Reduced Lunch | 62%+           | 86%                        |

Through funding of this grant will allow these organizations will become model community learning centers that provide: (1) academic assistance above and beyond the traditional school day and calendar; 2) after-school childcare; 3) parent education programs; 4) cultural and recreational programs; and 5) nutrition and health services.

*Ib. Explain how the project will address the academic and social needs of the targeted, at-risk population.*

In order to promote student achievement and social success, we are seeking funds to implement 21<sup>st</sup> Community Learning Center services for students of John F. Kennedy and the members of the BGC. Parents from Kennedy Elementary and the Boys and Girls Club indicated a great need for services similar to those provided at John Sevier Middle School's ENCORE! Program, a 21<sup>st</sup> CCLC site. John Sevier's program was originally funded through a federal grant and is now in the 4<sup>th</sup> year of operation with current funding provided through the Tennessee Department of Education. In addition to Sevier's 21<sup>st</sup> CCLC, a new program was funded in December of 2002 for Roosevelt Elementary School. This program is currently providing tutoring and enrichment services to Roosevelt students. Through the funding of Kennedy and

the BGC, opportunities will be created for networking, sharing of best practices, and coordination of resources.

Building on the successes of JSMS's ENCORE! program, Kennedy Elementary will implement "ENCORE III." and the Boys and Girls Club will introduce "EXCEL!" Through these programs, the needs of significant segment of the at-risk population from the proposed sites will be addressed. Without the funding of this grant, these services will be unavailable to the at-risk population group. Approximately 125 students, including students from Kennedy, are transported per day to the BGC immediately after school. These children are unable to remain on their school campus for after school activities/ tutoring because of many factors including lack of transportation at the conclusion of tutoring services. In the collaborative plan, the educational and enrichment activities provided at John Sevier will be duplicated at both Kennedy and the BGC.

At the conclusion of these activities, Kennedy students will have the option of being transported to BGC. At the Club, they can participate in additional educational activities, recreational activities, and have a USDA approved meal. Without this service, many of the students might not receive an evening meal. Services for those students lacking appropriate evening supervision is available until 7:30 p.m. and parents that are unable to provide transportation home for their child can take advantage of the transportation provided by the club.

This grant will allow us to offer students extended learning opportunities after school, during the summer, on Saturdays, and on holidays in a safe drug free environment. It will support and encourage our students' efforts to improve their academic achievement and enhance their physical, mental, and social well being. We are committed to providing the resources necessary for eradicating the failure of at-risk children. In examining our number of at-risk students, it

must be noted that there is a great potential for many of these children to drop-out of school. As many as one million at-risk students drop out each year. The costs of NOT acting to assist low socioeconomic youth are enormous. The initial costs of programs focused on keeping economically disadvantages youths in school are, according to most experts, well worth the investment, yielding a long-term savings of \$4.75 for every dollar spent (McCormick). The funding of this grant will provide sufficient resources for the stakeholders to address the identified needs of the at-risk population in the following ways:

1. Increase academic achievement of students.
2. Increase the number of students having options for childcare in the hours after school and during the summer.
3. Increase the number of students engaged in active learning and appropriate physical fitness activities in the hours after school and during the summer.
4. Increase access to cultural and “being there” experiences.
5. Increase technology awareness/competence of students.
6. Increase parent participation in community education activities.
7. Increase adult literacy.
8. Increase knowledge of parenting skills.
9. Increase use of school facilities.
10. Provide information and services regarding nutrition and health to students and parents.
11. Provide resources for emotional and social competence to include conflict resolution skills and training to address safety issues within our school.

### **ABSOLUTE PRIORITY**

Kennedy Elementary School is currently designated as a Title I school with over 62% of students receiving free/reduced cost meals.

## II. Project Design

### *Iia. Provide goals, objectives and outcomes for the project.*

The primary goal of this project is to address the needs of the targeted at-risk students and, and as a companion component, simultaneously assist their parent/guardians in the acquisition or strengthening of skills necessary for success in the 21<sup>st</sup> Century work force. Before implementation of the program, an aggressive recruitment campaign will be implemented using the following method:

- An organizational meeting will be held with teachers of the schools involved to provide them with information concerning the level of services that will be provided to students through the program. Teachers will be asked to refer students based on need.
- Test scores of students will be evaluated to identify students scoring below the 25<sup>th</sup> percentile on TCAP scores. Input from classroom teachers will also be used. These students will receive priority for the service delivery model. Informational letters will be sent home to the parents of identified students, providing them with information regarding the services that can be provided to their children. Parents will have an opportunity to choose the point of service for their children, Kennedy or BGS. In the event parents do not respond to this first communication, a home visit will be requested to explain the program operates, what services are offered, and how their child/children could benefit from these services. Identified students will be provided extensive one-on-one tutoring and homework assistance.
- Students scoring in the 25<sup>th</sup> –50<sup>th</sup> percentile range will be placed in the second category. Informational letters will be sent to these children's parents and follow-up

provided by the program coordinator and classroom teacher. These students will be provided one-on-one tutoring or small group tutoring and homework assistance.

- The third category of need will be based upon those students identified from classroom documentation that do not complete homework or do not turn in their homework on time. These students will be provided homework assistance in a small group setting. If individual assistance is required, an attempt will be made to provide this one-on-one service.
- The last category identified will include any students referred by a teacher, administrator, or parent. These students will be provided the support services needed to function successfully day-to-day in the classroom. The needs of this category can be varied, including those who need after-school care in a structured environment.
- The program will also provide services to students needing enrichment activities that can be provided through the hands-on math and science programs, the fine arts component, and other challenging courses that will be provided through the program.

Specifically, the following goals, measurable objectives, and data collection methods which will be addressed by the program:

|                                                                                                                                                                              |                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Goal 1:</b> <i>The academic performance of participating students will improve through homework, tutorial and enrichment services.</i>                                    |                                                                                                                            |
| <b>Outcomes</b>                                                                                                                                                              | <b>Data Collection</b>                                                                                                     |
| <b>Measurable Objective:</b><br>1a. At least 40% of Kennedy’s and BGC identified at-risk students will participate in the program by the end of the three year grant program | <ul style="list-style-type: none"> <li>▪ Track student records of number of eligible taking part in the program</li> </ul> |

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| <p><b>Measurable Objective:</b><br/>1b. At least 90% of the after-school students will have participated in one or more enrichment classes per week.</p>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>▪ Track student attendance</li> </ul>                                                                   |
| <p><b>Measurable Objective:</b><br/>1c. There will be documented collaboration between all teachers of participating students and the 21<sup>st</sup> CCLC program staff on a weekly at Kennedy. The BGC will communicate on bi-weekly basis throughout the school year in reference to the academic progress and homework completion by the students</p> | <ul style="list-style-type: none"> <li>▪ Each program director will archive collaboration data provide by appropriate program staff</li> </ul> |
| <p><b>Measurable Objective:</b><br/>1d. 15% of Kennedy’s 3<sup>rd</sup> and 4<sup>th</sup> grade students who participate for at least two consecutive years will demonstrate improvement in math skills as evidenced by achievement test results.</p>                                                                                                    | <ul style="list-style-type: none"> <li>▪ Math achievement test documents</li> <li>▪ Report cards</li> </ul>                                    |
| <p>Summary of Activities: Academic Enrichment opportunities, Science and Math Tutoring and Enrichment, Organizational Skills and Homework Clinic, Open Technology Access, Open Library and Research/Study, and Mentoring.</p>                                                                                                                             |                                                                                                                                                |

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| <p><b>Goal 2:</b> <i>The participating students will be exposed to and experience a wide variety of enrichment activities which will enhance their learning from the academic program and connect it to the students’ world.</i></p> |                                                                             |
| <p><b>Measurable Objective:</b><br/>2a. At least 40% of the identified at-risk students will participate in the program by the end of the three-year grant period.</p>                                                               | <ul style="list-style-type: none"> <li>▪ Program attendance logs</li> </ul> |
| <p><b>Measurable Objective:</b><br/>2b. At least 90% of the after-school students will have participated in one or more enrichment classes per week.</p>                                                                             | <ul style="list-style-type: none"> <li>▪ Program attendance logs</li> </ul> |
| <p>Summary of Activities: Academic Enrichment opportunities, Science and Math Clinic, Open Technology Access, Open Library and Research/Study, Enrichment classes in the Fine Arts, and Physical Activities.</p>                     |                                                                             |

**Goal 3:** *The program will provide learning opportunities which will ensure the development of students' technological literacy and thus facilitate their successful participation in subsequent education program and the 21st Century job market.*

|                                                                                                                                                                                                                                              |                                                                                 |
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| <p><b>Measurable Objective:</b><br/>3a. The after-school program will have access to the computer labs at Kennedy and BGC to be used by students for homework preparation.</p>                                                               | <ul style="list-style-type: none"> <li>▪ Site visit</li> </ul>                  |
| <p><b>Measurable Objective:</b><br/>3b. The students involved in the program will have daily access to the state of the art technology classrooms and weekly instruction on technology. This will be documented by an attendance roster.</p> | <ul style="list-style-type: none"> <li>▪ Technology utilization logs</li> </ul> |
| <p>Summary of Activities: Open Technology Access.</p>                                                                                                                                                                                        |                                                                                 |

**Goal 4:** Students will improve their “student worker” skills.

|                                                                                                                                                                                        |                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <p><b>Measurable Objective:</b><br/>4a. Student’s organizational skills will improve as evidenced by 100% of students complete their daily assignment books.</p>                       | <ul style="list-style-type: none"> <li>▪ Weekly bi/weekly dialogue with classroom teacher</li> </ul> |
| <p><b>Measurable Objective:</b><br/>4b. 95% of participating students will complete and turn in homework assignments on time as reported through weekly staff/teacher contact log.</p> | <ul style="list-style-type: none"> <li>▪ Weekly bi/weekly dialogue with classroom teacher</li> </ul> |
| <p>Summary of Activities: Organizational Skills and Homework Clinic.</p>                                                                                                               |                                                                                                      |

**Goal 5:** *Students participating in the program will show greater ownership in their school experiences.*

|                                                                                                                |                                                                                                        |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <p><b>Measurable Objective:</b><br/>5a. Student attendance rates for participating students will increase.</p> | <ul style="list-style-type: none"> <li>▪ Documentation will be provided through school data</li> </ul> |
| <p>Summary of Activities: Leadership Skills and Teambuilding.</p>                                              |                                                                                                        |

**Goal 6:** *Parenting Classes will increase the participants’ knowledge of appropriate parenting techniques and encourage the use of those skills.*

|                                                                                                                                                          |                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <p><b>Measurable Objective:</b><br/>6a. 85% of parents will attend at least two Title I parent informational per semester linked to Title I program.</p> | <ul style="list-style-type: none"> <li>▪ Program attendance logs</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|

|                                                                                                                                                                          |                                                                                 |
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| <p><b>Measurable Objective:</b><br/>6b. 85% of parents will report greater success in working with their children as a result of participation in parenting classes.</p> | <ul style="list-style-type: none"> <li>▪ Pre and Post opinion survey</li> </ul> |
| <p><b>Summary of Activities:</b> Parenting Classes and Open Technology Access.</p>                                                                                       |                                                                                 |

|                                                                                                                                                                                                                                                                                        |                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <p><b>Goal 7:</b> <i>The program will provide opportunities for parents to expand their technology and job-related skills.</i></p>                                                                                                                                                     |                                                                              |
| <p><b>Measurable Objective:</b><br/>7a. Classes to expand the job related skills of parents such as for a Certified High School Diploma; GED, technology training, ESOL, and Study Skills will be offered at the three programs, as needed.</p>                                        | <ul style="list-style-type: none"> <li>▪ Class attendance records</li> </ul> |
| <p><b>Measurable Objective:</b><br/>7b. A minimum of 25 of the parents of participating students will attend classes develop technology skills and minimal competencies as defined by local business and industries checklist delineating requisite entry-level employment skills.</p> | <ul style="list-style-type: none"> <li>▪ Class attendance records</li> </ul> |
| <p><b>Summary of Activities:</b> Open Technology Access.</p>                                                                                                                                                                                                                           |                                                                              |

The program will concentrate on achieving specific goals, yet will remain flexible enough to allow for consistent delivery of services to clients who enter the program at any time, and also to respond to significant community needs, unforeseen learning opportunities, and changes that need to be made to improve the program and meet the needs of the diverse needs of the targeted population based on evaluative data. The following timeline serves as an overview of activities, services, and milestones to be provided during the three year program period (July 1, 2003- June 30, 2006) Based on project evaluations, changes will be made and implemented for years two and three of the project:

| <b>Action Plan</b> |                                                                                                                                                                                                                                                          |                                                 |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Month              | Activity                                                                                                                                                                                                                                                 | On-going Activities                             |
| July 2003          | -Inform partners and community of award:<br>- staff recruitment and selection begins;<br>-Advisory Board meets;<br>-evaluation instruments developed                                                                                                     |                                                 |
| July – August 2003 | -Development of program materials begins;<br>- identification of at-risk with aggressive recruitment program (based upon available academic profiles)                                                                                                    |                                                 |
| August 2003        | -After-school programs begin at Kennedy and BGC                                                                                                                                                                                                          |                                                 |
| December 2003      | Winter break program                                                                                                                                                                                                                                     | -Student recruitment will be on-going           |
| March 2004         | -Spring break program;                                                                                                                                                                                                                                   | -Weekly staff meeting at each program site      |
| April 2004         | -Summer Program planning begins                                                                                                                                                                                                                          | -Monthly staff meeting with program coordinator |
| May 2004           | -Registration for summer program;<br>-Evaluation of T-CAP test data for program evaluation purposes;<br>-Evaluation and review for program changes implementation;<br>-After-school program ends                                                         | -Data collection                                |
| June 2004          | -Summer program begins                                                                                                                                                                                                                                   |                                                 |
| July 2004          | -Summer program continues<br>1 <sup>st</sup> year program evaluation completed and submitted to appropriate agencies and distributed to stakeholders;                                                                                                    |                                                 |
| August 2004        | -Summer program ends<br>-After-school program recruitment<br>-After-school program begins                                                                                                                                                                |                                                 |
| September 2004-    | -ENCORE III and EXCEL Programs continue through the end of the grant cycle.<br>-The advisory board, school system central office personnel, school administrators, and the grant writer will be continuously planning for the sustaining of the program. |                                                 |

*Iib. Identify activities and project plan to address the academic and developmental needs of the targeted, at-risk population.*

The primary structure of the programs will focus on providing high quality extended after-school programs and summer opportunities for participating students and their parents by partnering with and utilizing public school facilities and the facilities of the Boys and Girls Club of Greater Kingsport. Extended learning opportunities will assist the targeted population in increasing academic achievement, and enhancing physical, social, and emotional growth. Many of the identified at-risk students who will be recruited for the program are “latchkey” children often left unsupervised by their families for extended periods of time. The basic outline of the program will be duplicated at the two with adjustments made in each program site in order to accommodate developmentally appropriate activities for each age group served by a particular program.

**Extending school hours:**

1. At Kennedy Elementary School hours will be extended from 3:00 p.m., the current ending time for the school day, until 5:30 p.m. At 5:30 students will have the option to be transported to the BGC for a full course meal and recreational activities until 7:30 p.m.
2. The program at BGC will begin at 2:45 p.m., when the Club opens, and will run until 7:30 p.m. Students in this group will have a nutritious snack and a USDA approved meal. The BGC will also provide educational/cultural opportunities to all students involved in the project on Saturdays. Transportation will be provided for students involved at Kennedy so they will have the opportunity to participate and take advantage of these experiences.

**This extended scheduling will enable students to participate in activities such as the following:**

Academic Enrichment Opportunities: technology applications such as: Accelerated Reader and the Rosetta Stone (a particularly effective program for students speaking English as a second language), and activities such as 5<sup>th</sup> Quarter Basketball (a program in which the final score is dependent upon both academic knowledge and skill).

Science and Math Tutoring and Enrichment: hands-on learning experiences to supplement and strengthen the student's classroom performance, specifically in the content areas of science and math. This "hands-on" approach will assist the students in translating and transferring abstract concepts into meaningful activities related to the student's world.

Organizational Skills and Homework Clinic: systematic (weekly at Kennedy and bi-weekly at BGC) staff contact with classroom teachers of participating students for the purpose of determining student performance and needs; daily assignment book checks, training in and development of organizational management and study skills, and daily assistance with homework in a focused learning environment.

Open Technology Access: students will be trained and encouraged to utilize technology labs and computers during extended hours.

Open Library Research /Study: extended library hours will be available daily to afford both students and parents the opportunity to check out books and work with community volunteers on reading skills and/or conduct. The BGC also has a limited library on site for participants and their parents use. Regular trips to the Kingsport Library will be scheduled for the participants.

Leadership Classes and Teambuilding: activities and program designed to build cohesiveness among the students while promoting cooperation among members, interpersonal skills, respect for others, and team building.

Enrichment Classes in the Fine Arts: sessions in lifelong leisure activities such as: art, music, and drama with emphasis on activities in clay, drawing, painting, storytelling, calligraphy, and guitar.

Personal Health Classes: enrichment opportunities which focus on developing and maintaining healthy bodies and minds through classes in nutrition, personal enhancement, exercise, fitness, and personal grooming.

Red Cross Babysitting/First Aid/CPR: classes provided by the local Red Cross chapter designed to train adolescents in becoming competent babysitters and in acquiring knowledge relative to First Aid/CPR.

Physical Activities: classes such as karate, weightlifting, basketball, volleyball, and dance. The BGC will also provide recreational and organized team sports program. These services will be provided to any program participant and transportation will be provided to the BGC from Kennedy at the conclusion of these programs at 5:30 p.m.

**Use of public schools and BGC facilitates:** for similar programs (as listed above), during school vacation periods, i.e. summer break and selected holidays. Summer programs, at each site, will emphasize and explore a different curricular emphasis each week focusing on Science, Math, Language Arts, Social Studies, Music, Art, and Technology, each week being comparable to Science Camp, Math Camp. etc. Programs will extend learning through guest speakers, hands-on activities, and field trips. Additionally, the summer program will provide activities such as water sports, hiking, games, and educational and enrichment field trips. (In the event,

Kennedy does not have a sufficient enrollment to justify the summer break or selected holiday programs, transportation will be provided to the BGC so that every interested child has access to year-round services.)

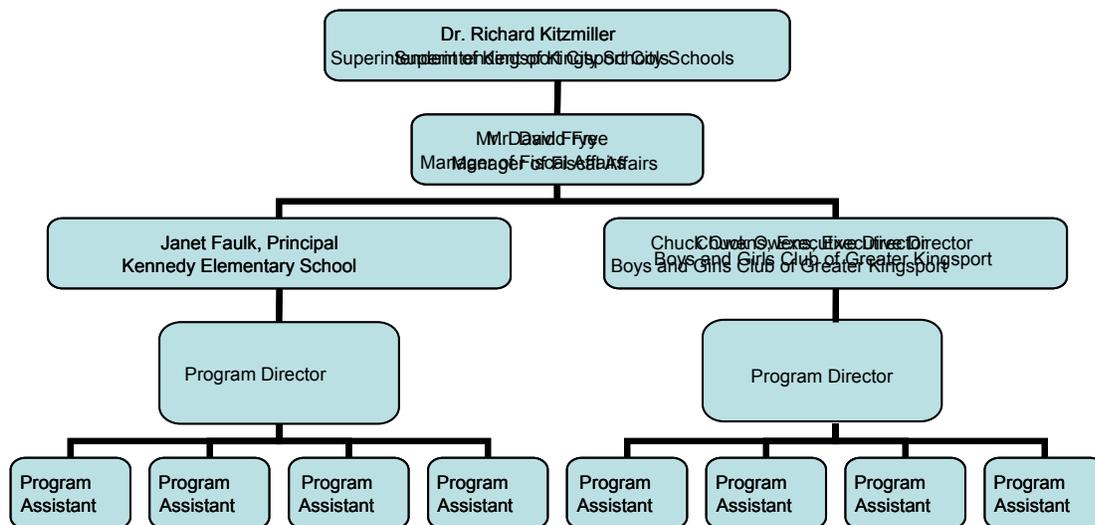
**Nutrition education** will also be incorporated into the program. Following guidelines delineated for childcare agencies, a daily nutritious snack for each participant will be provided. Any participant transported to the BGC facility will have an opportunity to be fed a nutritionally balanced meal approved by the USDA. Additionally, enrichment classes in cooking will be offered with a focus on teaching the students how to cook foods that are both easy and healthy.

**Classes and activities for parents and guardians** of the participating students will be provided at each site. A recruitment strategy will be to use parent conferences scheduled three times during the school year to provide information regarding the available parent classes and activities. A variety of classes will be offered on selected nights throughout the year. Many of the targeted students' parents are currently unemployed. This program will offer classes designed to assist parents in strengthening and acquiring **employment skills**, enabling them to better their level of employment. An additional focus will be that of providing a variety of parent training classes. Examples of adult classes to be offered are *Parent Training* (such as Systematic Training for Effective Parenting, S.T.E.P. , a program grounded in scientifically based research), *Computer and/or Technology* skills training (basic keyboarding/word processing/multimedia applications.) Developing coping skills for parents (ADHD/teenage sexuality/drug awareness), basic literacy education programs, and GED classes, will also be offered as needed. Additionally, the BGC has been funded by the East Tennessee Foundation to conduct a parent skills/literacy program. The objective is to make a difference in the quality of time that parents and children spend together and to improve the parent role in modeling for their

children. At the first meeting of this program over 130 parents participated. Since its inception in September of 2002, participation records indicate over 750 parents and children had taken part in this program at the Club. This program can be duplicated at the Kennedy.

**Transportation services:** will be provided for students/parents who have no other means for attending the programs. NO child will be excluded from the program because of lack of transportation. Kennedy and BGC are located near the center of the target housing areas. Kennedy is located in an economically challenged neighborhood. Transportation will be available for those in need of this service. Kennedy will contract for a district bus and the BGC has 3 buses and vans to provide transportation. These buses/vans will transport students to their residences as needed. These buses/vans will also be used to transport students for educational and enrichment field trips.

*Describe the project staff and volunteers and provide information regarding on-going professional development.*



Qualified personnel are crucial to the success of the program sites. The program directors will be fully credentialed teachers who will work on a 12-month contract. The program directors will be responsible for the overall program operations and will assume leadership with

the various constituents of the program, complete paperwork for licensing, handle orders for materials and food, and be responsible for all fee collections and financial management. The program directors will schedule enrichment classes, community volunteers and teachers, and parent programs and classes. They will also collaborate to meet the needs of families participating in the two programs by attending multidisciplinary teams of all eligible special education or identified at-risk student. (Job descriptions will be available upon request.)

At each site, part-time educators and college students will be employed throughout the school year in the child-care/after-school supervision portion of the program. Kingsport City Schools is working in collaboration with King College, located in Bristol, Tennessee, to place education majors at Sevier and Roosevelt to function as tutors. These students will also be used for summer enrichment programs. They will be working to create materials and activities for hands-on centers focusing on math and science under supervision of KCS personnel. As the programs continue to grow, we will be seeking to create further partnerships with East Tennessee State University, Milligan College, and Northeast State Community College. The BGC can also be included as a placement sites for these students. These program assistants will provide tutoring and homework assistance to the students, in addition to leading recreational and enrichment activities on a daily basis. Program Assistants will be recruited from among the community, teacher assistants, teachers, and college students from the area colleges and universities.

The directors and staff of the programs will be provided with many opportunities for professional development. Staff will all be required to become Red Cross certified in Safety, First Aid and CPR. There are also many chances to participate in the trainings offered by the school system, i.e. blood-borne pathogens, gang and drug awareness, instructional

strategies/technology. The program directors will also schedule and conduct training classes for the Directors and Program Assistants in areas which are not addressed in the previous formats and are required for program quality and success. Program personnel will all also attend by state and national meeting as required by the Tennessee Department of Education.

### **III. Collaboration/Partnerships**

*IIIa. Identify and describe the collaborative partnerships to be formed to provide services to the targeted population. Include one Collaboration/Partnerships form for each site of the proposal.*

The collaborative partnerships that have been formed during the writing of this proposal between Kennedy and the Boys and Girls Club have been uplifting and encouraging. Building on the relationship we have developed, and previous partners in the existing programs, a network of partners has been created. Although there are separate listings for each site, these partners are dedicated to the advancement and progress of the children in each of these programs. By utilizing the resources of the greater Tri-Cities area, the students and families of Kennedy and Boys and Girls Club will be exposed to music, theatre, museums and numerous other volunteers and volunteer agencies who will provide on site experiences to the “outside world”.

*IIIb. Provide a detailed plan for all partners working together to ensure student/project success.*

It is proposed that to a diversity of perspectives will be ensured and facilitated through an Advisory Council composed of representatives from the participants’ parents/guardians, school administration and faculty, collaborating interagency organizations and our other identified partners. The purpose of this council will be to provide feedback relative to program effectiveness and desired program modifications, additions, deletions, etc. These representatives will view their primary responsibility as that of assisting program staff in continuous refinement and improvement of the overall program. The Advisory group will meet prior August, January,

and May to review and make any changes prior to the beginning of new sessions: back to School, second semester and summer programming.

*IIIc. Describe the procedure for communicating and sharing information among partners.*

The Program Directors will meet monthly, or more often, for communicating and sharing of pertinent information. This process will ensure sharing of best practices and other integral information regarding the programs. Newsletters will be created quarterly to inform stakeholders of highlights and accomplishments of the consolidated programs.

#### **IV. Continuous Improvement Plan**

*IVa. Provide an improvement plan that is tied to objective performance measures that are clearly related to the intended outcomes of the project.*

The ENCORE III! and EXCEL! project evaluation will assess the program's efficiency in meeting the stated goals and measurable objectives. The evaluation model will be based upon the Annual Performance Report prepared by John Sevier for the U.S. Department of Education while operating under federal funding, 1999-2002. The evaluation will have several components:

**Component 1:** The evaluation data will be collected through anonymous surveys completed by students, parents/guardians, and teachers having students involved in the program.

Information gathered will be relative to:

- program success
- program environment
- support and encouragement for academic areas
- technology
- promotion of health physical and emotional growth

**Component 2:** The second component will be composed of revisiting the program to objectively review data for planning adjustments to the program design looking at both positive and negative aspects. Information gathered will be relative to:

- data evaluation
- budget review
- community collaborations

**Component 3:** The third component will be composed of information regarding each center of operation. This process will look at specific numerical data for each center:

- program success
- program environment
- support and encouragement for academic areas
- technology
- promotion of health physical and emotional growth

Evaluations will be used to monitor and adjust the program as the stakeholders deem appropriate. The absolute priority is for the children to meet and exceed the state and local standards in core curriculum areas. Internally, program goals will be revisited prior to advisory council meetings. This revisiting will review the program objectives, the status of objectives, and any changes that need to be implemented. This information will be used to measure progress and serve as a basis for making program modifications or benchmarks of progress.

Scores accumulated from progress reports, report cards, TCAP and Gateway examinations will be used to gauge participants' academic improvement.

When each student registers for the program they will complete an application with updated demographic information to be kept on file. Staff will then collect all data and information regarding each student. The Counseling Centers at each school will provide information on these students such as test scores, behavior, etc. The teachers of each student will be contacted by the Program Director to develop a needs assessment. This information will be reassessed each 6 week grading period to identify the strengths, weaknesses, and successes of the each program participant. Staff will contact each participant's teacher on a weekly basis from Kennedy. The Boys and Girls Club Site will contact their participants' teachers on a bi-weekly basis.

The parents/guardians of the participating students will be asked to complete a survey twice a year, at the end of each semester. The students will also complete a survey regarding the program. This will allow the staff to identify the strengths and weaknesses of the overall programs and track the progress and success of ENCORE! and EXCEL!

To ensure the quality of programs, an outside evaluator from an educational institution or a professional organization will be hired to review the collected data and evaluate the success of programs.

*IVB. Applicants must agree to participate in the Annual Performance Reporting process and identify the person responsible for collecting and reporting this information. Provide a description of how the ARP information will be used for program improvement/ modification*

The Kingsport City Schools 21<sup>st</sup> Century Community Learning Centers will participate in the APR process. The Coordinator will also implement procedures to enhance the process. The APR information is a tremendous way to view the successes of a program. They also help us to see where we can improve our programs. There will be a parent/guardian and student questionnaires for all participating families. This will allow another way to examine our success and areas that need improvement. If there is an area which does not seem to be effective as it could be, the APR will show what objectives and goals we need to modify.

#### **SITE LOCATION/TRANSPORTATION/SAFE PASSAGE**

√ A detailed transportation plan is addressed on page 17.

#### **SPECIAL NEED/ PRIVATE SCHOOL STUDENTS**

√ Services will be provided to any special needs students or private school students that are in the same target population as students receiving services under the 21<sup>st</sup> CCLC program. Services will also be provided to any ESOL student or parent requesting services. Special accommodations will be provided, as needed.