

21st Century Community Learning Centers Grant Application

Submitted to the Tennessee Department of Education

March 29, 2019

Douglas-Cherokee Economic Authority, Inc.

534 East First North Street

Morristown, TN 37814

Table of Contents

Statement of Need	3
History and Experience	17
Successes and Lessons Learned	21
New Project Components	44
Recruitment and Retention	56
Transportation	67
Nutrition and Physical Fitness Activities	74
Performance Goal Activities, Communicating Results, and Professional Development	84
Partnerships	171
Sustainability	182

Statement of Need

Introduction: Douglas-Cherokee Economic Authority (DCEA), a nonprofit community based organization, provides education programs, social services, and affordable housing that help people move from poverty to economic, social, and personal stability. Our 21st Century Community Learning Center Project will serve eight schools in three contiguous east Tennessee counties - **two middle schools** (Horace Maynard in **Union County** and Lincoln Heights in **Hamblen County**) and **six elementary schools** (Luttrell, Maynardville, Paulette in Union County; Bean Station in **Grainger County**; and Union Heights and Lincoln Heights in **Hamblen County**). Paulette and Horace Maynard Middle are new schools for the 2020 grant cycle; the others were served in the prior grant cycle. Union and Grainger counties are 100% rural, while Hamblen's schools are mixed. Union Heights is a "rural fringe" school, while Lincoln Heights Elementary and Middle schools are classified as "small city."

Meeting the Absolute Priority: The target schools primarily serve students who attend schools with a high concentration of low-income students. **All schools are eligible for Title 1 school-wide designation because at least 40% of the students qualify to receive free or reduced-cost meals through the National School Lunch Program (Table 1, % Free/Reduced Cost Meals).** **Priority/Focus Schools:** 45 students to be served in Horace Maynard Middle School represent 12.5% of the total number of students to be served in all schools (360). This school, on the State's current list of "Additional Targeted Support and Improvement Schools" (a portion of the Focus Schools designation), is implementing targeted support and improvement. All target schools also meet additional Absolute Priority criteria by serving students at risk for

academic failure, dropping out of school, involved in delinquent activities or who lack positive role roles. We will also serve the families of these students.

Conducting the Needs Assessment: DCEA has operated 21st Century Community Learning Centers programs for 16 years and Lottery for Education Afterschool Program-funded programs for 14 years. During this time, we have developed **strong mutually supportive relationships with teachers, principals, district administrators, parents, students, and community partners.** Prior to applying for the grant, DCEA assembled a **planning team.** The team included the Project Director, Site Coordinators, and Tutors (the Project's term for "Teachers"); each school's teachers and principals; senior level school district staff; eligible students enrolled in the schools and their parents; community partners; and DCEA's Executive Director and Planning Director.

Identifying Other Children/Youth Programs to Coordinate with and/or Avoid Duplication: DCEA's extended learning programs in Hamblen, Grainger, and Union counties serve 192 students enrolled in five schools funded by a Lottery for Education Afterschool Program grant and 480 students enrolled in ten schools funded by two 21st Century Community Learning Centers grants. Our proposed project's administrative staff manages and coordinates afterschool service delivery in all schools. These afterschool programs are the only **free extended learning programs** focusing on academic enrichment in the counties. The Boys and Girls Club and Girls, Inc. operate afterschool and summer programs in Hamblen, but these programs charge fees, and their staff members do not have the opportunity to communicate daily with school teachers about students' learning needs. We inform parents and students about summer activities offered by the Clubs and the fee structures. Union and Grainger do not have Boys/Girls Clubs or other youth academic enrichment programs either afterschool or in the

summer. Each year, the Tennessee Department of Education offers competitive Read to be Ready grants. Only schools (not community organizations) are eligible to apply. The grants fund free four-week summer reading camps for disadvantaged students. In 2019, three of our target schools received this funding (Luttrell Elementary, Maynardville Elementary, and Paulette Elementary). We will coordinate with all Read to be Ready programs that are funded in the next grant cycle to ensure that our afterschool students participate. All counties offer year-round outdoor recreational/fitness activities for families in parks surrounding Cherokee Lake (Grainger, Hamblen) and Norris Lake (Union County). Public libraries in all counties offer year-round family as well as summer reading programs. We consulted with the private schools in each county. Private schools did not wish to participate in our program at this time.

The **objective needs assessment** analyzed the most recent social, economic, and educational data available to identify counties, schools, students, and families in the East Tennessee region (our agency's primary service area) with the **highest need for the Project's services**. Need factors included: schools having at least 40% of students qualifying to receive free or reduced-cost meals through the National School Lunch Program (Title I school-wide designation); schools that are designated as a priority or focus school; schools with large percentage of students at risk for academic failure, including dropping out of school; and behavioral risk factors (including lack of strong positive role models and involvement in criminal or delinquent activities). We also considered cultural and language barriers to academic and social success faced by Hispanic/Latino English Language Learners and their families.

Identifying Priorities for the New Grant Cycle: After the highest needs schools were identified, planners conducted surveys, interviews, and focus groups with teachers, principals, special programs staff, community organizations, and student and parent representatives (eligible

for the Project) from the schools to learn in detail the needs/strengths of eligible students, families, and schools and how the Project could best **address the needs of students who are the furthest behind**, using strategies that are based in scientific research. We reviewed the prior year's 21st Century Community Learning Center performance goals and our performance in each area for the schools we currently serve – academic, behavioral/social emotional, attendance, and family engagement (discussed in detail in Prior Experience). Team members then came up with new or improved activities and strategies that would build on strengths and improve weak areas (discussed in Lessons Learned/New Project Components).

Table 1: Key Student Need Factors for 21st CCLC Services ED=Economically Disadvantaged					
Target School/ County & Grades to Be Served	No. Enrolled In Grades to be Served	% Eligible for Free or Reduced Cost Meals (Title 1 Students)	% Limited English Proficient (English Language Learners)	% Proficient/ Advanced Reading/ Language Arts	% Proficient/ Advanced Math
Luttrell Elementary (Union) K-5	293	78.4%	1.7%	All 21.6%	All 17.4%
			5 students	ED 14.6%	ED 14.6%
Maynardville Elementary (Union) K-5	350	71.7%	1.14%	All 25.1%	All 27.3%
			40 students	ED 25.6%	ED 25.3%
Paulette Elementary (Union) K-5	380	61.9%	1%	All 33%	All 28.2%
			4 students	ED 26.1%	ED 25%
Horace Maynard Middle School (Union) 6-8	661	58.4%	0.6%	All 23%	All 23.3%
			4 students	ED 16%	ED 16.1%
Bean Station Elementary (Grainger) K-6	430	67.4%	5.3%	All 27.4%	All 27.1%
			20 students	ED 16.3%	ED 14.4%

Union Heights Elementary (Hamblen) K-5	296	60%	5.19% 16 students	All 31.7%	All 41.4%
				ED 19.7%	ED 28.8%
Lincoln Heights Elementary (Hamblen) K-5	530	96.5%	40% 212 students	All 25.1%	All 34.7%
				ED 22.8%	ED 28%
Lincoln Heights Middle (Hamblen) 6-8	605	85.5%	15% 91 students	All 24.5%	All 27.2%
				ED 24.2%	ED 25.6%
School Total or Average	3,845 Total	72.4% Average	395 Total	All 26.4% Average	All 28.3% Average
				ED 20.6% Average	ED 22.2% Average
TN	Not relevant	36.1%	4.6%	All 32.8% Average	All 33% Average
				ED 18.4% Average	ED 18.8% Average

Data Source: Proficiency data and all data for the State: *2017/18 Tennessee Report Card*. All other data: Principals provided the District's official data for each need factor, including the Economically Disadvantaged factor (% eligible for Free and Reduced Price Meals in the table), using the multiplier provided to each school by the United States Department of Agriculture to obtain the "Identified Student Percentage," eligible for the meals. Union Heights was not listed on the State's list of Statewide Title 1 Schools. We asked Extended Learning staff if we could serve this school. They responded that we could serve the school if we provided data from the school district that confirmed that **at least 40% of students are eligible for Free/Reduced Meals. The principal of Union Heights confirmed district-reported data showing that 60% of students qualify for Free or Reduced Cost Meals.**

Risk of Academic Failure and Dropping Out of School: Table 1 shows extremely low rates of proficiency in reading/language arts (averaging 26.4%) and math (averaging 28.3%) for all students and even lower rates for students who are economically disadvantaged – averaging 20.6% in reading/language arts and 22.2% in math. In most instances, individual school rates are lower than the State's rates, which are also extremely low. Target schools will find it challenging to achieve the State of Tennessee's goal for 2025 -- 75% of third graders will be proficient in reading. Students in the target schools are also falling behind in terms of achieving

the State's 21st CCLC goals for the 2020 grant cycle – 40% proficiency or higher in reading/language arts and math. All members of the planning team agreed that low proficiency in reading/language arts is especially troubling since reading is the foundation for all learning. According to *Setting the Foundation: A Report on Elementary Grade Reading in Tennessee* (Tennessee Department of Education, 2016), “More than half of our students cannot understand what they read by the end of fourth grade. Our failure to help them become proficient in reading means they will fall behind in every subsequent grade” (p. 7). Students with poor math skills in the early grades will not be able to master higher math in high school and will be shut out of good-paying jobs in STEM fields that are in great demand in our area, such as health care. Poor academic performance/failure is strongly correlated to eventual dropping out of school (Social Solutions, *Early Warning Signs in Education and Lowering the Dropout Rate*, 2016).

Planning Team Priority: All principals and teachers recommended that our programs focus on building reading/language arts and math skills and suggested steps we could take to more closely connect our afterschool learning with each grade's curriculum. This will involve improvements in our staff development activities in math/reading/language arts instructional strategies. Our students have told us that they look forward to creating projects that build math and reading skills. Parents stated a high interest in learning practical ways to help students build math and reading skills at home. Community partners suggested ways they could present information or lead activities that foster reading and/or math skills, including information about occupations that require math/science.

English Language Learners (ELL): Table 1 shows that Lincoln Heights Elementary (40%) and Lincoln Heights Middle (15%) have a substantial number of students with Limited

English Proficiency. English Language Learners in general perform below native English-speaking peers in reading; some attain higher proficiency in math than do their native peers.

Planning Team Priorities: Planners identified a need for afterschool reading/language arts and math activities to be implemented in a way that takes into account the schools' language goals for English Language Learners, while respecting the traditions and culture of students and families. Other needs of families with Limited English Proficiency are described in a later section.

Homework: Teachers in all schools reported that from 40% to 60% of students do not complete homework as assigned and that consistent homework completion with accuracy is the best way to raise grades in a short time. Teachers and parents also stated that the majority of parents do not help students with homework. Almost all parents agreed with this parent's comments: "Things have changed a lot since we went to school and it is hard to help children when they are taught a different way."

Planning Team Priorities: In addition to building academic skills and knowledge, homework assistance will help students develop good study habits and perseverance. Parents will benefit from learning tips on how to help their child with homework. Teachers, parents, and students stated that homework time should be more individualized, with less time spent for younger students.

Socioeconomic Needs: The target schools' high percentage of students **eligible for free or reduced price meals (Table 1)** point to a need for our programming to take into account the social, economic, and academic needs of economically disadvantaged students and families.

Key data by census tracts where our families live in the counties show low educational

attainment levels (averaging 76.6% with a high school credential), high family poverty rates (averaging 37.1%), and low labor force participation (averaging 53.3%). On average, 24% of families are headed by single females with no husband present.

Table 2: Key Family Data Illustrating Need for 21st CCLC Services					
School and Census Tracts (CT)	% Families Poverty	% Adults with High School or Higher	% Adults with Bachelor's Degree or Higher	% Single Parents	% Adults in Labor Force
Lincoln Heights Elementary and Middle (CT 1003 Hamblen)	62.3%	67.7%	7.2%	44%	57.4%
Union Heights (CT 1002 Hamblen)	29.6%	82.1%	9.7%	27%	57.1%
Bean Station Elementary (CT 5004.1 Grainger)	30%	81.3%	5%	23%	50.8%
Luttrell Elementary (CT 401 Union)	37.4%	75.1%	5%	15%	50.8%
Maynardville Elementary (CT 402.1 Union)	20%	75.4%	9.3%	18%	49.3%
Horace Maynard Middle (all CTs, one middle school in county)	33%	77.2%	8.8%	17%	50.7%
Paulette Elementary (CT402.02 Union)	43.6%	78.3%	8.9%	14.8%	54.9%
Average	37.1%	76.6%	6.7%	24%	53.3%
U.S.	25%	87.3%	30.9%	24%	63.4%

Source: American Community Survey, 2017

Planning Team Priority: All planning team members agreed with this statement: *To help our students overcome barriers caused by economic hardship, we must address the needs of the whole child and family, including basic needs (housing, food, clothing, transportation), employment needs, emotional needs, academic needs, behavior needs and the need for parental support, including the special needs of single parents.* Our schools are working hard to improve family engagement. School planners and parents helped us develop ideas to improve the quality of family engagement in our Project in ways that will also benefit the schools' efforts. Parents

indicated that assistance with transportation home from afterschool would greatly improve their child's attendance in the program.

Needs of Hispanic/Latino Families: In Hamblen County, 237 Hispanic/Latino families live in Census Tract 1003 (Lincoln Heights Elementary and Middle School); 257 live in Census Tract 1002 (Union Heights). In Grainger County, 5 Hispanic/Latino families live in Census Tract 5004.01 (Bean Station Elementary). In Union, 6 Hispanic/Latino families live in Census Tract 401 (Luttrell Elementary); 7 Hispanic/Latino families live in Census Tract 402.01 (Maynardville Elementary), 52 Hispanic/Latino families live in all census tracts (Horace Maynard Middle School); and 25 Hispanic/Latino families live in Census Tract 402.02 (Paulette Elementary). Hispanic/Latino families in the three counties have the highest poverty rates (average: 60%) and the lowest educational attainment rates of all families (average: 3% with a bachelor's degree or higher and 69% with a high school diploma or higher). **40% of the families do not speak English well enough to communicate effectively with non-Spanish speakers in the community.** Source: *American Community Survey*, 2017.

Planning Team Priority: Teachers identified the need for time for students with limited English proficiency to practice language skills in a friendly setting. All schools cited a need to help students with limited English understand and complete homework assignments and to help their parents understand the importance of completing homework. As one teacher said, "Many of our parents struggle to communicate with the school due to language barriers." Parents were interested in learning about how to access community services and adult English as a Second Language /Citizenship classes. Our Project will continue to provide easy to read parent materials in both English and Spanish, employ bilingual staff at schools with large numbers of Hispanic

students (Lincoln Heights Elementary and Middle), and offer translation/interpreter services to all students/families when needed.

Behavior: No target school expelled students. Economically disadvantaged students had the highest in-school and out-of-school suspension rates of all students. **Suspension Rates for Students** (Source: Tennessee Department of Education, *Discipline Reports*, 2017/18).

Elementary Schools: Lincoln Heights (4.7% for all students; 7.5% for economically disadvantaged students); Luttrell Elementary (4.8% for all students; 7.6% for economically disadvantaged students); Maynardville Elementary (1.4% for all students; 3.5% for economically disadvantaged students); Union Heights Elementary (5.4% for all students; 9.4% for economically disadvantaged students); Bean Station Elementary (0% for all students and for economically disadvantaged students); Paulette Elementary (7.7% for all students; 13% for economically disadvantaged students). **Middle Schools:** Horace Maynard Middle (41.9% for all students; 52.5% for economically disadvantaged students); Lincoln Heights Middle: (42.1% for all students; 44.2% for economically disadvantaged students). **Comparative Data:** State suspension rates for all students (11.9%); for economically disadvantaged students (18.3%). **The middle school suspension rates are more than double the State's rate.** The suspension rates for target elementary schools are lower than the State rate, but it is important to note that the State's rate is higher because it includes all students in K-12. Any K-8 student who is suspended rather than supported through behavioral health support is “at greater risk for negative outcomes in the areas of social-emotional development, behavior, health, and education” (Child Health Development Institute of Connecticut, *From Suspension to Support in the Early Grades*, September 2017). According to the schools, suspension rates do not reflect the full range of students' **behavioral challenges**. Principals and teachers in each target school identified

students' behavioral and attitude problems. Common to all schools: disrespectful behavior to teachers and peers, lack of attention/focus in the classroom, apathy (resulting in little or no class participation), fighting, bullying, defiance, and inappropriate language/communication with peers and authority figures. Middle schools reported the largest number of behavior issues. 96% of offenses involved classroom disruption and violation of school rules. All teachers reported that many behavioral problems stem from students' exposure to Adverse Childhood Experiences, such as emotional abuse, substance abuse, divorce, domestic violence, bullying, and poverty. Adverse Childhood Experiences can result in trauma/mental health challenges for children. Over 36% of children age 17 and under in the three counties (compared to 27.5% in Tennessee) reported two or more Adverse Childhood Experiences (Tennessee Department of Health, 2015). All counties have child abuse/neglect rates that are higher than the state rate of 4.9%. **Hamblen:** 5.3%, **Union:** 6.5%, and **Grainger:** 5.9%, Source: *Kids Count*, 2017. **School personnel estimated that over half of students do not have a strong positive role model in their life.**

Depression, Substance Use, and Suicide: Middle schools in the State do not participate in the Center for Disease Control's *Middle School Youth Risk Behavior Survey*, but *Tennessee's High School Youth Risk Survey* (2017) reveals that 16.5% of students seriously considered attempting suicide, while 2.9% made a suicide attempt that had to be treated medically. Suicide in the second cause of death among the State's teens 10-19 (Tennessee Department of Health, 2018). 31% of students reported feeling sad or hopeless almost every day for 2 weeks or more. 26% currently drank alcohol, and 18% currently used marijuana. These results are applicable to any Tennessee high school, including the high schools in our target counties (which our elementary and middle schools feed into).

Drug/Opioid Abuse: The three counties report very few deaths from drug overdoses, including opioid overdoses (1-2 in all counties in 2017). But all counties have a significant number of non-fatal overdoses. The table shows the number and rate of nonfatal drug overdoses, the majority of which involved opioids alone or in combination with other drugs or alcohol. The table also shows the number and rate of babies born addicted to drugs as a result of the mother's drug use. Grainger and Union have more than twice the state rate, while Union's rate is more than three times the state rate. Young adults ages 18-32 have the highest rates of drug abuse/overdoses.

Risk Factor	Grainger	Hamblen	Union	TN
Number of nonfatal overdoses and rate per 100,000, outpatient visits	38 no. 187 rate	135 no. 219 rate	44 no. 250 rate	15,001 no. 232.8 rate
Number of nonfatal overdoses and rate per 100,000, inpatient visits	28 no. 112 rate	74 no. 114 rate	25 no. 125 rate	7,943 no. 114.8 rate
Neonatal Abstinence Syndrome, number and rate per 1,000 live births	7 no. 27.89 rate	21 27.81 rate	10 no. 46.95 rate	13.2 rate

Source: Tennessee Department of Health, 2017

Planning Team Priorities: All planners identified an urgent need to support families' access to mental health services to prevent/treat problems stemming from depression/suicidal thoughts and substance use, as well as other personal or family emotional health challenges. Students will also benefit from hands-on, cooperative activities, such as service learning and participation in the arts, that build self-management/self-control, responsible decision-making, and relationship/communication skills. The high suspension rates for the two middle schools confirms the need for social and emotional learning activities that allow youth going through early adolescence to learn and practice positive, healthy behaviors in a safe setting. Teachers also said that providing more guidance to fifth graders about what to expect in middle school would help improve behavior in middle school. Effective social/emotional strategies, including

positive behavioral supports aligned with school policies, were listed as a high priority need by teachers and principals in all schools and by the majority of community organizations surveyed. All students “felt very good” when they knew they had helped people in need. Planners identified a need to provide community service learning projects and other hands-on activities that help children express themselves without fear of judgement, such as activities in the arts (which also build academic skills).

Chronic Absenteeism: In Tennessee, a student is **chronically absent** if he or she misses at least 10% of the 180 days in the school year for any reason, including suspensions and unexcused and excused absences. **% Economically Disadvantaged Students Chronically Absent (Source: Tennessee Report Card, 2017/18):** Elementary Schools: Luttrell: 15.6%. Maynardville: 11.3%. Paulette: 15.4%. Bean Station: 11.5%. Union Heights: 0%. Lincoln Heights: 0%. Middle Schools: Lincoln Heights: 0%. Horace Maynard: 22.8%. With the exception of Union Heights and Lincoln Heights Elementary and Middle Schools, all schools exceed the state chronic absenteeism rate of 10.3% (K-8) and 13.3% (K-12). **Any student who is chronically absent will face severe hurdles to success in school at any grade level.** Students who are chronically absent in the first grade are much less likely to read at grade level by third grade. **A student who is chronically absent in elementary or middle school is seven times more likely to drop out of high school** (Tennessee Department of Education, *Chronic Absenteeism in Tennessee’s Early Grades*, 2016). According to the Robert Wood Johnson Foundation (*Relationship between School Attendance and Health*, 2016), “fear, depression, social anxiety, and exposure to violence, severe stress, or trauma can trigger mental health issues resulting in chronic absenteeism.” **Chronically absent students are also at risk of being referred to the juvenile justice system for truancy (delinquent status).** *Principals and*

teachers cited a need to help students and parents understand the importance of full attendance and to take common-sense steps to reduce or prevent chronic absenteeism and to provide mental health services when indicated.

Health Factors: In Tennessee, 38.4% of students are obese or overweight (*Kids Count*, 2017). **The obesity/overweight rates for Grainger is 50%, for Hamblen 44.7%, and for Union 46.2%.** Many parents said that they had trouble making healthy, tasty meals on their budgets. We serve many students and families who have never participated in free outdoor activities in local or nearby parks or recreational areas.

Planning Team Priority: There is a need to help students and families to increase physical activity, improve healthy eating habits, and learn easy and useful household budgeting tips.

Children with Disabilities: Number of special needs students by school: Luttrell Elementary: 21.4%; Maynardville Elementary: 18.8%; Paulette Elementary: 21%; Horace Maynard Middle: 12.5%; Bean Station Elementary: 19.4%; Union Heights Elementary: 19.6%; Lincoln Heights Elementary: 19.6%; Lincoln Heights Middle: 16.7%. In comparison, 13.6% of students in all Tennessee schools have one or more disabilities. **Source:** Tennessee Department of Education, *Report Card*, 2016/17. **Planning Team Priority:** All planners agreed that children with special needs will require adaptations to afterschool activities (described in the Recruitment/Retention section), close communication with special needs teachers, and professional development activities to increase our staff members' ability to deliver appropriate services to students with different types of disabilities.

History and Experience, Successes and Lessons Learned

Douglas-Cherokee Economic Authority (DCEA) is a 501 c 3 community action agency with **54 years of experience in successfully managing federal, state, and local funds** that help individuals and families in poverty overcome social, educational, and economic barriers to personal, social, and economic stability. DCEA has continuously and successfully operated afterschool programs funded by 21st Century Community Learning Centers since 2003 and afterschool programs funded by Lottery for Education Afterschool Program funding since 2005. Our \$22 million annual operating budget supports programs serving 29 Tennessee and two Kentucky counties.

Current DCEA Programs	Funding Sources	Key Services
Head Start/Early Head Start	U.S. Department of Health and Human Services (Federal)	Early childhood education, family/community engagement.
Extended Learning Programs	Lottery for Education Afterschool Program, 21 st Century Community Learning Centers (State/Federal)	Afterschool learning for at-risk students, family/community engagement.
Talent Search	U.S. Department of Education (Federal)	Tutoring, career/postsecondary counseling, financial aid assistance to help low-income, first generation middle and high school students enter and complete postsecondary education.
Upward Bound	U.S. Department of Education (Federal)	Tutoring, career/postsecondary counseling, financial aid assistance to help low-income, first generation high school students enter/complete postsecondary education,
Educational Opportunity Centers	U.S. Department of Education (Federal)	Postsecondary counseling and financial aid assistance to help low-income, first generation adults enter/complete postsecondary education.

Tennessee Reconnect Community	Tennessee Higher Education Commission (State)	Proactive advisement to help low-income adults re-enter/complete postsecondary education.
Neighborhood Service Centers	Tennessee Department of Human Services, Community Services Block Grant (State), local funds supplement.	Rental/mortgage assistance, food distribution, job search, case management, access to health services, emergency/crisis needs.
End Hunger Coalition	ConAgra Foundation (corporate/local)	Collective impact initiative to end hunger.
Teen Outreach Program (Sexual Risk Avoidance Education Program)	U.S. Department of Health and Human Services (Federal)	Teen pregnancy prevention (middle and high school students).
Workforce Development and Education Partnership DCEA leads the initiative.	DCEA, local government (Local)	Collective impact initiative to prepare students (K-16) for employment in high-demand sectors in local areas.
Low-Income Home Energy Assistance Program	Tennessee Housing Development Agency (State)	Assistance in paying for utility costs.
Senior Nutrition Program	Tennessee Commission on Aging and Disability (State)	Home-delivered and congregate meals for the elderly and those with disabilities.
Retired Senior Volunteer Corps	Corporation for National and Community Service (Federal)	Transportation and telephone reassurance for homebound seniors
Affordable Housing Program	U.S. Departments of Housing and Urban Development and Agriculture (Federal) Tennessee Housing Development Agency (State)	1,577 units of rental housing for low-income families and seniors.

The agency is governed by a 27-member Board of Directors. An Executive Director oversees the directors of the programs listed above, including the proposed Project. A Fiscal Officer and accounting staff ensure responsible financial management of all programs, including the proposed Project.

Fiscal Management: In prior years, our afterschool programs demonstrated **responsible fiscal management**. Under the direction of DCEA's accounting staff, the Project's Budget/Data Manager tracked budget disbursements, provided source documentation meeting Tennessee Department of Education invoicing requirements, created budget revisions as needed, and acted as a fiscal point of contact between DCEA and the Tennessee Department of Education. DCEA's Fiscal Officer ensured compliance with State financial regulations, EDGAR, Uniform Administrative Requirements, Cost Principles, and Audit requirements for federal awards. We maintained at least a 3-month cash flow to operate the Project prior to reimbursement and drew down funds from ePlan once per month in correlation to expenditures. The Project's budget and accounting records aligned with the approved funding application and reflected the approved line items and amount (with supporting documentation). The Fiscal Officer determined that purchases with grant funds complied with federal cost principles (reasonable, necessary, and allocable). Source documents verified expenditures and ensured that all purchases supplemented and did not supplant. All DCEA programs maintain inventory databases that include all items over \$100 in value (description, cost, location, use and condition, serial number, acquisition dates, disposition date). To ensure internal control, the Project Director signed for expenditures made from the Project. DCEA adhered to its established policies and procedures to authorize, verify, and reimburse travel expenditures and to govern the preparation and approval of budgets and budget amendments. Budget revisions were submitted in ePlan and approved prior to obligating funds. All funds were obligated and liquidated within the approved grant period. Reports/documentation were complete, accurate, and submitted on time. Staff time allocation was accurately documented/verified prior to release of payroll. DCEA uses the ABILA fund

accounting system. The agency has received a clean independent audit each year (attached). Responsible fiscal management will continue.

Administrative and Direct Services: In the prior year, our Project demonstrated effective administration and direct services practices that enabled us to achieve and/or make progress toward achieving our performance goals. All staff are at least 18 years of age and are selected for their physical, mental, and emotional stability and their knowledge of child and adolescent behavior and development. Staff records verify each staff member's educational background, reference checks, criminal Tennessee Bureau of Investigation checks, physical exams and reviews, and inservice training. The Project met or exceeded the Standards for School Age Before and After School Programs (90520-12-01-.15). The Standards require that the director have at least a high school diploma and four years of experience working with adolescents and that at least one staff member in each group shall have a high school diploma. The end of this section describes the qualifications and duties of our staff. **They all exceed the State Standards for education and relevant work experience.**

The Project Director, a Budget/Data Manager, and an Office Manager divide their time equally among three afterschool programs funded by the Tennessee Department of Education: (1) the proposed 21st Century Community Learning Centers Project serving 8 sites in Hamblen, Union, and Grainger counties; (2) another 21st Century Community Learning Centers Project at 4 sites in Hamblen County; and (3) a Lottery for Education Afterschool Program at 5 sites in Grainger and Hamblen counties. All programs work toward the same performance goals, comply with the same regulations and guidelines, have the same direct services staffing structure, and the same data collection and reporting requirements. As a result, administrative services are delivered in a highly cost-effective manner that ensures student success at the sites.

The three staff members account for their time in each program each day through verifiable personnel activity reports. The Project Director makes weekly site visits using the State's Monitoring Tool and the Project's work plan as described in the grant application as the basis for monitoring/evaluating program performance. Each quarter, the Office Manager and Budget/Data Manager also visit the sites to monitor performance and provide the Project Director with additional information about the strengths and weaknesses of program implementation at each site. Monitoring results are shared immediately with Site Coordinators and Tutors, who then take steps to build on strengths and correct weaknesses. Note: Job descriptions including experience required in prior years are at the end of this section.

Successes and Lessons Learned

Successes and Lessons Learned 2014-2016: During the first three years of our current grant, we determined our own goals and objectives. The goals and objectives related to improving academic performance and behavior/social skills. **Key Successes:** With the exception of teacher-reported behavior in the classroom, we met or exceeded our targets each year. On average, 75% of students improved their grades. 46% improved their behavior in school, and 54% improved their behavior at home. 40% of teachers and 74% of parents reported that students improved their social skills. **Lessons Learned:** Each year, our staff reviewed evaluation data (ongoing and end-of-year), sharing highlights with teachers, principals, students and parents, and community partners (our planning team members). Together, we developed ideas and strategies to improve our desired student/family outcomes. Our key lesson learned is that effective, high-quality afterschool programming requires a strong collaboration with all stakeholders and a culture of mutual support. We also learned that staff training and ongoing

coaching in implementing positive youth development strategies can significantly improve student behavioral and academic outcomes.

2017/18 was the first year that program evaluation was based on the State’s standardized performance goals and targets. Outcomes for the four performance goals were shared with our planning team (principals, teachers, students, parents, community partners, and program staff). The team analyzed this data to identify successes, areas for improvement, and new project components in the new grant cycle.

Performance Goal 1: High Academic Performance

Table 1: Improvement in Grades; Proficiency or Higher on State Assessments				
School	% Improving Math Grades	% Improving Reading/Language Arts Grades	% Proficient or Higher on State Assessment in Math	% Proficient or Higher on State Assessment in Reading/ Language Arts
Bean Station Elementary	40%	47.5%	14.3%	28.6%
Lincoln Heights Elementary	43.9%	63.4%	15.8%	0%
Lincoln Heights Middle	81.8%	81.8%	15.2%	6.1%
Luttrell Elementary	59.5%	47.6%	11.1%	27.8%
Maynardville Elementary	65.3%	73.5%	34.8%	21.7%
Union Heights Elementary	52.8%	25%	16.7%	16.7%
Average	57.2%	56.4%	17.9%	16.8%

Source: University of Tennessee SWORPS evaluators, report prepared for the Tennessee Department of Education, 2017/18 school year.

Successes in Improving Grades: With the exception of Bean Station Elementary and Lincoln Heights Elementary, our students exceeded the State’s target of 50% for improvement in

math grades from fall to spring. **All school sites far exceeded the average achieved by all Tennessee 21st CCLC grantees in 2017/2018 – 29.9%.** Overall 57.2% of 21st CCLC students participating 30 days or more for an hour or more each day improved their **math grades**, with Lincoln Heights Middle School reporting the highest gains (81.8%) and Bean Station the lowest (40%).

Students in three schools (Lincoln Heights Elementary, Lincoln Heights Middle, and Maynardville Elementary) exceeded the State’s target of 50% for improvement in **reading/language arts grades** from fall to spring. Overall 56.4% of our students participating 30 days or more (for at least one hour per day) met the State’s target, with Lincoln Heights Middle School reporting the highest percentage (81.8%) and Union Heights Elementary the lowest (25%). **With the exception of Union Heights, the sites exceeded the 29.9% average achieved by all Tennessee 21st CCLC grantees in 2017/18.**

Reasons for Success: Planners observed that the improvement in grades was connected to our program’s focus on daily positive youth development activities, constant encouragement and motivation by site staff, and activities (project-based, service learning) that developed self-regulation and perseverance along with academic skills.

Success in Proficiency or Higher on State Assessments: As shown in Table 1, 17.9% of our students were proficient or above on State **math assessments**, well below the State goal of 40% and the average reported by other 21st CCLC grantees in the State (27.1%). Maynardville Elementary had the highest percentage of students that were proficient or above at 34.8%. The site with the lowest proficiency/above percentage was Luttrell Elementary (11.1%). 16.8% of our students were proficient or above in **reading/language arts** State assessments, again far

below the State goal of 40%. Bean Station Elementary had the highest proficiency rate at 28.6%, while Lincoln Heights Elementary had the lowest (0%).

Lessons Learned: Our program's proficiency levels reflect the extremely low levels of proficiency reported for the schools as a whole (described in Statement of Need). We will not be satisfied until **all our children succeed at the highest possible levels. *All planners agreed that our highest priority need is to increase math and reading/language arts proficiency in all schools.*** Teachers and principals stated that we need to move from providing daily enriching math, reading, and writing activities based primarily on individual school teacher-afterschool staff communications to the implementation of **an afterschool curriculum that is 100% aligned with the school day curriculum meeting State standards.** All planners stated that it was imperative that our program significantly increase staff development in effective reading/language arts and math strategies that will meet the State's Standards and to begin scheduling regular lesson planning time for both Site Coordinators and Tutors. In the past, only Site Coordinators engaged in planning with teachers in the schools, and Tutors did not have sufficient paid time to be oriented to afterschool lesson plans. The New Project Components section describes strategies to increase proficiency, including completely aligning the afterschool curriculum with the schools' curriculum, using volunteers as tutors (especially in reading), increasing collaboration with the schools' reading and math instructional coaches, and offering students more choices in their reading materials. You for Youth (21st CCLC training/technical assistance web site) will continue to be the major resource for staff development in research-based reading/language arts and math approaches and strategies targeted to individual needs.

Performance Goal 2: Positive Behavior Changes that Support Academic and Social Growth

Table 2: Student Behavior			
School	Improved Homework (Timeliness/Accuracy)	Improved Classroom Participant and Behavior	Improved relations with peers
Bean Station Elementary	71%	51.6%	71%
Lincoln Heights Elementary	59.1%	13.6%	40.9%
Lincoln Heights Middle	57.9%	42.1%	57.9%
Luttrell Elementary	64%	28%	80%
Maynardville Elementary	71%	41.9%	74.2%
Union Heights Elementary	68.2%	72.7%	86.4%
Average	65.2%	41.6%	68.4%

Source: University of Tennessee SWORPS evaluators, report prepared for the Tennessee Department of Education, 2017/18 school year.

Homework: Improved outcomes in timeliness and accuracy of homework completion. Overall, 65.2% of teachers reported that our students improved in the timeliness and accuracy of homework completion. No school met the State target of 75%. **Successes:** **Bean Station Elementary, Maynardville Elementary, and Union Heights Elementary exceeded the average attained by Tennessee’s other grantees (67%).** Lincoln Heights Elementary (59.1%) and Lincoln Heights Middle (57.9%) reported the lowest scores, while Maynardville Elementary (71%) reported the highest.

Lessons Learned/Reason for Success: The planning team noted that regular input from teachers is the key to providing successful homework assistance. The teachers who gave high marks to our program’s improvement in this component provided our staff with daily homework

assignments and were available to consult on any challenges/concerns that Site Coordinators or Tutors might have. The New Project Components section describes improved communication methods with teachers and training for Tutors (our teaching staff) on making homework assistance more streamlined and productive based on individual student needs/grade level.

Classroom Participation and Behavior: According to the teachers in the schools, appropriate classroom participation and behavior have an enormous impact on student learning as measured by grades and standardized tests. No school site reached the State's target of 75%. Overall, 41.6% of teachers thought that the program improved classroom participation and behavior. **Reason for Success:** In the higher performing schools for this component (Union Heights and Bean Station Elementary), teachers communicated with site staff much more frequently about behavior issues than the other schools did. As shown in Table 2, the highest scores were reported by Union Heights teachers (72.7%) and the lowest by Lincoln Heights Elementary (13.6%).

Lessons Learned: Our program received school day discipline reports only at the end of the year. As a result, we did not have the information we needed to help students improve their behavior during the current school year. Additionally, our Site Coordinators and Tutors (direct teaching staff) lacked information about each teacher's classroom management strategies and priorities. The New Project Components section describes new methods for receiving school day discipline reports, improved coordination for mental health referrals, new alignment with each teachers' behavior management plans for their classrooms, and new strategies for integrating social and emotional learning into all program activities. We will continue to train staff in trauma-informed strategies and to strengthen this key element of staff development.

Successes and Lessons Learned - Relations with Peers: Planners agreed that peer relations (positive or negative) have a great impact on student goals, decisions, and degree of negative risk-taking. Overall, 68.4% of teachers reported that the program improved student outcomes in relations with peers. The State goal was 75%. Two schools came close to meeting the goal – Maynardville Elementary (74.2%) and Bean Station Elementary (71%). **Successes:** Two schools exceeded the goal – Union Heights Elementary (86.4%) and Luttrell Elementary (80%). Planners cited the program’s successful implementation of positive youth development strategies as the key reason for success in this component. The remaining schools will require significant improvement in strategies to meet this goal – Lincoln Heights Elementary (40.9%) and Lincoln Heights Middle (57.9%). The New Project Components section describes professional development activities that will improve the capacity of our staff to help students form appropriate healthy peer relationships and new communication methods with teachers about students’ peer relationships in the classroom.

Performance Goal 3: Decreased Chronic Absenteeism in School

Table 3: Chronic Absenteeism	
School	% Missing 17 or Fewer Days of School Each Academic Year
Bean Station Elementary	95%
Lincoln Heights Elementary	95.1%
Lincoln Heights Middle	93.9%
Luttrell Elementary	92.9%
Maynardville Elementary	95.9%
Union Heights Elementary	91.7%
Average	91.7%

Source: University of Tennessee SWORPS evaluators, report prepared for the Tennessee Department of Education, 2017/18 school year.

Successes and Lessons Learned: We were very successful in meeting this goal.

Overall 91.7% of students missed 17 or fewer days of school during the academic year, far exceeding the State goal of 75%. School sites had rates ranging from a high of 95.9% for Maynardville Elementary to a low of 91.7% for Union Heights.

Reason for Success: Planners agreed that our program's adoption of the national *Attendance Works* model (also adopted by the school systems and described in Project Design) was the determining factor in our success with this goal. **Reaching the Hardest to Serve:** However successful we were in meeting the State's target, **8.3 percent of students overall were chronically absent and thus at high risk for academic failure, delinquency through truancy determinations, and eventual dropping out.** The planning team learned about research that found correlations between school connectedness and four academic outcomes – attendance, dropout rates, grades, and perceived academic competence (Centers for Disease Control and Prevention, *Fostering School Connectedness*, 2011). According to most parents of our students, our programs are improving school connectedness. On average, 86% of parents said that their child liked school more as a result of attending afterschool, with Bean Station (91%), Lincoln Heights Elementary (95%), Lincoln Heights Middle (95%) having the highest positive ratings, and Union Heights Elementary (70%) the lowest. The New Project Components section describes how we will strengthen our attendance-building strategies with a focus on those students at highest risk for chronic absenteeism.

Performance Goal 4: Family Engagement Embedded in the Entirety of the Program

Table 4: Family Engagement				
School	% program offers useful resources and materials	% program staff always available to parents	% program provides open welcoming environment to families	% overall high level of satisfaction with quality of services
Bean Station Elementary	100%	100%	95.5%	100%
Lincoln Heights Elementary	90%	100%	95%	100%
Lincoln Heights Middle	36.8%	89.5%	100%	100%
Luttrell Elementary	82.6%	78.3%	87%	87%
Maynardville Elementary	80.8%	88.5%	92.3%	92.3%
Union Heights Elementary	85%	85%	95%	95%
Average	79.2%	73.5%	94.1%	95.7%

Source: University of Tennessee SWORPS evaluators, report prepared for the Tennessee Department of Education, 2017/18 school year.

Success: Parents rated our program high in overall program quality. As shown in Table 4, **95.7% of parents who participated in one or more program activities and completed a survey reported they had a high level of satisfaction with the quality of our services. This exceeded the State goal of 80%.** **Lessons Learned/Reason for Success:** Program successes previously described for performance goals 1-3 resulted in overall parent satisfaction with program quality and services. We will continue to improve the quality of our services, as described under the previous performance goals that were evaluated (academics, attendance, behavior/social emotional learning).

Success: We were also very successful in maintaining a welcoming environment for families. Our program exceeded the State goal (90%) for this measure. 94.1% of all parents said that the program provided an open, welcoming environment for families. We have served

our Hispanic/Latino families with success – almost all Hispanic/Latino parents say they feel welcomed and that they have learned how to help their children succeed in school and in the community. **Reason for Success:** All planners agreed that selecting site personnel based on their ability to deliver positive youth development services with care, concern, and respect for students and their families was the foundation for maintaining a welcoming environment.

Lessons Learned: We will continue to recruit and hire warm, friendly staff who are respectful of the strengths of our parents/families. We will also continue to develop the cultural competency skills of staff as they communicate and work with Hispanic/Latino parents and children.

Overall, 73.5% of parents reported that program staff were **always available to discuss individual needs**. This is below the State goal of 90%. **Successes: Two schools attained 100% for this measure (Bean Station Elementary and Lincoln Heights Elementary).** The rates for the other four schools ranged from a low of 78.3% for Luttrell Elementary to a high of 89.5% for Lincoln Heights Elementary. **Reason for Success:** Site Coordinators in the schools that achieved 100% for this component attributed their success to daily intentional practices (developed through staff development and supervisory guidance) that emphasized the importance of being available to parents. **Lessons Learned:** Professional development will hone family engagement skills, including strategies on increasing availability of site staff to parents at any time parents desire contact. Example: Welcome Letter to Parents and each school's Open House/Orientation will emphasize the program's Open Door Policy. We will offer (at a minimum) monthly Parent-Staff meetings to be held in person or by phone (or other means) and at times convenient to the parent. We will also encourage parents to meet more frequently with

our staff. We will increase the use of text and email reminders and check-ins with family members.

Useful Resources/Materials: Half of our parents participated in one or more family engagement activities (which delivered useful resources/materials). The activities included program volunteer (10%); parent education workshop (8%); educational activity with both parents and students (26%); game night (20%); informational meetings/parent conferences (29%); meals (19%); movie night (19%); parties/celebrations/recognition (42%); sports/fitness-related (6%). Parents on the planning team said that recognition and celebratory events were meaningful to families and that most parents would make the effort to attend these – they took great pride in seeing their child being acknowledged for his/her achievements.

Our aim is to increase parent participation in each school each year. **Our main focus will be to improve the usefulness of our resources and materials to parents.** As shown in Table 4, 79.2% of parents said that our program offered useful resources and materials such as workshops that help parents succeed as their children’s first and best teachers. (The State’s goal is 90%). Lincoln Heights Middle had the lowest percentage of parents who said the program offered useful resources and materials (36.8%). The other four schools had rates ranging from 80.8% to 85%. **Successes:** Bean Station Elementary and Lincoln Heights Elementary met or exceeded the State goal (Bean Station: 100% and Lincoln Heights Elementary: 90%). **Reason for Success/Lessons Learned:** We will continue partnering with organizations that parents said provided useful resources and materials: **(1) HOLA Lakeway**, a voluntary organization that facilitates the inclusion/integration of Hispanic/Latino families into the community, will provide English as a Second Language classes for parent’s/family members, sponsor community/school events, and generally support and encourage families to overcome language and cultural barriers.

(2) Workforce Innovation and Opportunity Act American Job Center. The Center provides free Internet access for job searches, monthly or more frequent workshops on computer literacy (Word, Excel, Power Point, email, social media), employability skills training, resume writing, interviewing skills, and career counseling workshops that focus on high demand, high growth occupations in the target counties. Spanish-language interpreters and materials are available. **(3)**

Tennessee Reconnect Communities and Educational Opportunities Centers help parents take advantage of the State’s new tuition-free postsecondary education opportunities at community colleges and Tennessee Colleges of Applied Technology. **(4) Adult Education** offers adult basic education and HiSET (high school equivalency credential) preparation in each county. **(5) DCEA’s Neighborhood Service Centers** provide comprehensive social services that help families succeed (housing, food, clothing, transportation assistance, etc.). **Lessons**

Learned: Parents on our planning team said that they would like to have more of a say in our programming for families. All planners agreed that we should create and implement activities that will help parents and all others who are considered “family” and who are involved in our students’ care and development become **true partners in their child’s education**. The planning team emphasized that parent education and special events must be of high interest to parents, that activities should be varied and offered at times that will reach more families, and that parents should have much more “voice and choice” in our programming (described in the New Project Components section). We will also continue to coordinate our family engagement activities with the schools’ family engagement activities, including conducting joint activities when possible.

Success in Program Attendance in 2017/18. Our program’s overall average regular attendance rate, defined as an average per student of 30 + days for at least one hour per day, is **88%, a rate that is more than twice the national average of 39.2%** (U.S. Department of

Education, 2016/17 21st CCLC Annual Performance Report, the most recent national data available). **High:** Maynardville Elementary (98%), **Low:** Union Heights Elementary (80%). **Other:** Bean Station Elementary (83%), Lincoln Heights Elementary (82%), Lincoln Heights Middle (92%), Luttrell Elementary (91%). **We were much less successful in student attendance that exceeded 60 or 90 days.** Overall, 29% of students attended for 60-90 days. **High:** Luttrell Elementary (54%). **Low:** Union Heights Elementary (1%).

Lessons Learned/Successful Strategies: We will continue to provide engaging, challenging, and socially and emotionally rewarding activities and interactions that will make regular attendance a priority in the lives of our students. We will emphasize to parents and students the benefits of attending more than the State-required minimum of 30 days and that for students to be in good standing with our program they must attend at least three of the four days each week for the full three hours throughout the entire school year. Parents indicated that transportation assistance (bus transportation and/or mileage reimbursement) would enable their child to maintain good standing throughout the school year. Students and parents will continuously receive messages about the importance of attending at least three days a week for the full three hours per day during the entire school year in terms of making higher grades, achieving proficiency/mastery in reading/language arts, and improving relationships with others. We will also continue to track daily attendance and contact students/parents/teachers when students are absent; share data with the schools and receive the schools' attendance data for our students so we can work together to address needs; and celebrate and recognize the top students attending the most days in afterschool.

Successful Use of School Facilities: We have successfully operated our programs in facilities provided by the schools. All school sites meet the State's *Standards for Child Care*

Centers and School-Age Child Care Programs (Tennessee Department of Human Services). All sites are clean and safe, have working telephones, undergo annual fire and health inspections, have State-approved health/safety and emergency policies and procedures, provide at least 30 square feet of indoor usable space for each student and 50 square feet of usable outdoor space per student. We set up our activity stations/centers in school cafeterias and/or gyms. **Lessons Learned:** We will continue to work closely with school personnel to ensure that our facilities meet or exceed State and local standards. This requires time for our staff to plan for facilities prior to the beginning of each school year.

Successful Collaboration with School Personnel: The key to our success is our strong, mutually supportive partnerships with each school district and each school. Program administrators work year-round to build these partnerships. Site staff engage in daily, weekly, monthly, quarterly, and end-of-year planning with key school personnel. **Lessons Learned:** We will continue to train our staff in successful collaborative strategies and to listen and quickly respond to challenges or issues schools may have. Additional planning time for Tutors (our teaching staff) will improve collaboration in fully aligning afterschool with the schools' curriculum.

Successful Partnerships with the Communities Served: In the Family Engagement section, we have described key long-term community partnerships (adult education, workforce development, nutrition/health, social services). Each school site also recruits/invites community members to present information on topics of interests to students/parents, including exploring careers, craft/arts demonstrations, etc. Each school site also recruits organizations in the community to provide community service learning opportunities. 100% of our students said they enjoyed serving others and believed they had developed important leadership and

communication skills as a result of participating in service learning. **Lessons Learned:** We will continue to recruit new partners that offer services of interest/use to our students and families.

The qualifications and experience of Project staff were key to our successes. Job descriptions are provided in the following section.

Project Director

Education: MBA (Leadership concentration), B.S. Management of Nonprofit Organizations, A.S., Education

Experience: 15 years' experience working in 21st Century Community Learning Centers and Lottery for Education Afterschool Programs. Includes 4 years as a hands-on Site Coordinator and 5 years in overall Project senior-level management positions. The Project Director has extensive experience with Hispanic/Latino community outreach, including the development and implementation of English Language Learner curricula. She is fluent in Spanish and English.

Time Committed to Proposed Project 33 1/3% of full-time, 12.5 hours per week. 52 weeks. Note that DCEA's full-time employees work 37.5 hours each week.

Minimum Required Number of Professional Development Hours Per Year: 30 hours, related to administrative best practices in afterschool programs and subjects directly related to the attainment of the four performance goals. Training will include the State of Tennessee's child care regulations pertaining to afterschool programs and 21st Century Community Learning Center laws and regulations.

Reports to DCEA Executive Director

Key Roles and Responsibilities

- Administers the Project programmatically/fiscally in accordance with 21st Century Community Learning Centers federal guidelines, State child care licensing regulations, DCEA's policies and procedures, and applicable federal, state, and local laws and regulations. Evaluates staff performance.
- Reviews grant budgets, goals and objectives and establishes benchmarks for success each year.
- Oversees the collection of report card and assessment data for each student in the program to monitor progress.
- Supervises the Budget/Data Manager and the Office Manager.
- Supervises Site Coordinators, including overseeing the Site Coordinators' supervision of Tutors. Works with Site Coordinators to meet attendance goals and compliance with state and federal 21st CCLC guidelines.
- Ensures that students are flagged in the Student Management System as 21st CCLC participants (required: flagging before Thanksgiving break and follow-up and confirmation of flagging by Spring break).
- Works closely with the Budget/Data Manager and DCEA's Fiscal Officer and accounting staff to ensure responsible fiscal management.
- Recruits/hires/trains/monitors and evaluates staff.
- Coordinates recruitment of volunteer tutors; ensures that volunteers pass criminal background checks before having any contact with children; and orients/trains volunteers in Project purposes, activities, and rules.
- Develops and updates annually the Project's operational manual (developed with parents, students, and staff) and professional development plans based on project goals and objectives for all staff.
- Acts as a positive role model for all staff, parents, and students.
- Works with Site Coordinators to resolve school, parent or personnel issues.
- Continuously builds community and school partnerships to expand and improve enrichment activities.
- Develops and implements a sustainability plan.
- Attends conferences/training. events sponsored and/or approved by the Tennessee Department of Education.
- Conducts weekly checks at each site of all items on the State's Monitoring Tool.
- Ensures the proper implementation of the transportation plan.
- Meets with community and school partners to review progress and expand activities to meet the performance goals (quarterly Steering Committee meetings and as needed to plan activities).
- Disseminates, with the Budget/Data Manager, annual surveys to teachers, parents and students and analyzes and shares results with stakeholders.
- Prepares mid-year and end of the year reports; collects and enters data for the Annual Performance Report.
- Plans each year's programming based on evaluation results; assists in preparing sites for program start-up each year.
- Acts as a substitute Tutor or Site Coordinator when necessary.
- Assists with translation/interpreter services (Spanish/English) when necessary.

Budget/Data Manager

Education: A.S., Computer Science

Experience: 15 years' experience in Lottery for Education Afterschool Programs and 21st Century Community Learning Centers programs. Primary role: database management, data analysis for reporting, and budget management.

Time Committed to Project: 33 1/3% of full time, 12.5 hours per week. 52 weeks.

Minimum Required Hours of Professional Development Per Year: 20 hours, related to administration, including data collection and evaluation best practices in afterschool programs and subjects directly related to the attainment of the four performance goals. Training will include the State of Tennessee's child care regulations pertaining to afterschool programs and 21st Century Community Learning Center laws and regulations (including budget policies).

Reports to: Project Director

Key Roles and Responsibilities

- Acts as the Project Director when the Project Director is absent.
- Tracks budget disbursements and provides documentation to DCEA accounting staff for Tennessee Department of Education invoicing requirements.
- Under the direction of DCEA accounting staff, the Budget/Data Manager creates budget revisions as need as needed and acts a fiscal point of contact between DCEA and the Tennessee Department of Education.
- Oversees overall data collection/management activities for the Project's in-house improvement purposes, for the State's Evaluator, and for reports to the State. Includes training and technical assistance to Site Coordinators in data collection best practices. Performs functions required by the State Evaluator (SWORPS), including notifications to teachers, collecting data as required by the performance goals, and entering the data into the ELAP system used by the State.
- Data duties include on-line program timesheet management and analysis, as well as technical assistance for data collection/evaluation, including internal Information Technology support for the program.
- Makes quarterly monitoring site visits.

- Ensures that all sites have adequate supplies and personnel at all times.
- Creates and annually updates policies and procedures for the Project, student/family handbooks, educational materials for students and parents, outreach and enrollment materials, and data collection materials.
- With the Project Director, disseminates annual surveys to teachers, parents and students and analyzes and shares results with stakeholders.
- With Site Coordinators, prepares quarterly newsletters about activities and progress made toward the performance goals.
- Performs daily/weekly/monthly bookkeeping functions to ensure that monthly reimbursement requests are submitted in a timely manner in ePlan.
- Assists in planning family engagement activities.
- Assists in preparing sites for program start-up each year.
- Substitutes as a Tutor as necessary.

Office Manager

Education: High school diploma

Experience: 16 years' experience as office manager for afterschool programs (21st Century Community Learning Centers and Lottery for Education Afterschool Programs). Duties included data collection, data entry and retrieval for analysis and reporting, social media, and purchasing/delivering supplies.

Time Committed to Project: 33 1/3% time, 12.5 hours per week. 52 weeks.

Minimum Required Professional Development Hours Per Year: 20 hours, related to administrative support functions necessary to the attainment of the performance goals. Training will include the State of Tennessee's child care regulations pertaining to afterschool programs and 21st Century Community Learning Center laws and regulations.

Reports to: Project Director

Key Roles and Responsibilities

- Prepares bills and purchases supplies, following State and DCEA protocols. This process includes receiving supply requisitions, writing purchase orders, and submitting vouchers as stipulated by DCEA accounting department.
- Maintains an in-house voucher database in Microsoft Access.
- Reviews allowability of purchases with the Budget/Data Manager and confirms that all documentation is in order before items are purchased (written price quotes, lesson plans, etc.).
- Distributes purchased supplies and maintains an in-house inventory of purchases by site.
- Makes travel arrangements for State-approved out-of-area trips following all State and DCEA regulations, under the direction of DCEA accounting department.
- Prepares Project documents related to administrative functions and/or the performance goals, such as word processing and photocopying for handbooks.
- Assists the Project Director and Budget/Data Manager in general office tasks related to the Project's administrative/management functions (maintaining files, answering calls, posting schedules and newsletters on the Project's website/Facebook page).
- Posts frequently updated social media information about Project activities, schedules, tips for parents/students, and news (Facebook, Twitter, etc.).
- Sends mass remind text messages about news, events, and informative tips related to Project activities.
- Makes quarterly monitoring site visits. Assists in preparing sites for program start-up each year.
- Substitutes as a Tutor if necessary.

8 Site Coordinators, one for each school site, provide supervision/management of daily activities. They also provide direct services to families and students.

Education: Minimum requirement: B.S., Education, Tennessee Teacher Certification is preferred.

Experience: At least 3 years of experience implementing or supervising positive youth development programs for at-risk children or youth.

Time Committed to Project: 28 hours per week, 75% of full-time. 42 weeks.

Minimum Required Number of Professional Development Hours Per Year: 30 hours, related to administration/management/implementation of the Project, including data collection and evaluation best practices in afterschool programs and subjects directly related to the

attainment of the four performance goals. Training will also include 21st Century Community Learning Centers regulations and the State's child care regulations pertaining to afterschool programs.

Reports to: Project Director

Key Roles and Responsibilities

- Responsible for the overall on-site management of the afterschool program and compliance with state and federal 21st CCLC guidelines. Ensure site program meets all state and federal mandated requirements (such as minimum hours per week of services, etc.).
- Supervise and train Tutors (Project teaching staff) and volunteer tutors.
- Plan weekly/monthly activity schedule and maintain enrollment data and records.
- Plan each year's programming based on evaluation results (with schools' planning teams and other stakeholders). Prepare sites for program start-up each year.
- Coordinate with the schools to ensure that schools have participating students flagged in the Student Information System so that their progress can be tracked/reported on.
- Meet with school teachers/principals every six weeks to align the afterschool reading/language arts and math curriculum with the schools' curriculum by unit. Meet with the school planning team monthly to review progress and improve activities to meet performance goals. Performance Goal 1.
- Plan and guide/coach Tutors to implement social and emotional learning activities that build classroom participation, classroom behavior, and healthy relations with peers. Performance Goal 2.
- Plan and assist Tutors to implement Attendance Works activities to ensure that the chronic absenteeism rate will be reduced. Performance Goal 3.
- Plan and implement/coordinate Family Engagement activities that are embedded within the entirety of the Project, including monthly Parent University events and Parent-Project conferences. Performance Goal 4.
- With the Project Director, plan and implement outreach/recruitment, student/family selection and enrollment, and student/family orientations. Ensure that student enrollment and orientation meetings are scheduled and advertised in the community.
- Ensure that any program schedule changes are posted and communicated to parents, volunteers, and partners
- Ensure that emergency contacts and medical information are updated and on file.
- Ensure that the healthy food and drinks that are provided daily meet Child and Adult Care Food guidelines for Afterschool Snacks and Suppers. This component is provided by the schools.
- Ensure that children's daily arrivals and departures are supervised and that the transportation plan is implemented properly, including the names of adults approved to pick up each child.
- Plan weekly/monthly activity schedules and maintain enrollment data and records.

- Submit time sheets and expense receipts and report achievement and disciplinary data for each student to the schools' administration.
- Ensure that eligibility requirements, schedules, non-discrimination policy, Comptrollers Notice about Reporting Fraud and Abuse, and program guidelines are posted at sites in public view.
- Resolve conflicts with students, parents, and staff members.
- Maintain current certification in first aid/adult CPR from a certifying organization recognized by the Department of Education. The first aid course will be a minimum of 3 hours and be taught by a certified first aid instructor. The initial CPR course will be 4 hours. Since the Project is serving school-age children, adult CPR certification is required per Rule 0520-12-01-.10 (3), Standards for School Administered Child Care Programs. In addition, ensure that Tutors will also complete this training/certification.
- Ensure that Tutors are trained in implementing the Project's written safety and emergency procedures, first aid, and CPR.
- Implement and document regular safety drills, including fire, tornado, and lockdown.
- Ensure that sites meet all state and federal mandated requirements.
- Ensure that program spaces are clean, sanitary, and safe.
- Ensure participant data is accurate in the student management system.
- Enter data in ELAP (State's Evaluation System).
- Meet monthly with members of each school's planning team to review progress and improve/expand activities.
- Identify staff and volunteer training needs and oversee and/or provide training (along with the Project Director).

Recruiting Direct Services Staff (called "Tutors"): We work with school principals to identify **interested school day certified teachers** to work in our program. We also contact the **local association of retired teachers to recruit a qualified, dedicated staff.**

Direct Services Staff (Tutors): Each of the school sites will serve **45 students**. The *State Standards for School Age Before and After School Programs* mandates a minimum of one adult to 20 students for programs in elementary schools and one adult to 30 students for programs in middle schools. **Our Project's direct services staff (3 Tutors at each site) provides a Tutor to Student ratio of 1 Tutor to 15 students. This exceeds the State minimum and will allow us to provide more effective supervision and increased interactions with each student. We will also qualify for the State's highest quality ranking (3-Star).**

3 Tutors at each of the 8 sites working 12.5 hours/week (Total: 24 Tutors).

35 weeks during school year: August 15-May 10.

Education: At least one Tutor at each site will have a B.S. in Education, with Tennessee Teacher Certification. Preferred: At least 2 years of teaching experience. Paraprofessional Tutors: A high school credential and at least 3 years of demonstrable successful experience tutoring or mentoring at-risk children or youth are the minimum requirements for paraprofessional Tutors. Preference/priority in hiring for paraprofessionals who are Certified Teacher's Assistants (Tennessee certification). All Tutors must be warm, caring, and emotionally mature. They must demonstrate a love of working with our children and families and a love of learning.

Time Committed to Project: 34% of full-time, 12.5 hours per week

Minimum Required Professional Development Hours Per Year: 30 hours, including applicable State child care regulations, 21st Century Community Learning Centers regulations, and subjects directly related to the attainment of the four performance goals.

Reports to: Site Coordinators

Key Roles and Responsibilities Under the Daily Guidance and Supervision of Site

Coordinators

- Implement reading/language arts and math enrichment lesson plans/activities (Performance Goal 1)
- Provide homework assistance (Performance Goal 2)
- Implement Attendance Works strategies (Performance Goal 3)
- Implement positive discipline strategies (Performance Goal 2)
- Implement social/emotional skill building activities, such as service learning and coaching (Performance Goal 2)

- Coordinate hands-on art projects provided by community art educators (Performance Goal 2)
- Implement health, nutrition, and fitness activities
- Model appropriate positive behavior and attitudes toward learning, school, and in working and communicating positively with others (Performance Goal 2)
- Build positive family relationships (Performance Goal 4)
- Provide daily positive feedback to students
- Assess student progress
- Return afterschool supplies to appropriate location
- Inform Site Coordinators of absences as far in advance as possible.

Two Tutors at each site will assist in implementing family engagement activities.

Bilingual Staff: **Lincoln Heights Elementary and Middle schools** will have at least one bilingual (English/Spanish) Tutor or Site Coordinator. For family engagement activities at all sites, translators and interpreters will be available.

DCEA Staff Assisting the Project: DCEA's administrative staff assist the Project to achieve its performance goals. Key roles are listed in the chart.

DCEA Position	Key Role in 21st Century Community Learning Centers Project
Executive Director	Supervises the Project Director; member of grant planning team
Fiscal Officer and Accounting Staff	Fiscal oversight, financial reporting, payroll
Administrative Operations Manager	Assists in purchasing, ensures safety of DCEA's offices used by the Project
Human Resources Director	Facilities staff recruitment, hiring, all personnel actions
Planning Director	Assists in sustainability planning; member of grant planning team

New Project Components

New Project Components are based on our planning team's recommendations, including the needs and recommendations described in Lessons Learned.

Adding Two New Schools: Union County School District officials requested that we continue to serve the schools we currently serve in the county (Luttrell Elementary and Maynardville Elementary) and to add two other high-poverty, poorly performing schools (Paulette Elementary and Horace Maynard Middle School). The needs of these schools are described in Statement of Need. **The middle school is on the State's current list of "Additional Targeted Support and Improvement Schools," a portion of the Focus Schools designation.**

Eliminating the Extended Learning-Funded Summer Program: In the prior year, we operated a four-week summer program with Extended Learning grant funds, but regular attendance was difficult because school buses did not provide transportation and parents' work schedules often interfered with their ability to provide transportation. Although we would like to continue the summer session (if we had an unlimited budget), our planning team recommended that we concentrate our resources on improving **core school-year activities**. We will directly assist our families to take advantage of **free summer reading programs** at public libraries and **free outdoor activities** offered by public parks in all counties. **Seeking Non-Extended Learning Funds:** We also coordinate with all our schools as they apply for State Read to be Ready summer programs each year. As a community based organization, we are not eligible to directly apply for these funds. If our schools are awarded funds, we will work with them to ensure that our afterschool students are served by Read to be Ready. The Sustainability section describes other plans to raise funds for summer programming.

Making Reading/Language Arts and Math a Priority: Based on the consensus reached by our planning team to make reading/language arts and math the number one priority, we are committed to helping students read on grade level by grade 3 and to bring up students who have fallen behind at any grade level. Strong reading skills are also necessary for proficiency in math. **New strategies to improving reading/language arts and math proficiency include new** formal meetings each 6-week grading period involving Site Coordinators, teachers, and principals to create a curriculum calendar by grade showing what students are expected to know, understand, and be able to do. **This will enable us to create an afterschool curriculum that is entirely aligned with the schools' curriculum.** Our monthly meetings with school planning teams will now include designing afterschool lesson plans in reading/language arts and math based on units or “chunks” of learning with many different activities that will address curriculum objectives. Service learning and arts activities that embed math and reading/language arts will also be included in the curriculum. This method will be a great improvement on our current lesson plans which focus on a single daily activity connected to classroom learning. We will continue our daily informational exchanges with teachers about specific classroom activities that can be enriched in afterschool.

New Project Components (State Assessments): Planners were clear that they did not want the afterschool program to become a “test prep” program, but that there were ways the program could support students as they prepared for TN Ready standardized assessments. TN Ready produces individual student reports for teachers and easy to understand family reports for test results in math and reading/language arts. The reports break down each student’s test results by sub-areas (vocabulary, for example). A summary details the student’s strengths, areas for improvement, and next steps to be taken to increase proficiency. Schools will share these reports

with our program. We will use the information to improve our targeted instruction and to inform parents on ways they can help their child improve.

Teachers in all schools identified test anxiety and difficulties with self-regulation/organization/time management skills as factors that contributed to low proficiency scores on State assessments. Planners reviewed proven strategies in these areas and recommended the following:

- To reduce test anxiety: During fitness activities and project based learning, students will learn and practice relaxation techniques such as deep breathing.
- Reading and math activities will include games and STEAM projects that build time management, self-regulation, reasoning, and organizational skills.
- Parents will receive information about test schedules and tips on helping their child relax and do well (good night's sleep, breakfast, confidence-building, skills practice in math and reading at home, reminders about useful test strategies for tricky questions, etc.).
- Site Coordinators and Tutors will review handouts (available on the Tennessee Department of Education's website) with sample content formats for TN Ready Tests (with time for each sub-test) so that they will be prepared to discuss testing with students, parents, and teachers.

New Project Component: Volunteer Tutors: High school seniors in the counties must complete a minimum of 8 hours of community service to be eligible for the State's tuition-free two-year college scholarship (Tennessee Promise). We will collaborate with each school's guidance counselors to select, orient, and supervise an estimated 16 of these students (two for each of the eight schools) as they tutor students. The majority of the tutors' time will be spent

with struggling readers (especially students in **grades 1-3**). Three students enrolled in Walters State Community College's Education degree programs will also tutor afterschool students in both reading and math (with training and supervision by Site Coordinators) at the three schools in Hamblen County. Five seniors interested in becoming teachers will volunteer in the Hamblen County sites (members of Teaching as a Profession). Site Coordinators will match tutors with students (one-on-one or up to three students in a group). All volunteers must pass criminal background checks. Site staff will supervise volunteers at all times.

New increased use of each schools' reading and math specialists/coaches to help our Tutors and Site Coordinators implement reading and math word problem activities that will meet the State Standards in Reading/Language Arts and Math.

New purchase/use of the research-based Reading A-Z, an online resource containing differentiated reading/language arts instruction and a resource library of 2,700 books for all reading levels (English/Spanish). Students will select books (fiction, biography, science, history, etc.) based on their interests. The resources library is instantly downloadable. (School libraries are not open during afterschool hours).

New Strategies to Build Language Skills of English Language Learners. (1) Beginning in 2018/19, all schools in the State are required to create an Individual Learning Plan for all English Language Learner students. The Plan includes assessments, English as a Second Language services, strategies/accommodations/modifications to be implemented in classes, such as instruction, environment, assignments, and assessments; and goals for the student (quarterly, semester, annual). English Language Learner teachers/coordinators will be included in each schools' planning team meeting in order to provide tips and strategies for working more effectively with limited English proficient students and families. (2) Students in Walters State

Community College's leadership organization for Hispanic college students (RHiTA, Recruiting Hispanic Students to Achieve) will present information on college and career planning, with a focus on financial aid and other assistance available for Hispanic/Latino college students.

New Strategies to Make the Most of Homework Assistance Time: All teachers have agreed to review and improve the information they provide to our staff each day about homework, including information about quizzes and tests scheduled in the next week. They also agreed to provide afterschool staff with timely feedback about whether or not students are completing homework on time and accurately. Planners also determined that students and staff need to improve in making homework a more productive use of student time, with homework time ranging from none required to about 10 minutes in the lower grades to up to 30 minutes for middle schoolers. Most students in K-2 will not have homework at all; these students will engage in other learning activities during the older students' homework time. Afterschool staff will guide students to do difficult assignments first; get help studying for upcoming quizzes and tests; and choose supplemental work that targets specific needs. **Improved homework assistance will help students improve their grades in reading/language arts and math.**

New Attendance Strategies: As a new component, we will provide transportation assistance to **all families** to promote full attendance during the school year. Hamblen County will offer bus service. In Union and Grainger counties where school bus services are impractical, we will offer a transportation assistance fund (mileage reimbursement based on verifiable attendance records) to families. We will strengthen our successful attendance-related strategies in the next year. These include: aligning our attendance-building strategies with those of each school. The schools implement free strategies endorsed by the national organization, *Attendance Works*, as does our program. We will continue to distribute *Attendance Works*

calendars in which parents and students set attendance goals and strategies; help families access transportation, housing, and other basic needs that pose barriers to attendance; monitor attendance daily; reward attendance; and implement intensive outreach and support when attendance problems are severe (buddy systems, joint meetings with schools and families to discuss plans to reduce absenteeism, and referrals to mental health services when indicated).

New Ways to Engage Families/Embedding Family Engagement into the Entirety of Our Program: We will make family engagement a key part of daily/weekly activities. We will continue to offer special Family Nights (learning and fun for the whole family, including siblings of participants) and celebrations of achievement, but we will also initiate planning and strategies that focus on the strengths, talents, and skills of families, that allow parents a greatly expanded choice and voice in all activities, that improves the quality and effectiveness of each program-family member interaction, and that increases the availability of our staff to communicate with parents on the parents' schedule.

New Parent University: Each week, in routine contacts with parents, Site Coordinators will ask parents about their learning interests related to their child's development. In monthly Parent Committee meetings, parents will decide on topics of interest to them, using the "Parent University" model, which encourages them to learn together in a relaxed, welcoming setting and to exchange parenting ideas and information with peers. Parent University sessions will be held at times convenient to parents. Based on what parents are interested in learning, experts in child and youth development from Walters State Community College, the public health department, the University of Tennessee Extension Service, and other organizations will meet with parents for open dialogues on topics of interest to parents (described in the Family Engagement Performance Goal Activities). Parents will share their experiences and ideas with others. Each

school will give parents a monthly calendar (print or via phone) of program/family activities and events so that parents can plan ahead.

New Minimum Monthly Parent-Staff Conferences: To improve the availability of staff to parents, we will begin promoting monthly Parent-Site Coordinator conferences. We will also encourage parents to meet more frequently with Site Coordinators. For parents with challenging work schedules, conferences may be conducted over the phone or through email exchanges.

New strategies to improve the ability of Site Coordinators and Tutors to engage parents at all times will be implemented. We will provide feedback to parents on their child's progress at each encounter and share quick tips for helping children with homework, reading at home, and helping children learn math through everyday activities at home (counting, organizing, identifying patterns, etc.).

We will **improve the methods of communication and increase leadership/volunteer opportunities for parents and students.** Tutors and Site Coordinators who excel at parent communication will provide peer to peer coaching in ways to improve parent relationships and communication. We will communicate with parents in person, in group meetings, and through written materials. All our current parents have mobile devices/phones. Our new communication methods will involve the use of the **remind.com text** service to send weekly or more frequent **information to parents** on each site's activities and events, including parent volunteer opportunities, and helpful parenting tips.

New **Student Committees** with decision making duties will meet monthly. New **Parent Committees** will meet monthly to help guide/assess the Project's progress and to share

resources, talents, and ideas with program staff. All parents and all students are encouraged to serve on the committees and to volunteer in the program. Parents will also be elected by the Committees to serve on the new county-level **Steering Committee**, giving them a voice equal to that of school administrators, teachers, and community partners.

New Mental Health Services: Based on our needs assessment which revealed behavioral and social challenges faced by many families, we will provide new mental health services as part of family engagement. We will establish formal coordination/referrals services with qualified school counselors in each school. School counselors have Master's degree in education, counseling, or related field acceptable to the school system and a valid teacher license with appropriate endorsement. School Counselors working during the school year (35 weeks, August 15 – May 10) will train Site Coordinators and Tutors to identify students in need of mental health services; provide information to parents about mental health topics; provide in-school mental health counseling to students and families as needed; and refer families to clinical mental health services in the community when appropriate. We will also help families access free State websites that provide a wealth of free and easy to understand information on mental health and substance abuse issues (including opioid use) and resources available in each county.

New Strategies to Improve Classroom Participation and Behavior: In the next year our staff will receive school day discipline reports at the end of each grading period (instead of at the end of the year). In addition, we will request that teachers/principals alert us to behavioral issues as they occur so that we can develop/coordinate strategies to address specific behavioral concerns, including appropriate mental health referrals. We will add each teacher's behavior management plan to our monthly and 6-week grading period planning sessions with teachers and principals. Teachers' plans include the components recommended by Vanderbilt University

(2018) in *Components of a Comprehensive Behavior Management Plan*. Key components are: statement of purpose, rules, procedures, consequences, and action steps.

Develop New Behavior Plans for Afterschool: Our school sites will develop their own behavior management plans that are aligned with teachers' plans and that includes recommendations by parents and students. Site Coordinators, Tutors, and volunteers will receive training/coaching in implementing the plans. We will maximize the daily structure of our programs by explicitly defining routines; arranging space to avoid crowding/distractions; and establishing, teaching, monitoring, and reinforcing rules, and actively engaging students in project based learning. Staff will use a variety of strategies to respond to inappropriate behavior and to promote appropriate behavior (praise, recognition, redirection, repairing the damage, relieving others' distress, with a clear chain of sanctions, such as school referrals or parent contact). Behavior management plans will be described in orientation, meetings, and other communications with parents and students. Site staff will provide daily or weekly feedback to students, parents, and teachers about behavioral issues.

New Social and Emotional Learning Component: Both the schools' and our program's behavior management strategies will be grounded in social and emotional learning principles. We will use a free new, research-based social/emotional learning activity toolkit, *Social and Emotional Learning in Practice Toolkit* (University of Minnesota, 2015) to guide students as they develop and practice appropriate behavior and social skills that will improve peer and adult relationships and classroom participation. This toolkit is aligned with the toolkit used by target school teachers (Tennessee Department of Education, *Incorporating Social and Emotional Learning into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators* (2015). This toolkit describes effective classroom

behavior management strategies as well as activities/strategies that promote positive youth development, including self-regulation, self-discipline, sound decision-making, and healthy relationships.

New Teen Outreach Program in One Middle School: Our organization received a federal grant from the U.S. Department of Health and Human Services to implement a Sexual Risk Avoidance Education Program in Lincoln Heights Middle School (and other schools that are not included in this 21st CCLC grant application). This Sexual Risk Avoidance Education Program uses a federally approved evidence-based curriculum, the Teen Outreach Program (TOP). Developed by the Wyman Center, Inc., TOP facilitators guide afterschool students in Lincoln Heights Middle School to build social and emotional skills, develop a positive sense of self, and connect appropriately with others. Students build competencies in avoiding risk-taking behaviors such as early sexual activity, drinking, drug use, and violence. Due to the funder's and curriculum developer's restrictions, we cannot deliver TOP in the other target schools. The Sustainability Plan describes our plans to apply for grants to implement TOP in other 21st CCLC schools that will meet the funder's selection criteria.

New Arts Programming: In response to parent and student interests, we will begin a new partnership with Arts Build Skills. Artists/educators, funded through the HC Excell Foundation will provide training and support for our Project staff at each site in order for us to implement activities in painting, drawing, paper manipulation, print making, and three dimensional explorations once a week. Arts Build Skills will also come to the sites to provide direct instruction to students and provide opportunities for students to speak with professional artists. The arts activities will include group projects that will enhance problem-solving and social skills.

New Service Learning Projects: New service learning projects to be chosen by students will

provide opportunities for students at all grade levels to give back to the community while building reading/language arts, math, and social and behavioral skills.

New Fitness and Nutrition Activities: Family/student surveys and high rates of obesity indicated a need to improve fitness and nutrition. New to the Project: Physical fitness and nutrition activities will now meet the National Afterschool Association's *Standards for Healthy Eating and Physical Activity in Out-of-School Time*. We will implement a new Open Source physical fitness curriculum.

More Staff Development and Planning Time: Our proposed improvements in all program areas will mean that we will increase our staff training and professional development hours each year. The chart below shows the hours required in the prior year and the number that will be required for the new grant period. Much of this training will be focused on the family engagement and reading/language arts and math areas. *You for Youth*, with its excellent online courses and webinars on high quality family engagement programming, will be our main source of professional development. We will also begin paying our Tutors for regular planning time so that Site Coordinators can fully describe daily/weekly Lesson Plans and guide Tutors to effectively implement the lessons plans.

Position	Hours Required in Prior Year	Hours Required in New Grant Period
Project Director	18	30
Site Coordinators	15	30
Budget/Data Manager	12	20
Office Manager	12	20
Tutors	12	30
School Counselors	Not applicable	12

The new program schedule reflects our new activities (more productive and individualized homework assistance, 30 minutes for health/fitness each day, new arts and social emotional learning activities). **A typical day is shown in the chart.**

Typical Daily Schedule: Monday through Thursday, School Year	
Time	Activities
3:00-3:30	Transition to afterschool Attendance taken, bathroom breaks, healthy snacks
3:30-3:35	Transition to activities
3:35-4:05	Healthy Kids Center (Fitness and Health Activities)
4:05-5:25	Age and grade level appropriate Based on individual students' needs (according to school day teachers): <ul style="list-style-type: none"> • Homework assistance by grade level (some will have no homework, others will have homework lasting 10 minutes, up to 30 minutes for middle schoolers) • Tutoring or group projects – reading/language arts and math • STEM/STEAM project-based learning incorporating math/reading/language arts. May include embedded service learning/arts. • Independent learning in math and/or reading/language arts • Coaching/modeling in behavior and social/emotional skills integrated into all activities
5:25-5:55	Designated time Age and grade level appropriate <ul style="list-style-type: none"> • Service learning projects • Arts
5:55-6:00	Transition (prepare for dismissal)
6:00	Dismissal Buses depart; parent pick-up
Parents are welcome anytime! A Family Corner will display schedules, events, and resource materials of interest to parents. Brief written and verbal helpful tips on how to help students in all activities will be given to parents at pick-up time. Text messages alert parents to upcoming family engagement activities.	

Recruitment and Retention

Eligibility/Need for the Project: Our Project will meet the Absolute Priority (page 6 of the *Request for Applications*). As the Statement of Need section described, all of our students will be enrolled in Title 1 school-wide eligible schools. 360 eligible students will be recruited and served each year (45 at each of 8 sites). At the beginning and end of each school year, the Project Director and Site Coordinators will meet with school day teachers and principals to establish/implement a referral system that will identify and refer enrolled students (within the State's eligibility range of ages 5-18) with the highest needs (**those who are furthest behind**). Using the Project's written selection criteria, teachers and principals will identify/refer students who may be at risk for academic failure, dropping out of school, involved in criminal or delinquent behavior, or who lack strong positive role models; serve students who primarily attend schools that are implementing comprehensive or targeted support and improvement, and serve the families of students defined in the Absolute Priority. Schools will provide the Project with information about:

1. Students scoring below proficient on State assessments in reading/language arts and math, school report cards by subject indicating risk of academic failure, and any school-based tests that are relevant to our Project, with breakdowns by high-risk subgroups, such as English Language Learners, economically disadvantaged, and students with physical/learning disabilities.
2. Students who exhibit behavioral problems, evidenced by suspensions, expulsions, chronic tardiness and/or chronic absenteeism (missing 10% or more of the school year), or who are at risk of chronic absenteeism, or other risk behaviors, such as involvement in criminal or delinquent activities, and students who lack strong positive role models.

3. Students residing in families at/below the poverty level and with known family dysfunction (abuse, neglect, mental health, substance abuse) or other crisis situations (death, divorce, loss of job, etc.).

Other methods of recruitment will target families and students directly through disseminating eligibility and pre-enrollment information in take-home school bulletins, the schools' websites/Facebook page, and press releases. The information will be in both Spanish and English. This information will highlight enjoyable enriching activities and promote the positive benefits of participating in the free Project -- better grades, making new friends, leadership opportunities, and hands-on enjoyable activities. The information will also include a friendly invitation to attend each site's **Open Housing/Enrollment Week** (when, where, and the name of the Site Coordinator to contact with questions).

The Project will **establish referral systems** with agencies serving children at the highest risk of academic and social failure, such as mental health providers, juvenile justice system staff members, and the Department of Children's Services.

Private School Consultation: The Project consulted with private schools located within the boundaries of schools to be served (Appendix C). Grainger and Union counties have no private schools. No private schools in Hamblen County were interested in participating in our services during the 2017-2022 grant period.

For referrals, schools will provide the program with **documentation verifying the eligibility criteria** that each student meets, such as test results, income eligibility for Free/Reduced meals and/or poverty status, report cards, disciplinary actions and written observations of teachers, principals, or counselors. Other documentation will include community

agency referral documentation (abuse/neglect, mental health); the service agency's written verification of need; and parent-provided information about personal circumstances (divorce, loss of job, death of a spouse, etc.). The Project will follow the schools Family Educational Rights and Privacy Act (FERPA) policies and procedures to ensure privacy and confidentiality of Project student and family records. Methods include coding personal identifying data when appropriate, locked files accessible to authorized personnel only, and encryption and password protection for electronic files.

A week long drop-in Open House for families covering rights, responsibilities, roles of all parties, and expectations for attendance and attaining the performance measures will be held at each school, conducted by Site Coordinators and other Project staff. The importance of regular attendance will be emphasized. The discipline policies of the Project and the schools will be explained. Bilingual staff members and volunteer translators and interpreters will be on hand to help with communication with Hispanic/Latino parents with limited English.

Project's Attendance Policy: Our parent handbooks state that "Regular daily attendance over the entire school year is crucial for your child to succeed in our program. Steady attendance in the afterschool program is necessary for students to make improvements in grades, behavior, and state assessments in reading/language arts and math. **Your child should not miss more than one day per week of program services during the school year to remain in good standing. Children are expected to stay for the entire program each day.** Due to high demand and limited space, please be advised that if your child does not remain in good standing he/she will be dropped from the program and the slot will be filled by another applicant. If your child misses more than one day per week of program activities, you must discuss the reason for the absence with the Site Coordinator." Site Coordinators will consider extenuating

circumstances for non-attendance, including documented illness, unavoidable family emergencies, and other similar circumstances when making the decision to drop the child from the program.

Selection Process: Interested parents/guardians will complete an **enrollment form*** (in Spanish and English) that includes questions about student and family needs/assets relevant to the program and information about parental consent, rights/responsibilities, and policies governing confidentiality. Site Coordinators and the Project Director will review referral and enrollment data and rank students on a 1-5 selection criteria weighted need scale, with **students who are the furthest behind receiving priority**. 100% of selected students will meet at least one or more of the selection criteria; most will meet multiple criteria. The information asked for in the enrollment form is listed in a separate paragraph following.

Once selection decisions have been made, parents will sign agreements confirming their understanding of the Project's rules of conduct, attendance policies, transportation policies and procedures, family engagement opportunities, and overall roles and responsibilities of the Project staff, children, and parents/families. Agreements contain parent consent forms allowing relevant information about students and families to be shared with schools and the Project. Privacy and confidentiality policies will be described (limited use of the information, protected electronic and paper files). Parents will receive handbooks that clearly explain the schedule, our goals for students and families, the role of each staff member, the role of the schools, attendance expectations, criteria for the disenrollment of children, specific criteria concerning the release of children to anyone whose behavior may place the children at immediate risk, hours of operation, emergency plan and inclement weather policy, smoke free environment, snack policy, and the

rules for behavior in all afterschool activities. Parents will sign a form acknowledging their receipt of the policies (to be kept on file).

Those eligible but not selected will be placed on a waiting list ranked by need. When vacancies occur, the waiting list will be activated in rank order. After the waiting list has been exhausted, sites will recruit students using the procedures described previously. The Project will maintain full enrollment at all times.

*** Enrollment Form Information:** The enrollment form, updated annually, will include: the child's name and date of birth; name of parents; child's and parent's home address/phone numbers, email address; parent's work addresses, phone numbers, and approximate work hours; special needs or relevant history of the child or family; educational or employment goals of parents; special interests, skills, and talents of parents; name, address, and phone numbers of a responsible person to contact in an emergency if parents cannot be located promptly; name, address, and phone number of a physician to call in case of emergency; written consent of parents for emergency medical care; a written plan stating to whom the child shall be released; written transportation agreement between the parent and the Project; the child's health history provided by the child's parent or other caretaker; prior written permission of parent for any off-site activity; and the child's immunization records.

Recruiting and Serving Children with Special Needs

Students with special needs will be targeted for recruitment. The chart shows the number and percentage of students served by special education programs in each school.

School	Number of Students with Disabilities	% Students with Disabilities
Luttrell Elementary	63	21.4%
Maynardville Elementary	66	18.8%
Paulette Elementary	80	21%
Horace Maynard Middle	83	12.5%
Bean Station Elementary	82	19.4%
Union Heights Elementary	57	19.6%
Lincoln Heights Elementary	103	19.6%
Lincoln Heights Middle	101	16.7%

Source: Tennessee Department of Education and Target School District Data, 2018

As part of the recruitment process described previously, we will inform parents of special education students of the benefits of afterschool to students with learning and other disabilities. Benefits include opportunities for special needs students to increase their skills while building on their potential. **Research shows that students with special needs who participate in afterschool have improved school attendance, higher aspirations, improved social competence, and improved behavior** (www.afterschoolalliance.org/issue34special_needs).

The 21st Century Community Learning Centers Project will provide opportunities for special needs students that are frequently lacking during the school day, including the opportunity to assume leadership responsibilities, such as participating on the Student Committees; learning and demonstrating skills and talents through art; and chances to interact positively with students of all abilities. All reasonable and appropriate efforts will be made to provide children with special needs with equal opportunity to participate in the same program activities as their peers.

Special education personnel will:

- Provide names of students they currently serve (recruitment)
- Provide information about the needs and strengths of selected/enrolled participants (Individual Education Plans)
- Guide Project staff to address each student's educational and social needs
- Assist the Project to utilize the schools' special accommodations and assistive technology
- Provide information on homework assignments and classroom activities

With parental and school consent, support for children with special needs can be written into Individual Education Plan goals. Examples: the use of consistent, positive behavioral strategies in school, home, and afterschool activities. Parents or other appropriate individual identified by the parent will provide information and/or training to Project staff regarding special needs/techniques, and emergency measures, as utilized in the child's home to ensure the child's wellbeing. Adaptations to the environment will be made for the purpose of normalizing the lifestyle of the child with a disability by helping him/her become independent and develop self-help skills. Bus transportation for afterschool students enrolled in the schools in Hamblen County and parent pick-up policies for the other schools will address the needs of special needs students.

Each day, special education teachers will provide information to Site Coordinators about the special needs student's school day activities, homework assignments, and tips on meeting State Standards.

Family engagement activities will include opportunities for families with special needs children to socialize and bond. Parent University topics will include information about meeting the academic and social needs of children with special needs.

The Project will adhere to the rules in the *Standards for School-Age Extended Care Programs*, Rule 0520-12-01-.14, Care of Children with Special Needs, including maintaining written emergency plans for each child with a disability. The emergency plan will be practiced monthly.

Staff Training: The schools' special education teachers will provide training to Site Coordinators and Tutors on effective inclusionary methods and practices and on compliance with 0520-12.01-.14 Care of Children with Special Needs.

Site Coordinators will maintain **data** on the daily attendance/participation logs of special needs children and families and questions in parent surveys will address issues of interest to parents of children with special needs.

Retention

Students will not remain in their afterschool program if they don't like the staff and/or the activities that are offered. Research suggests that retention (staying in the program long enough to benefit from its services) is a "critical piece of a program's ability to have a positive influence on youth participants" (Afterschool Alliance, *taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices*, 2014, page 18). The Project's staff will encourage, promote, and motivate full participation and daily attendance. The State defines regular attendance as a student's participation in the program an average of one hour a day for a minimum of 30 days (does not have to be consecutive days).

Our Project retention strategies are **designed to achieve outcomes that exceed the definition of “regular attendance.”** We will promote and encourage attendance for at least three out of the four days each week for the full 3 hours during the full school year. To ensure that students will look forward to coming to afterschool every day, our planning team agreed that students and parents must feel welcome, cared for, and respected and that activities must reflect student and parent interests. Performance Goal 3 (reducing absenteeism in school) will be furthered by our afterschool policies. Our students cannot attend our program on days they are absent from school. Because they will look forward to our program, students will also want to attend the regular school day!

Retention strategies include:

- Emphasizing the importance of a high level of attendance each week in Open Houses
- Clearly communicating and enforcing the Project’s attendance policy described previously. Providing transportation assistance to all families (bus service or partial mileage reimbursement).
- Written materials, web links to Attendance Works, and oral and text/email reminders each week will reinforce the **“attendance matters” message with practical tips on daily life organizational and time management tips.**
- Giving students choices from their first day in our program. On the first day of afterschool, Tutors and Site Coordinators will explain the daily schedule, the performance goals, and expectations for attendance and behavior/attitude. Students will participate in fun games and icebreakers to begin to develop bonds with each. They will also brainstorm about catchy slogans or names for the main

activities/program stations and vote their preference. Students in past years, for example, voted to call their math component “Genius Center.” This will create a **sense of ownership at each site.**

- **Creating youth and parent buy-in by giving a “voice and a choice”** through service on committees, volunteer opportunities, and other leadership activities. All parents will be automatic members of each site’s Parent Committee. Site Coordinators will help the Committee learn effective “running meetings” methods. Parents will elect a chairman and then form their own sub-committees and task groups. Parents will offer suggestions for programming and for improving staff-family communication. They will be asked to plan and organize monthly “family fun” events in the community or in the schools (with the assistance of Site Coordinators). They will choose projects to help the school sites (such as building a new bookshelf). Parents will take leadership roles in the Committee. Our staff will report on the Project’s progress to the Committees but will not control the Committee’s activities. Parent committees will meet monthly at the schools. Parent representatives from each site will serve as equals with teachers, principals, and community members on the Steering Committee.
- **Student Committees at each site will meet monthly and will involve all students who will elect a chair.** Students will recommend activities based on their interests, make suggestions for improvements in all aspects of the program, and receive reports on their sites’ progress toward the performance measures.
- **In our conversations, we will ask parents and students about their interests, concerns, talents, and skills.** We will also periodically survey students and

parents about new ideas for activities and suggestions for improving aspects of the program.

- Hiring/training motivated, energetic staff with a commitment to positive youth development and family engagement. **We will only hire and retain Tutors and Site Coordinators who love working with children/youth and their parents. Our staff will have an understanding of and empathy for the hardships our families face every day of the year.**
- Providing students and parents with **positive relationships with a feeling of safety and belonging at all times.**
- **Reaching out immediately to families** when students are absent to determine causes and offer support.
- Providing **engaging hands-on art and service learning activities** selected by students each week.
- **Assisting families to overcome practical barriers to full participation**, such as providing bus service home for students in Hamblen County and offering partial mileage reimbursement to parents who pick up their children (Union and Grainger counties); connecting families to needed supportive services, such as housing and food security resources.
- **Communicating positively and regularly** with students and families through in-person contacts, texts, email, social media, and newsletters.

Transportation

Transportation Needs of Students/Families: All families served by the Project will be economically disadvantaged. As described in the Statement of Need, planning team priorities included addressing the holistic basic needs of low income families, including transportation needs.

Our sites are located in each school we will serve, making transportation to afterschool sites unnecessary. Our transportation plan centers on the best way to transport students home from the sites in each county. In all counties we will serve, transportation by school bus is the only practical mass transportation option. Rural public transportation vans do not operate past 4:30 p.m., and there are no community organizations that are capable of providing daily safe transportation for our students. Grainger and Union counties are 100 percent rural with large distances between the homes of students. Principals of the schools in Grainger and Union said that school bus transportation was not possible because drivers would not have time to run their usual routes and return to our afterschool sites to pick up students and take them home. In these counties, our staff met with parents to design a workable parent/family pick-up plan. To assist families in Grainger and Union counties with daily afterschool-to-home transportation, the Project will maintain a transportation fund for partial fuel recompense (mileage reimbursement). In Hamblen, the three schools are within 1- 3 miles of students' homes, making it practical for school bus drivers to provide transportation home for afterschool students after they complete their usual school day routes. A typical afterschool schedule, including bus departures and pick-up times is shown.

Typical Daily Schedule: Monday through Thursday, School Year	
Time	Activities
3:00-3:30	Transition to afterschool Attendance taken, bathroom breaks, healthy snacks
3:30-3:35	Transition to activities
3:35-4:05	Healthy Kids Center (Fitness and Health Activities)
4:05-5:25	Age and grade level appropriate <ul style="list-style-type: none"> • Based on individual students' needs (according to school day teachers): • Homework assistance by grade level (some will have no homework, others will have homework lasting 10 minutes, up to 30 minutes for middle schoolers) • Tutoring or group projects – reading/language arts and math • STEM/STEAM project-based learning incorporating math/reading/language arts (including embedded service learning and arts) • Independent learning in math and/or reading/language arts • Coaching/modeling in behavior and social/emotional skills integrated into all activities
5:25-5:55	Designated time Age and grade level appropriate <ul style="list-style-type: none"> • Service learning projects • Arts Build Skills
5:55-6:00	Transition (prepare for dismissal)
6:00	Dismissal Buses depart; parent pick-up
Parents are welcome anytime! A Family Corner will display schedules, events, and resource materials of interest to parents. Brief written and verbal helpful tips on how to help students in all activities will be given to parents at pick-up time. Text messages alert parents to upcoming family engagement activities.	

Transportation Plan for Parent-Provided Transportation

The Project maintains a written transportation policy and procedures manual that complies with school transportation safety laws and State of Tennessee School-Age Extended Learning Regulations (0520-12-01-.13 Transportation). Prior to enrollment of their children in the programs, parents will be required to sign a transportation plan form describing in detail the

Project's transportation policies and procedures and to designate the names of individuals approved to transport their child and a list of emergency contact numbers. Parents will indicate parent pick-up (the only option for Grainger and Union schools) or bus transportation and/or a combination of bus transportation and parent-pick-up (Hamblen schools), and the days indicated for each option (Hamblen schools). Changes to the initial arrangements may be made with advance notice to the Project (with new authorization forms signed). Parents with children with special needs will inform staff of any extra steps needed to ensure the safety of their children.

Policies Governing Parent-Provided Transportation

- Children will not be released to any person other than the persons authorized to call for the child as indicated on the form.
- The Site Coordinator must be notified by the parent in writing if a person other than those authorized will be picking up the child. Individuals approved by parents to transport their children will be required to show photo ID and sign a roster confirming child pick-up on a daily basis.
- A child will not be released to anyone whose behavior or speech or other physical/mental impairment indicate a potential risk to the child.
- If the child has not been picked up by the time specified on the transportation plan form, the program staff will attempt contacts with the parent (s) and/or the individuals listed as the emergency contacts on the enrollment form.
- After all emergency numbers have been contacted and no communication has been received by 6:30 p.m., local law enforcement and/or the Department of Children's Services will be called to assist the child (ren). Program staff will remain with the child (ren) until official assistance is received.

Benefits of Parent/Family Pick-Up: Tutors and Site Coordinators will use parent pick-up time as a way to greet parents by name, form friendly relationships with families, and provide helpful homework assistance tips and progress reports on a daily basis.

Transportation Assistance for Families in Union and Grainger Counties

We will offer families residing in Grainger and Union counties access to a transportation assistance fund (partial fuel recompense), capped at \$150 per school year per family. Families may apply for this fund at any time using a standard form that includes space to verify that the parent or other adult picking up the child has a valid Tennessee driver's license and proof of current insurance coverage (as required by State law). The Budget/Data Manager and Office Manager will calculate the number of miles between the afterschool program site and the home of the child using MapQuest or Google Maps. This calculation will be the basis for partially reimbursing fuel costs. The parent's signature on the daily pick-up log will serve as proof of transportation provided by the family. Site Coordinators will ensure that the pick-up logs are accurate before approving payment to the parent. Each week, Site Coordinators will submit the verified/approved pick-up logs to the Budget/Data Manager for review/approval. The Budget/Data Manager will then submit the logs each month to the Project Director for approval. The Project Director will submit approved payments with source documentation to DCEA's Fiscal Officer. DCEA's accounting staff will disburse checks to parents each quarter.

Transportation Plan for Bus Services in Hamblen County

The Project Director and Site Coordinators are fully responsible for transportation of children from the program site to the children's home. The Project will contract for bus services with the school system. Thus, the Project's bus transportation will comply with all state laws,

regarding school transportation (T.C.A. 49-6-2102 through T.C.A 49-6-2115 and 49-6-2117 through 49-6-2118) and all rules and regulations promulgated by the State Board of Education regarding school transportation and buses. This includes driver qualifications, safety inspections, and safety and emergency procedures. Bus drivers will have a commercial driver's license issued by the Tennessee Department of Safety and have an S endorsement with completion of school bus driver training. Drivers will have no criminal offense or record of a violation of any of the following – driving under the influence of an intoxicant, vehicular assault, vehicular homicide, aggravated vehicular homicide, or manufacture, delivery, sale or possession of a controlled substance. Drivers will complete the annual training for school bus drivers by the Tennessee Department of Safety. Drivers will complete annual and mental examinations as required by T.C.A. 49-6-2018. Vehicles will meet Federal Motor Vehicle Safety Standards, including emergency standards (fire extinguishers, reflective triangles, first aid kit, blood-borne pathogen clean up kit, emergency exit procedures). Drivers will have certification in CPR and First Aid. All buses will be inspected in compliance with the Rules and Regulations for School Bus Inspection (Tennessee Department of Safety). The contracted vehicles will have liability insurance as defined by the Federal Motor Carrier Safety Administration. The time each child will spend on the bus will be far less than the 1.5 hours that is allowed by law.

Our Project's **written transportation plan for bus transportation will include the following policies and procedures:**

- Parents will sign transportation agreements stating the days their child will use bus transportation. Parents of children with special needs will inform staff of any additional procedures required to ensure the safety of their children.

- Site Coordinators will maintain a passenger log to track each child during transportation.
- The first and last name of each child received for transport will be recorded in the passenger log.
- The driver of the vehicle will be designated by management as the person responsible for completing the log.
- As each child is loaded onto the vehicle, the time the child was placed on the vehicle will be recorded.
- The driver will update the log immediately upon the child's release from the vehicle by recording the time the child was released and initialing next to the time of release.
- When the child is released to a parent or other authorized person, that person must sign the log indicating the child was released to them. A photo id is required.
- Immediately upon unloading the last child, the driver will physically walk through the vehicle; inspect under all seats and in all compartments and recesses in the vehicle's interior and sign the log, with the driver's full name, indicating all children are unloaded. Logs will be collected by the Site Coordinator daily.
- If a child is expected for transport based on the roster but is not present at the location, the driver may not leave the location without checking with the Site Coordinator or other designated staff member. If the member of the staff is not present in the loading area and there is no additional adult on the vehicle, all children will accompany the driver into the facility to verify the whereabouts of the child.

- Emergency evacuation plans will follow State regulations.

Staff Training: The Project Director will provide staff training on transportation policies and procedures. Topics will include: policies and procedures for parent-provided and bus transportation; a description of the contract for bus services; staff and driver responsibilities for loading and unloading and tracking each child; documentation (rosters, logs); and methods for ensuring the bus contractors' compliance with state law and transportation rules.

Helping Families Overcome Transportation Barriers Related to Participation in Family Engagement Activities. To assist families to overcome transportation barriers, the Project will:

- Assist families to form carpools
- Continue to promote the need for increasing options for transportation to the Project's partners in planning team meetings, Parent Committees, and Steering Committee meetings
- Provide parent education via email, phone contacts, or Facebook postings for parents who have persistent transportation challenges

Note about Bus Services for Project's Educational Field Trips and Service Learning Site Visits: The Project will use school buses to transport student to and from educational field trips and visits to community service learning sites. The rules governing bus transportation (driver qualifications, safety procedures) discussed previously applies to these trips.

Nutrition and Physical Fitness Activities

Need for Nutrition and Physical Fitness Activities: In Tennessee, 38.4% of students are obese or overweight. **The obesity/overweight rate for Grainger is 50%, for Hamblen 44.7%, and for Union 46.2%. Source:** Kids Count, 2017. Many parents said that they have had trouble making healthy, tasty meals on their limited budgets and often resorted to fast food. We serve many students and families who have never participated in free outdoor activities offered by the local/state parks in each county.

We will use the schools' gyms and outdoor play areas for physical fitness activities and the cafeterias for serving healthy daily snacks. These facilities meet the Standards for School Administered Child Care Programs (July 2018). The facilities are clean, safe, and free of hazards and provide a minimum of 30 square feet of usable indoor space for each child. Outdoor space provides a minimum of 50 square feet of usable play space for each child using the area at one time. Outdoor equipment and playground materials meet the Standards.

The Project's nutrition and physical fitness curriculum will follow the evidence/research-based *National Afterschool Association Standards for Healthy Eating and Physical Activity (HEPA) in Out-of-School Time* (updated 2015) by providing:

- **30 minutes of physical fitness activities each day.** This exceeds the 21st Century Community Learning Center requirement for 60 minutes per week.
- Daily healthy snacks
- Healthy eating education and modeling for students **and** families

Physical Activity Best Practices: Tutors and Site Coordinators will implement daily physical activities meeting *Healthy Eating and Physical Activity Standards* and best practices.

- Students will engage in activities that are moderately to vigorously active for at least 50% of the physical activity time.
- Physical activity will include aerobic and age-appropriate muscle and bone-strengthening and cardio-respiratory fitness activities.
- Physical activity options will be fun, recreational, and provide life-long learning opportunities.

Physical activities will be low-cost and will use very little equipment. Balls and jump ropes and other sports/play activities will be available from the schools. We will supplement these items if needed. The Project will provide music for dance activities.

The Project Director and Site Coordinators will be trained on and will implement the free Open Source *Opens 60 + Afterschool Program*. The curriculum is evidence-based/approved by the Society of Health and Physical Educators (2014) and aligns with *National Standards and Grade Level Outcomes for K-12 Physical Education*. We will focus on the section of the curriculum that is designed for low-cost programs with minimal equipment. Each lesson plan is connected to a National Physical Fitness Standard and Outcomes Focus for the Limited Equipment Activities (abbreviated/summarized in the following chart).

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.
Key Competency: Performs locomotor skills (running, galloping, running, sliding, skipping) while maintaining balance. Drops a ball and catches it before it bounces twice.
1. Hops, gallops, jogs and slides using a mature pattern. Catches a soft object from a self-toss before it bounces.
2. Skips using a mature pattern. Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
3. Leaps using a mature pattern. Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.

4. Uses various locomotor skills in a variety of small-sided practice tasks, such as dance experiences. Catches a thrown ball above the head, at chest or waist level using a mature pattern.
5. Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. Catches with accuracy, both partners moving.
6. Demonstrates correct rhythm and pattern for one dance form. Catches with a mature pattern.
7. Demonstrates correct rhythm and pattern for more than one dance form. Catches with a mature pattern from a variety of trajectories.
8. Exhibits command of rhythm and timing by creating a movement sequence. Catches using an implement in a dynamic environment or modified game play.
Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
Key Competency: Differentiates between movement in personal space and general space.
1. Moves in self-space and general space in response to designated beats or rhythms.
2. Combines locomotor skills in general space to a rhythm.
3. Recognizes the concept of open spaces in a movement context.
4. Applies the concept of open spaces to a combination skills.
5. Combines spatial concepts with locomotor and non-locomotor movements for small groups in dance or games activities.
6. Creates open space by using locomotive movements.
7. Reduces open space by using locomotor movements.
8. Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.
Key Competency: Identifies active play activities outside school or afterschool program activities. Recognizes that food provides energy for physical activity.
1. Discusses the benefits of being active and exercising and/or playing. Differentiates between healthy and unhealthy foods.
2. Describes large motor and/or manipulative physical activities for participation outside school/afterschool. Recognizes the good health balance of good nutrition with physical activity.
3. Identifies physical activity as a way to become healthier. Identifies foods that are beneficial before and after physical activity.
4. Analyzes opportunities for participating in physical activity outside of school/afterschool. Discusses the importance of hydration and hydration choices relative to physical activities.
5. Charts physical activity for fitness benefits of activities outside of school/afterschool. Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.
6. Sets and monitors a self-selected physical activity goal for aerobic and/or muscle and bone-strengthening activity based on current fitness level. Identifies foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels.

7. identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. Develops strategies for balancing healthy foods, snacks, and water intake along with daily physical activity.
8. Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health. Describes the relationship between poor nutrition and health risk factors.
Standard 4. Demonstrates responsible personal and social behavior that respects self and others.
Key Competency: Follows directions in group settings.
1. Accepts personal responsibility by using equipment and space responsibly.
2. Accepts responsibility for class protocols with behavior and performance actions.
3. Accepts and implements corrective feedback.
4. Reflects on personal social behavior in physical activity.
5. Exhibits respect to peers, teachers, etc.
6. Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.
7. Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.
8. Accepts responsibility for improving one's own levels of physical activity and fitness.
Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
Key Competency: Recognizes that physical activity is important for health. Identifies physical activities that are enjoyable.
1. Identifies physical activity as a component of good health. Describes positive feelings that result from participating in physical activity.
2. Recognizes the value of good health balance. Identifies physical activities that provide self-expression and enjoyment.
3. Discusses the relationship between physical activity and good health. Describes positive social interactions that come when engaged in physical activity.
4. Examines the health benefits of participating in physical activity. Ranks the enjoyment of participating in different physical activities.
5. Compares the benefits of participating in selected physical activities.
6. Describes how being physically active leads to a healthy body. Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.
7. Identifies different types of physical activities and describes how each exerts a positive effect on health. Identifies positive mental and emotional effects of physical activity.
8. Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and explains the connections between overall physical and mental health. Analyzes the empowering consequences of being physically active.

Each lesson plan is intentional, providing sequenced activities based on student's age, developmental stage, and physical abilities. Lesson plans specify the fitness goal of the activities, the duration of the activity, ages/grades, and the supplies required to implement the activity. Lesson plans describe any variations or accommodations for special education students.

Students will be offered a menu of physical fitness activities from the curriculum each month. They will vote on the activities they would like to do that month. All Site Coordinators and Tutors will lead the planned activities each day. They will also participate in the activities. Site Coordinators and the Project Director will train Tutors to guide and supervise the activities with students. The schools' coordinated health personnel will assist in lesson planning if needed.

Types of Physical Activity in the Proposed Project	
Moderate intensity aerobic	Brisk walking Marching Skipping Hopping
Vigorous-intensity aerobic	Active games involving running and chasing, such as tag Jumping rope Running Dancing (line or fun freeform)
Muscle-strengthening	Games such as tug of war Swinging on playground equipment/bars Modified push-ups with knees on floor Resistance exercises using body weight Sit-ups (curl-ups)
Bone-strengthening	Games such as hopscotch Hopping, skipping, jumping Jumping rope Running Kickball Games

Examples of Low-Cost Physical Fitness Activities by Grade Level		
Grade Level	Activity	How to Play
Grades K-5	Amoeba Tag	One person is IT. The IT person is to tag as many people as possible. Those who are tagged have to hold hands with the IT person. Then they have to work together to tag everyone else. As the chain gets longer, they can be split into smaller chains.
Grade 3	Dealer' Choice	Students walk around the gym or outside play area. Each time they pass the leader, they are handed a playing card. After the students have completed a specific number of laps or a designated time period, they will add up the numbers on their cards. Value of cards" ace and face cards equal 10 points; all other cards equal the number that appears on the card.
Grade 4	Recipe Dance	Students write "recipe: cards with made-up dance steps. Examples: Jumping Jack, Tap Back, Bunny Hop, Walk Back, Walk Up, Tap to the Side, Knee Up, etc. Divide students into groups of 4 to 6. Have them select 4-6 dance recipe cards and as a group put them into a sequence. Then participants will perform their "recipe" for the group and everyone else will learn it.
Grade 5	Cat and Mouse	Players stand in a circle with their feet about shoulder width apart. One player starts with the "mouse" ball" and another player at the opposite side of the circle starts with the "cat" ball. When the instructor says go, the players turn their torsos from side to side to the ball, then pass it to the next player in the circle. The goal is move the balls around the circle as fast as they can so the mouse ball isn't caught by the cat ball.
Grades 6-8	Zumba Kids Make Your Own Fitness Routine Walking Clubs Jogging Clubs	Free form dancing to Latino or other music chosen by students. Students form fitness clubs/develop their own "work out" routines and teach the routines to the others. Students plan contests among groups of students based on their own fitness goals and activities.

In addition to structured physical activities each day, the Project will ensure that short physical activity/movement breaks occur between/or within learning activities to eliminate long periods of sitting. Example: Take 3 (taking 3 minutes periodically to do deep breathing and movement exercises while working on other activities). Learning how to relax/breathe deeply will also help students cope with test anxiety.

Healthy Eating: The Project will also follow *Healthy Eating and Physical Activity Standards* and best practices for healthy eating. Each school day, students will have a healthy snack to renew their energy levels and have a chance to unwind before completing homework and engaging in academic and other activities. Each school will provide healthy snacks that are reimbursed through the USDA's Child and Adult Care Food Program (School Snacks). Schools are responsible for recordkeeping and reporting to USDA. The School System's cafeteria workers will prepare the Child and Adult Care Program's allowable snacks for our sites and have snacks available as described in the daily afterschool schedules. Current guidelines for the Program are milk, allowable meat/meat alternates, vegetables, fruits, vegetables, and grains in amounts specified by ages of the children. Menus will accommodate dietary restrictions (allergies, food intolerance, and religion and culture). The Project will comply with the guidelines of the Program and maintain records documenting that the snacks were served each day and that they met the Child and Adult Care Food guidelines (for reporting to the Tennessee Department of Education and to the schools as required).

- Site Coordinators will oversee snack activities. Site staff will model and promote healthy eating. Staff members will sit with students as they eat snacks or meals and discuss the benefits of snack and meal components with the children.

- Staff will not consume food or beverages in front of students that are not on the students' menus.

Families will be engaged in healthy eating. Healthy eating standards and practices will be shared in family learning activities and at Parent and Student Committee meetings. Parents will be encouraged to develop a special healthy eating task force that will come up with ideas to support healthy eating at home. Families will be referred to sources of food assistance in the community (Supplemental Nutritional Assistance Program, Neighborhood Service Centers' food distributions, food pantries). We will distribute Get Fit Tennessee suggestions to parents. As part of our Parent University activities, the University of Tennessee's Extension Service will discuss ways to plan, budget for, and prepare low-cost nutritious meals that are also delicious. Discussions will include tips on preparing foods and menus that are preferred by Hispanic/Latino families, as well as healthy variations on traditional southern favorites. **All parents/families will come up with their own ideas for making healthy eating and fitness a habit in the daily routines. They will also choose additional topics of interest for discussion during Parent University sessions.**

Examples of How Health and Nutrition Will Be Integrated into Other Activities:

Based on student interests, reading/language arts activities and math activities might explore how Body Mass Index (BMI) measurements were developed, the scientific principles underlying the BMI, and what the BMI can tell students about their current and future health. Students might elect to research and report on diseases that can be prevented through good health and nutrition practices. Other STEM (math and chemistry activities) may include collecting food labels and analyzing the ingredients to determine if the food is healthy (less than 35 percent fat and less than 35 percent sugar) and weighing sugar to learn about the amount of sugar in popular snack

and drinks. Students who choose community gardening as a service learning activity will learn the science of growing (weather, chemistry, biology) as well as nutrition skills. Counting, size, shape, proportion, fractions, multiplication, and division can be practiced while gardening.

Building and planting a garden introduces engineering skills.

Promoting Physical Activities: The Tennessee Wildlife and Resource Agency will present information to students and families on exploring East Tennessee's natural resources and taking advantage of hiking and other free fun activities at State and local parks. The local governments' parks personnel will assist our staff to facilitate our families' participation in free community events at parks. Activities include Boo Fest, Arts in the Park, races for charities, and youth and adult sports (volleyball, basketball, kickball, disc golf), and walking trails. Park staff will present information to families about free fit and fun activities at the parks. Each county's public health department will present information to students and parents on health topics of interest to them.

Students and families will be given easy to read handouts on quick and fun ways to keep moving on the weekends and in the summer, including games that all family members can play and recipes for quick healthy low cost dishes that school age children can make on their own. Students may choose to keep physical fitness and healthy eating journals about their weekend and summer activities to be shared with the group in the next school year.

Communicating about Healthy Eating and Physical Fitness: The Project's quarterly newsletters will contain tips on quick and easy ways to get moving and to make healthy, affordable food choices. Parents and student will be asked to contribute favorite recipes.

Keeping Records to Show Progress: Site Coordinators and Tutors will maintain records that can be used to note progress in health and nutrition activities, including daily attendance/participation logs, journal review and observation, and informal surveys of students and families about their healthy eating and physical fitness habits.

School-Age Extended Care Requirements: The Project will adhere to the Department of Education's Standards applicable to implementing physical fitness and health/nutrition activities for school-age children in extended care: Rule 0520-12-01-.08, Equipment for Children, Indoor Play Equipment, Outdoor Play Equipment. Rule 0520-12-01-.09, Outdoor Play and Playground Routines; Behavior Management. Rule 0520-12-01-.10, Health and Safety. Rule 0520-12-01-.11, Food.

Staff Training: The Project Director will train staff in *Healthy Eating and Physical Activity Standards* and best practices in implementing the Project's physical activity curriculum, the State's *Standards*, and the Child and Adult Care Food Program requirements. The schools' health coordinator and physical education teachers will consult/advise on best practices.

Program Activities to Address Each Performance Goal

Performance Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	
Alignment	Aligns with Tennessee Strategic Plan Priority Areas: All means all: providing individualized support and opportunities for all students with a focus on those who are furthest behind.
Indicator	Student grades from fall to spring; state assessments
Performance Target	Description
1.1	At least 50% of all students who participate in the program for 30 days or more will have improved math grades from fall to spring (national target: 48.5%).
1.2	At least 50% of all students who participate in the program for 30 days or more will have improved reading/language arts grades from fall to spring (national target: 48.5%).
1.3	At least 40% of all students who participate in the program for 30 days or more will be proficient or above in math on state assessments.
1.4	At least 40% of all students who participate in the program for 30 days or more will be proficient or above in reading/language arts on state assessments.

Performance Goal 1 Activities

Introduction: The sites' typical daily program schedule is in the New Project Components section. This section first describes scheduling and staffing for reading/language arts and math activities, the linkage between needs and activities, and the nuts and bolts of how each site will plan and carry out activities that will meet each student's needs. The second part of this section describes reading/language arts and math activities by grade level.

Schedule for Reading/Language Arts and Math Activities: Monday-Thursday from 4:05 to 5:25. Reading/language arts and math activities, **the core of our program**, are offered for 1 hour and 25 minutes each day Monday-Thursday. Up to 30 minutes a day may be spent on homework activities that include tutoring in reading/language arts and math. Within this framework, Site Coordinators and school day teachers will decide how each student will spend his/her time each day (based on needs and the student interests).

Staffing: Each site has 45 students. Each site has one Site Coordinator and 3 Tutors (our term for teachers). The Tutor-student ratio is 1 to 15, a ratio recognized by the State as indicative of a high quality program that can provide personalized enrichment to students. Site Coordinators guide/coach Tutors as they deliver the lesson plans each day.

Volunteer Tutors: High school seniors in the counties must complete a minimum of 8 hours of community service to be eligible for the State's tuition-free two-year college scholarship (Tennessee Promise). In addition to Tennessee Promise volunteers, seniors enrolled in Teaching as a Profession in Hamblen County will volunteer as tutors. We will collaborate with each school's guidance counselors as they screen/select students. Walters State Community College will recruit volunteer tutors from students enrolled in Education degree programs. The majority

of the tutors' time will be spent with struggling readers (especially students in grades 1-3). Site Coordinators will orient and match tutors with students (one-on-one or up to three students in a group), and supervise volunteer tutors at all times. All volunteers must pass criminal background checks. We anticipate working with 24 tutors (3 for each school).

How Reading/Language Arts Project Activities Are Connected to the Needs of the Target Population: As described in the Statement of Need, on average, only 26.4% of all target school students are proficient or higher in reading/language arts. Paulette Elementary had the highest proficiency/higher rates (33%), while Luttrell Elementary had the lowest rates (21.6%). In 2017/18, 56.4% of our afterschool students in six of the target schools improved their grades in reading/language arts. (We did not serve Paulette Elementary or Horace Maynard Middle in 2016/17). Our activities are designed to meet and exceed the State's minimum targets for reading/language arts – 50% with improved grades and 40% scoring proficient or beyond.

How Math Project Activities Are Connected to the Needs of the Target Population: As described in the Need section, math proficiency/advanced rates are very low in all schools, ranging from a low of 17.4% for Luttrell Elementary to a high of 41.4% for Union Heights Elementary. The average proficiency/higher rate is 28.3%. In 2017/18, on average, 57.2% of students in the six schools we served improved their math grades. Our activities are designed to meet and exceed the State's minimum targets for math – 50% with improved grades and 40% scoring proficient or above.

How Reading/Language Arts and Math Activities Will Meet Student Interests: Our students say they look forward to playing challenging, problem-solving games, developing their own projects, and having a variety of engaging activities that are interesting to students with different personalities and academic skill levels. We will give our students a real “choice and

voice” in all Project activities through daily conversations, surveys, and listening to the Student Committees.

Facilities: We use school libraries for most of reading/language arts and math tutoring and small group activities. These spaces meet child care regulations for the number of square feet per student and is attractive and welcoming to students and families. All facilities meet the safety and health requirements of the schools and the State Standards for School-Administered Child Care Programs. Note: School librarians will not be working during afterschool hours.

Grouping: We will serve two middle schools (grades 6-8). In general, students in these grades will be divided into three groups, one for each grade. One elementary school (Bean Station) includes sixth grade students. For Bean Station, grouping by grade will be K-2, 3-4, and 5-6. For our K-5 schools, K-1 children will form one group, students in 2nd and 3rd grade will form one group, and students in grades 4-5 will form another group. Within the three groups, learning goals and activities will be differentiated by grade and/or skill levels. Project-based learning will include all grades, with breakouts or task differentiation by grade or skill levels. Each group of no more than 15 students will be guided by a Tutor, with guidance as needed by Site Coordinators. Some project based learning may involve groups of all age and grade levels. Site Coordinators will ensure that Tutors are implementing lesson plans properly and that each student is working on tasks that are appropriate to his/her grade and skill levels.

Connecting to the School Day and State Standards: Based on recommendations by principals, Site Coordinators will meet formally with teachers and principals each 6-week grading period to review the schools’ curriculum calendar for the next 6-week period. The curriculum calendar describes what students are expected to know, understand, and be able to do by subject area. Together, the group will create **an afterschool curriculum that is entirely**

aligned with the schools' curriculum calendar. Our regular monthly meetings with school planning teams will include designing afterschool lesson plans based on units or “chunks” of learning with many different activities that will address curriculum objectives. This method will greatly improve our current lesson planning process, which focuses on a single daily activity connected to classroom learning. We will now be able to see the “big picture.” We will continue our daily informational exchanges with teachers about specific classroom activities that can be enriched in afterschool and our school planning team’s monthly meetings to review progress and recommend improvements. Our unit lesson plans will meet the criteria for research/evidence-based high quality afterschool programs. The plans will be designed and delivered to build sequential, explicit skills within a focused time frame that will be engaging and interesting to our students (Joseph A. Durlak and Roger P. Weissberg, *Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective*, Compendium on Expanded Learning, 2012).

Enrichment Not Duplication: To ensure that the activities in afterschool are enriching and not duplicative of the school day classroom, the Project will also connect reading/language arts and math activities to the principles of positive youth development (competence, connection, confidence, character, and caring) and to 21st Century skills (communication, critical thinking, collaboration, and creativity).

Learning about Each Student’s Knowledge Base, Skills and Interests: At the start of each Project year, Site Coordinators will review prior year school and grade level performance on state standardized tests and year-end grade averages and other student-level data from the schools. In conversations with parents and students, Site Coordinators will learn about special interests, skills, and talents of each student. Site Coordinators will develop a student

plan/portfolio (reviewed/updated monthly) so that the Project can track and document each student's progress toward the performance goals.

Communicating with Schools Each Day: Due to space limitations in the Hamblen County Schools, Site Coordinators have offices in DCEA's education program facility in Hamblen County, about 1-4 miles from the schools in the county. In Union and Grainger counties, all schools have space for offices for our Site Coordinators. Site Coordinators will work in their offices from 10:30 a.m. to 2:00 p.m. on lesson planning, data entry and analysis, reports, timesheets of Tutors, and purchase orders/requisitions for site supplies. They will also schedule parent or partner meetings. At 2:00 p.m., they prepare school facilities for daily activities starting at 3:00 p.m. During this time, they stop by and talk to teachers of our students. Teachers will also check in with Site Coordinators in the cafeteria while students have their snacks. This allows time for teachers and Site Coordinators to obtain information about homework assignments and share weekly notes on classroom activities and the skills that should be worked on in afterschool. Site Coordinators and teachers also communicate through email, text messages, and notes they post on the teachers' boxes.

Lesson Plans by Units to Create an Afterschool Curriculum. As described, every 6 weeks, school day teachers and/or principals will give Site Coordinators a "curriculum map/calendar" that organizes the content, skills, assessments, and needed resources for reading/language arts and math. The curriculum meets the State of Tennessee's Standards in the subject areas. During the planning meeting prior to the beginning of the next 6-week grading period, teachers will help Site Coordinators develop afterschool lesson plans for units of enrichment learning that will directly reinforce but not duplicate classroom learning activities. All reading activities will be research-based, meaning that they will be organized around "five

key areas of instruction – phonemic awareness, phonics, fluency, vocabulary, and comprehension” (National Reading Panel, 2000). Our primary reading resource for lesson planning will be Reading A-Z (meeting all National Reading Panel criteria), a web-based system that provides 2,700 K-12 leveled books (in many languages, including Spanish); close reading packs to teach critical thinking, collaboration, and communication; project-based learning lesson plans; and comprehension skills packs. Readers’ Theater scripts are included, and students may choose reading materials that reflect their interests. All math activities will be related to the State’s Math Standards (2016) and will be research-based for afterschool, meaning that math activities will be enjoyable, creative, interactive, and challenging (National Partnership for Quality Afterschool Learning, *Afterschool Mathematics Practices: A Review of Supporting Literature* (2014).

Embedded Math/Reading/Language Arts: From 5:25 to 5:55 on a typical day service learning and arts activities embed math and reading/language arts (described in another section). School teachers will assist the Project to align these activities with the school curriculum.

Lesson plans will cover from 3-10 lessons in one unit. The following chart shows an example of the lesson plan template.

Elements in a Unit Lesson Plan Based on Curriculum Mapping and Calendar					
School Site					
Subject Area (Reading/Language Arts or Math)					
Grade Level					
Month during School Year	Summary of the Unit's Objectives (Know, Understand, and Be Able to Do) Reference State Standards Reference English Language Learner goals	Content Of the Lessons (3-10 per unit)	Academic Skills That Will Be Improved 21 st Century Skills/Positive Youth Development Skills That Will be Practiced	Materials or Resources Required Adaptations if any for special education students or for English Language Learners	Assessment methods (How we will know if students are learning and what they have learned)

Using and Modifying Existing Lesson Plans: Many afterschool lesson plans will be available through the U.S. Department of Education's *You for Youth's Afterschool Toolkit* and other free research/evidence based afterschool resources, such as the National Center for Quality Afterschool Training Toolkit. The lesson plans are by grade level and meet Tennessee's Standards. Lesson plans will be modified to fit with local resources and with unit objectives. Site Coordinators will guide Tutors to implement the lesson plans and will observe and record how the plans were carried out and the results of the lessons. The schools' math and reading/language arts instructional coaches will assist as needed with lesson planning and implementation. **Prior to each week of programming, Site Coordinators will orient Tutors to the curriculum calendar/map and review weekly lesson plans in weekly meetings (lasting 60 minutes).**

Tracking Progress: At least once a week, Site Coordinators will add teacher information and completed lesson plans, student activities, and learning outcomes in students' portfolios. Site Coordinators will add grades at the end of each 6-week grading period and standardized test scores when these are available.

School Planning Team Meetings: Each month and at the end of each 6-week grading period, Site Coordinators will meet with teachers and principals on the school planning teams. At these meetings, teachers will provide feedback on content and strategies for lesson planning, review progress to date, and recommend improvements.

Project Activities in Reading/Language Arts and Math: An Overview

The following section describes the **major learning goals** by grade level, followed by examples of engaging, interactive afterschool activities that will help students achieve learning goals. **Source:** *Tennessee English/Language Arts and Math Standards* (2016) and the research and research-based *You for Youth Afterschool Toolkits* (U.S. Department of Education's online training and technical assistance resource for 21st Century Community Learning Centers).

Reading/Language Arts

Kindergarten. Name and print letters and match them with sounds. Compare character experiences in stories. Understand how to use question words (who, what, when, where, and why) in discussion. Use drawing, writing, and speaking to describe an event.

Activities: Read aloud, songs, chants, clapping/tapping, A-Z Brainstorm Game, make photo books with labels, Readers Theater.

Grade 1: Use phonics and word analysis skills to determine unfamiliar words in reading.

Gather facts from different sources. Practice structure of writing short stories or essays.

Participate in group discussions and respond to questions and comments of others. Identify word meanings from context clues. Learn to make clearer distinctions between synonyms.

Activities: Read aloud, Reader's Theater, poetry/rhymes, Picture Walk, Summary Soccer Ball game, make an All about Me memory book.

Grade 2: Pay attention to details to answer the five W's and H questions. Determine morals or lessons of stories. Determine the meaning of a word through prefixes or suffixes. Write stories with event sequences and clarity. Practice sentence structure by expanding or re-arranging sentences. Expand group discussion with new information.

Activities: Read aloud, Reader's Theater, Vocabulary Dice Games, KWL Chart, keep a nature diary.

Grade 3: Read closely to find main ideas and support details in a story. Describe the logical connection between particular sentences and paragraphs in a stories. Compare the most important points and key details presented in two books on the same topic. Write opinions or explanations that group related information and develop topics with facts and details.

Activities: Spelling Dice Game, Jenga, choral reading, buddy reading, Reader's Theater, Dictionary Race Game, write recipes.

Grade 4: Describe the basic elements of stories – characters, events, and settings – by drawing on the specific details in the text. Write summaries of opinions about topics supported with a set of well-organized facts, details, and examples. Report orally on a topic or tell a story with enough facts and details.

Activities: KWL Chart, Summary Beach Ball, Reader's Theater, vocabulary card games, write a biography about an amazing person.

Grade 5: Summarize the key details of stories, dramas, poems, and non-fiction materials, including their themes or main ideas. Identify and judge evidence that supports particular ideas in an author's argument to change a reader's point of view. Expand, combine, and reduce sentences to improve meaning, interest, and style of writing.

Activities: Rate this Book, Mystery Cube, Vocabulary Relay Game, Reader's Theater, write a cookbook of family favorites.

Grade 6: Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Write arguments that provide clear reasons and relevant evidence. Present claims and findings to others orally.

Activities: It Says I Say Post It Notes, Math Talk, Readers Theater, make crossword puzzles, design a travel brochure.

Grade 7: Read closely and cite several sources of evidence from grade-level fiction and nonfiction works to support an analysis of what the material says. Develop a rich vocabulary of complex and sophisticated words and use them to speak and write more precisely and accurately.

Activities: Reader's Theater, poetry/rhymes, create a comic book, science words ball game, create a career blog.

Grade 8: Learn how authors support ideas through word choice, sentence and paragraph structure, and other methods. Build writing around strong central idea or points of view.

Analyze the purpose of information presented in diverse media (print, television, social). Present information orally with sound reasoning and relevant evidence.

Activities: Reader's Theater, Paper Bag Reports, Academic Words Ball Game, create a graphic novel.

Our sites use the **Reader's Theater as a major reading resource for all ages and grade levels.**

Reader's Theater is a dramatic presentation of a written work in script form. Readers read from a script and parts are divided among readers. Lines are not memorized. The focus is on reading the text with expressive voices and gestures, making comprehending the text fun and meaningful. Research on guided repeated oral reading like Reader's Theater confirms that it is an effective method for improving fluency, vocabulary, and comprehension (National Reading Panel, 2015). **Our students choose the scripts and enjoy acting them out.**

Math Activities

All activities will promote the development of key skills by grade level. Activities will be aligned by grade level State Standards. Math instructional coaches will help Site Coordinators choose/develop lesson plans. Most of the following activities are games using dice, playing cards, soccer and beach balls, and simple paper products. The activities are described in the *You for Youth* afterschool toolkits and other free afterschool lesson plans available online.

Kindergarten: Count to tell the number of objects. Add with a sum of ten or less. Subtract from a number 10 or less. Add and subtract very small numbers quickly. Correctly name shapes regardless of orientation or size.

Activities: Give Me Ten, Addition and Subtraction Number Battle, Place Value Number Battle, Elevator Pattern Points. Create a nature book counting birds and flowers.

Grade 1: Add with a sum of 20 or less and subtract from a number of 20 or less. Understand place value to add and subtract. Solve addition and subtraction word problems. Measure lengths. Make composite shapes by joining shapes together and dividing circles and triangles into halves and fourths.

Activities: Addition and Subtraction Number Battle, Place Value Number Battle, Elevator Pattern Points. Create a Robots Turtle game.

Grade 2: Understand place value to add and subtract. Solve more challenging addition and subtraction word problems. Measure lengths and solve word problems involving addition and subtraction of lengths.

Activities: I Spy Sums Addition Squares, Place Value Number Battle, Pattern Points. Plan school lunch for a week.

Grade 3: Multiply and divide up to 10×10 quickly and accurately, including knowing the times tables from memory. Understand fractions and relate them to whole numbers. Measure and estimate weights. Find the area of shapes.

Activities: Multiplication Toss Up, Fraction Battle, Make it Texas Size! Create a garden plan.

Grade 4: Do arithmetic and solve word problems with multi-digit numbers. Solve word problems with fractions. Understand simple decimals. Measure angles and find unknown angles in a diagram.

Activities: Hit the Target, Advance Multiplication Battle, Elevator. Create a personal savings plan. Find the math in a favorite sport.

Grade 5: Multiply and divide fractions and solve related word problems. Understand the concept of volume and solve word problems that involve volume. Calculate with decimals to the hundredths place.

Activities: Strategy Number Battle, Get to the Decimal Point, Make in Rhode Island Size! Scavenger Hunt for math in our lives.

Grade 6: Analyze and solve problems using concepts of ratio and rate. Work with variables and expressions. Analyze and solve word problems using equations.

Activities: Ratio puzzles, 3-D Shape Game, One Step Equations (Racing Game), Football Scores Distribution Games. Create a math newsletter about current college or professional sports games.

Grade 7: Analyze proportional relationships. Arithmetic with positive and negative numbers. Solve equations quickly and accurately, writing equations to solve word problems.

Activities: Ratio puzzles, Millionaire Game (algebraic equations), Coordinate Plane Jeopardy, Dice Game (Odds Are). Create an ad and analyze why it “catches the eye.”

Grade 8: Solve linear equations. Understand functions. Understand congruence and similarity.

Activities: Coin Toss Probability Games, Pythagorean Theorem Jeopardy, Equation Crossword Puzzles. Create an architectural plan.

Longer Project-Based Learning Activities that Combine Reading/Language Arts and Math Skills. All age/grade groups can participate in activities appropriate to their skill levels in small or large groups. The University of Tennessee Extension Service helps us plan and implement fun health and nutrition-related activities that build both reading/language arts and math skills.

STEM skills are part of these activities. Next year's students will choose from a menu of project-based learning activities. The following are examples of options available for students.

- **Smart Foods=Smart Kids.** Teams select four healthy recipes, perform calculations for the recipes to serve 25 and 150, and present the recipes and the calculated amount of supplies and total nutrients using PowerPoint. Extension staff will present nutrition education. Depending on the school and donations of food supplies, cooking can be involved.
- Students design a plan for a family, school, or community garden (perimeter, area, formula for a rectangle, using ordered pairs to identify locations on a coordinate grid, group collaboration skills). Learn about and select seeds. Start seeds inside and observe growth. Plant gardens according to the plans. Present information on nutritional value of plants grown. Harvest and share with local feeding programs for the poor.

Math and Reading Centers: Each site will have a math center and reading center where students may work on individual problems of interest to them. The centers will be equipped with “Dollar Store” items such as math and reading puzzles, flash cards, coins, beans, trays with compartments for organizing, straws, books/magazines, dice and other low-cost items for creative work in pairs on alone. Students who are not engaged in homework will transition to these centers.

STEM (Science, Technology, Engineering, and Math) Activities: The Project will incorporate strategies described in the State's *STEM Strategic Plan* (2016). We will help students use the schools' career exploration online tools (high demand STEM careers in the health care, advanced manufacturing, information technology fields) and invite local STEM professionals to speak. J. Frank White Academy, a private STEM-certified school will provide at least one STEM day of project-based learning in the schools. Service learning and art activities

are also project-based learning that build reading/language arts and math skills. These are described under Performance Goal 2 Activities.

Field Trip to Enhance/Expand Afterschool Learning: At each site, we will offer one educational field trip for students. Field trips will be selected based on their alignment with afterschool reading/language arts/math activities. Examples: Oak Ridge National Laboratory, Ijams Nature Center, McClung Natural History Museum, Bays Mountain Park and Planetarium. Students will research the sites before going on the trip. Lesson plans will be prepared for field trips. After the trip, students will develop projects and/or presentations connected to the field trip learning experience to demonstrate learning.

Computer-Based Practice Tools: Our programs have the use of school-provided, research-based math and reading software when students would benefit from practice or drill to build skills as determined by school day teachers. Examples: IX (K-12) and Lexia Reading Core (K-5). These resources provide practice in comprehension, vocabulary, phonics, phonemes, and fluency. Moby Max (K-8) provides practice in math fact fluency and number sense. The free online Khan Academy (K-12) provides interactive video tutorials in math, reading, and writing. The activities will not replace hands-on enrichment activities and will be time-limited.

Strategies for English Language Learners. Students with Limited English Proficiency (Need Section) will participate in the same reading/language arts and math activities as other students. Site Coordinators will consult with school day English as a Second Language teachers to align planned afterschool activities with each English Language Learner's Individual Learning Plan, which describes assessments, semester goals, and recommended language strategies and accommodations. Target school teachers believe that afterschool should provide a time for

English Language Learner students to use their native language during times not specifically devoted to English language instruction. Sites with large numbers of Hispanic students (Lincoln Heights Elementary and Middle School in Hamblen) will employ at least one bilingual (Spanish/English) Tutor and/or Site Coordinator. Translators/interpreters will be available if needed in the schools with very small numbers of Hispanic students.

The Project will use methods outlined in *You for Youth* that will help English Language Learners students master skills while working cooperatively with English-speaking students. These activities and strategies are also confirmed in the Tennessee Department of Education's *Supporting All English Learners across Tennessee: A Framework for English Learners*, updated March 27, 2018.

- Identify an English Language Learner goal for each math and reading/language arts activity.
- Allow time for students to practice their English skills in a welcoming, non-judgmental setting.
- Some beginning English Language Learners may understand the math concepts involved but they may not have the language skills to respond orally. In these cases, students will be encouraged to draw or write in response to questions.
- Communicate information, vocabulary, or instructions nonverbally to English Language Learners through illustrations, examples, models, and demonstrations.

Special Education Needs: As with all activities, Site Coordinators will consult with special education teachers about any special adaptations or compliance with the Individual Education Plan.

How We Will Know if We Are Succeeding (Evaluation): In addition to the Memorandum of Agreement signed by the Directors of Schools which commits to sharing relevant student/school attendance, academic achievement, and disciplinary data for the students served with the program, we will ask parents and teachers to sign consent forms allowing the release of grade cards and the results of State assessments. The Site Coordinator will be responsible for maintaining documentation/records (compiled in a portfolio) that show baseline needs of each student and the progress he/she is are making toward each performance goal. Information will be collected and analyzed to determine specific areas in need of skill-building; to provide progress reports to students, families, schools, and community partners; to provide data for the State's mid-year and annual reports; and to provide information that enables the Project to make continuous improvements. The Budget/Data Manager, under the supervision of the Project Director, will enter program information in the state-sponsored data collection system (as well as the Project's Access database). The Project will participate in all statewide evaluation activities.

Data to Be Collected, Reviewed, and Analyzed

- Baseline data from the schools – prior year grades, standardized test results, behavior
- Daily attendance logs. Regular attendance is defined by the State as the student's participation in the program an average of one hour a day for a minimum of 30 days (does not have to be consecutive). To remain in good standing in the Project, students must attend three of the four days for the full three hours each day throughout the school year.
- Daily time activity logs (time each student spent in reading/language arts, math, type of activity) and noted outcomes (lesson plans)
- Site Coordinator and Tutor observation

- Reading/language arts and math assessments used by each school (diagnostic, progress)
shared by teachers
- Weekly/monthly teacher reports on progress, including completion of homework
assignments in reading/language arts and math and classroom tests
- 6-week grade cards
- Results of State standardized tests in reading/language arts and math
- Daily parent/family communication logs or as occurs
- Student satisfaction with the program (periodic surveys) and Student Committee meeting
minutes (monthly)
- Parent satisfaction with the program (periodic surveys and monthly Parent Committee
minutes)
- Teacher surveys and information discussions

Methods to Share Results/Progress toward Performance Goals

(Reading/Language Arts, Math)

Communicating Results/Progress to Parents

We have found that our parents are interested in receiving **frequent information** about their child's progress. They appreciate our staff's efforts to make the schools' grading system and State standardized tests (TN Ready) easy to understand.

- Site Coordinators and Tutors will talk informally about each student's progress and activities in reading/language arts and math with parents who pick up their children each day and at family engagement events.
- We will send frequent text and/or email messages to parents about their child's activities and progress in reading/language arts and math and upcoming events/opportunities to volunteer.
- Parents will receive monthly reports on overall progress and activities at their child's site (emails, in-person, written notes).
- The Project Director, Site Coordinators, and the Budget/Data Manager will prepare quarterly newsletters that include information on the reading/language arts and math performance goals, activities, and progress/results to date. Newsletters will be emailed to parents and school and community partners and posted on the Project's website and Facebook page.
- Parents will be encouraged to schedule private meetings with staff to discuss the student's activities, progress, and challenges in reading/language arts and math. These discussions

will include tips for helping the student improve and for recognizing and celebrating progress.

At the end of the year, a report showing student grades from fall to spring and the results of standardized assessments in reading/language arts and math will be prepared and shared with parents. TN Ready (the State's assessment) produces individual student reports for teachers and easy to understand family reports for test results in math and reading/language arts. The reports break down each student's test results by sub-areas (vocabulary, for example). A summary details the student's strengths, areas for improvement, and next steps to be taken to increase proficiency. We will use the information to improve our instructional strategies and to give tips to parents on ways they can help their child improve at home.

- The Annual Performance Report to the Tennessee Department of Education will be shared with parents and explained in relation to students' attainment of the reading/language arts and math performance goals.
- At the last Parent Committee meeting of the year, parents will recommend improvements in the next school year based on their reviews of progress.

All communications will be written in easy to understand Plain English with no education jargon.

Written communications will be available in Spanish and English.

Translators/interpreters will be available as needed during parent-staff meetings.

Communicating Results/Progress to Students

- Our Tutors and Site Coordinators will provide positive, daily feedback to students as they build their math and reading/language arts skills. We will review grades and standardized test results with each student privately and in a way that celebrates the student's achievement and encourages him/her to set ever higher goals.
- At the end of the year, each site will present information to students on overall progress. This allows students to celebrate the success of the group and to feel proud of their contribution to that success. Students will also be encouraged to find ways to improve performance toward the goals.
- Each site's overall progress in reading/language arts and math will be posted on the Project's website and Facebook page. Students in each school will receive monthly reports on overall progress at their school site.
- The Annual Performance Report to the Tennessee Department of Education relating to the reading/language arts/math performance measures will be shared with students and explained.
- Student Committees will recommend improvements/changes in the next year's activities based on their reviews of progress.

Communicating Results/Progress to School Partners

- Our staff will communicate daily with school day teachers (as described in the Program Activities section). This daily communication includes our feedback to teachers on the progress each student is making in our core area of reading/language arts and math.
- On a more formal basis, Site Coordinators will meet with each school's planning team (teachers, principals, counselors, other key school personnel) monthly and at the end of each 6-week grading period and after the results of the State standardized tests are available (generally, by March). At this meeting, the team will review individual student progress in reading/language arts and math and come up with plans to strengthen Project activities, School-Project communication, and professional development strategies in reading/language arts and math.
- The Project Director, Site Coordinators, and the Budget/Data Manager will prepare quarterly newsletters that are emailed to school and community partners and posted on the Project's website and Facebook page. Twitter posts will alert stakeholders to the availability of the progress reports. These reports will provide a snapshot or dashboard look at student progress in reading/language arts and math.
- After the Project's Annual Performance Report is prepared for the Tennessee Department of Education, the planning team will review overall progress in reading/language arts and math.
- At the end of the school year, the team will develop plans to improve reading/language arts and math activities for the next year based on their review of progress reports.

Communicating Results/Progress to Community Partners

- The Project Director, Site Coordinators, and the Budget/Data Manager will prepare quarterly newsletters that are emailed to school and community partners and posted on the Project's website and Facebook page. Twitter posts will alert stakeholders to the availability of the progress reports. These reports will include a snapshot of the Project's progress toward the reading/language arts and math performance goal.

Our Project has a county-wide Steering Committee. Committee members include community partners (described in Partnerships) who provide services to all our schools, senior school system administrators, and teacher and parent representatives from each site. The Steering Committee will guide our overall activities in all our schools and can quickly make changes at the district level and provide additional resources when needed.

- The Steering Committee will meet quarterly. At the meetings, the Project Director will report on the progress toward the reading/language arts and math performance measures made by each school.
- The Annual Performance Report, including the outcomes reported for the reading/language arts and math performance goals will be shared with the Steering Committee and explained.
- At the final meeting of the year, the Committee will plan to improve reading/language arts and math activities in the next school year based on the results of progress reports.

Performance Goal 1: Professional Development

Professional Development Topics: Reading/Language Arts and Math

The Statement of Need section describes the priority to vastly improve proficiency in reading/language arts and math. Of the 30 hours of professional development required each year for Site Coordinators and Tutors, 15 will be committed to improving activities in Performance Goal 1. Site Coordinators will determine the topics needed to improve the performance goal in reading/language arts and math based on staff self-assessment of learning needs, observation, parent/student/community feedback, recommendations of school planning personnel, and monthly performance assessments.

- Site Coordinators and Tutors will use free online technical assistance and training offered by the U.S. Department of Education's online resource specifically for 21st Century Community Learning Centers -- *You for Youth*. Examples of topics/modules: Literacy Starter Kit, Embedding Math Content in Afterschool, STEM Projects (free from NASA, other resources), Literacy Anchor Standards, Oral Reading Fluency, Developmental Stages of Reading. You for Youth (and its links) provides lesson plan templates for math and reading/language arts by grade levels, including project based learning involving math and STEM; and strategies for struggling readers and/or English Language Learners.
- Site Coordinators and Tutors will participate in the schools' in-service reading/language arts and math training.
- Reading and math instructional coaches in each school will provide at least one professional development training each year to Tutors and Site Coordinators in implementing research-based reading/language arts and math activities, using school-provided educational software, aligning lesson plans to State Standards, and ways to connect Project activities to school day

learning activities without duplicating them. Reading and math coaches will collaborate monthly throughout each school year as needed to help Project Staff plan and implement reading/language arts activities based on the school's curriculum.

- English Language Learner teachers in the schools will train and assist Tutors and Site Coordinators to implement reading/language arts and math activities that meet the needs of Limited English Proficient students (English Language Learners) and their families.
- The Project Director (experienced in developing English Language Learner curricula and fluent in Spanish-English) will consult with Tutors and Site Coordinators as needed on strategies to effectively engage English Language Learners.
- Special education teachers will provide guidance on implementing effective reading/language arts and math enrichment for students with special needs.
- Site Coordinators will orient volunteer tutors to reading/language arts and math activities and) offer guidance/coaching during supervision.
- **Professional Development Hours Each Year for Administrative Staff:** 30 hours for the Project Director and 20 hours for the Budget/Data Manager and Office Manager will focus on the requirements associated with each performance goal and supervisory/administrative/management of the program as a whole, including oversight, budgeting, recordkeeping, and data collection for Performance Goal 1 activities. In addition, the Project Director will maintain current awareness of research/evidence-based afterschool strategies that will enable the program to meet or exceed all four performance goals.
- The Project Director will attend two Tennessee Department of Education training events and/or conferences that may focus on effective afterschool reading/language arts and math

strategies. She will share lessons learned with all Project staff, including the Office Manager and Budget/Data Manager.

- In addition to formal training/staff development activities, we will embed daily staff development in daily routines. Site Coordinators will guide/coach Tutors as they implement the school-connected curriculum in reading/language arts and math. Site Coordinators and Certified Teacher Tutors will coach paraprofessionals. All site staff provide peer to peer mentoring and support to new Tutors and to Tutors who need help in particular areas.
- Volunteer tutors will complete a minimum of two hours of orientation in effective ways to encourage and motivate struggling readers. Site Coordinators will deliver the orientation and training using the Southern Educational Development Lab's *Afterschool Training Toolkit*, *Preparing Early Readers* training module materials.

Performance Goal 2: All students will exhibit positive behavior changes that support academic and social growth.	
Alignment	Aligns with Tennessee Strategic Plan Priority Areas: All means all: providing individualized support and opportunities for all students with a focus on those who are furthest behind.
Indicator	Teacher-reported (TDOE prepared survey) measuring improvement in homework completion, class participation, classroom behavior, and relations with peers
Performance Target	Description
2.1	At least 75% of students who participate in the program for 30 days or more will have improved outcomes in timeliness and accuracy of homework completion. Reference Target: Program Year 2015-16 statewide teacher survey data (79.8% for improvement in timeliness and 81.4% for improvement in accuracy).
2.2	At least 75% of students who participate in the program for 30 days or more will have improved classroom participation and classroom behavior. Reference Target: Program Year 2015-16 statewide teacher survey data (74.7% for improvement in classroom participation and 71.8% for improvement in classroom behavior).
2.3	At least 75% of students who participate in the program for 30 days or more will have improved outcomes in relations with peers. Reference Target: Program Year 2015-16 statewide teacher survey data (66.8%).

Performance Goal 2 Activities

Target 2.1. How Homework Completion and Accuracy Activities Are Connected to the Needs of the Target Population: Statement of Need Section: All target schools report that 40-60% of students do not complete homework as assigned. Homework aids student achievement and builds important social and emotional skills, such as self-direction, self-discipline, and organizational skills (Natalie Lucas and Jennifer Kobrin, *Well-Designed Homework time as a Quality-Building Aid in Afterschool*, 2015). **Accurate and complete homework assignments can also improve students' grades (Performance Goal 1).**

Typical Schedule: Homework assistance will be offered **up to 30 minutes a day** for four days, Monday through Thursday. Younger children in K-2 will have no homework, and some children may need only 10 or 15 minutes of homework assistance. Site Coordinators will immediately transition students with no homework or who have finished homework to small group or individual math and reading activities (such as making book selections from Reading A-Z or working with hands-on items in math centers).

Facilities: Homework assistance activities take place in school cafeterias, with space designated as a homework centers for each age group. The centers are arranged so students can work together or alone in a quiet atmosphere free of distractions.

Grouping: We will group students by grade level for homework assistance. In general grade 6, 7, 8 each have separate homework centers, with one Tutor and volunteers to assist each group. Students who do not have homework will participate in reading/language arts and math enrichment during this time. Students in grade 3 are assisted in one group, and students in

grades 4 and 5 are together in a separate space. Each group is guided by at least one Tutor, assisted by the Site Coordinator and volunteers as appropriate.

Strategies to Improve Homework Completion and Accuracy

Parents, students, teachers, and Project staff will sign **homework contracts**. Students will agree to complete homework assignments accurately and on time. Parents will agree to check on their child's homework completion and accuracy each day. Teachers will agree to provide Site Coordinators with daily homework assignments, information about upcoming tests and quizzes, and feedback on the status of completion and accuracy of the previous day's assignment. To ensure that homework time is productive, Tutors will guide students to do the difficult assignments first, get help studying for quizzes/tests, and choose supplemental work that will target specific needs.

- School day teachers will communicate homework assignments to Site Coordinators daily.
- Parents and students will maintain homework completion and accuracy checklists.
- Each program day during the school year, students with homework assignments will complete homework activities before engaging in other activities.
- Tutors and volunteers will assist students by grade/skill levels.
- Each day, students will check off their homework assignments. Project staff will meet with teachers, students, and parents to resolve challenges to homework completion.
- Parents will receive a homework tip of the day (Family Engagement).

- Parent Committee meetings will offer information about how to help and monitor homework assignments (Family Engagement).
- Site Coordinators will consult with Special Education and English as a Second Language teachers to learn about any adaptations that should be made to support special needs students and those with language needs.

Targets 2.2 and 2.3. Classroom Behavior/Participation and Peer Relationships

Activities that will improve classroom behavior/participation and peer relationship skills are discussed together since the social/emotional skills required for good classroom behavior and healthy peer relationships are the same or very similar.

How Classroom Behavior/Participation and Peer Relationships Activities Are Connected to Need: In the Statement of Need Section, principals and teachers in the target schools identified behavioral and attitude challenges (disrespect, lack of attention, low level of classroom participation). Teachers and principals described problems with students' lack of appropriate peer communication skills and problem behaviors such as fighting. Root causes were identified, including students' exposure to Adverse Childhood Experiences and the absence of positive role models. Teachers recommended that our sites receive discipline reports at least once each grading period instead of the end of the school year and that our sites should align afterschool behavior management strategies with those used in the classroom.

Schedule: Activities to achieve 2.2 and 2.3 performance measures are embedded into all Project activities every day. Service learning and arts programs that build social and behavioral skills will be offered as part of reading/language arts/math activities (project-based learning) and during 30 minutes set-aside at the end of each day.

Facilities: The following activities take place in all school facilities used by the Project and are embedded in the activities. Service learning and arts activities are generally conducted in the cafeterias and/or libraries. Our facilities help ensure positive behavior by providing children with the space, lighting, and sound they need to engage in each activity.

Grouping: The Project's social/behavioral and emotional learning strategies will be appropriate for each child's developmental stage and age. Multi-age groups may participate at their own level in service learning and arts projects by completing tasks that are appropriate to their ages and grade levels (as described in Performance Goal 1 activities).

Activities to Improve Classroom Behavior, Participation, and Peer Relationships

Improving Classroom Participation and Behavior: At the start of each school year, teachers will complete a strengths/needs checklist for each student (turning in homework on time, completing homework satisfactorily, participating appropriately in class, volunteering, attending class regularly, being attentive in class, academic performance, getting along well with other students). The initial checklist serves as baseline data as well as providing site staff with information that helps the program improve each student's behavior. This checklist will be updated at least once each grading period to help us determine areas of improvement for each student. In the next year our staff will receive school day discipline reports at the end of each grading period (instead of at the end of the year). In addition, we will request that teachers/principals alert us to behavioral issues as they occur so that we can develop/coordinate strategies to address specific behavioral concerns, including appropriate mental health referrals. We will add each teacher's behavior management plan to our monthly and 6-week grading period curriculum planning sessions with teachers and principals. Teachers' plans include the

components recommended by Vanderbilt University (2018) in *Components of a Comprehensive Behavior Management Plan*. **Key components are:**

- **Statement of Purpose.** A brief positive statement that conveys to educational professionals, parents, and students the reasons why various aspects of the management plan are needed.
- **Rules:** Explicit statements of how the teacher expects students to behave.
- **Procedures:** Description of the steps students must take to correctly complete daily routines.
- **Consequences:** Actions taken to respond to both appropriate and inappropriate behavior.
- **Action Plan:** Steps to implement the behavior management plan.

Developing New Behavior Plans for Afterschool: Our school sites will develop their own behavior management plans that are aligned with teachers' plans and that includes recommendations by parents and students. Site Coordinators and Tutors will receive training/coaching in implementing the plans. We will maximize the daily structure of our programs by explicitly defining routines, arranging space to avoid crowding/distractions, and establishing, teaching, monitoring, and reinforcing rules, and actively engaging students in project based learning. Staff will use a variety of strategies to respond to inappropriate behavior and to promote appropriate behavior (praise, recognition, redirection, repairing the damage, relieving others' distress, with a clear chain of sanctions, such as school referrals or parent contact). Behavior management plans will be described in Student and Parent Handbooks, orientation, meetings, and other communications with parents and students. Site staff will provide daily or weekly feedback to students, parents, and teachers about behavioral issues.

Implementing Behavior Management through Positive Discipline Strategies: Our planning team stated that children/youth misbehave for four main reasons: to gain attention, to maintain a sense of control, to counter feelings of inadequacy, and for revenge. Our positive discipline strategies to be followed consistently by staff are shown in the following chart. The strategies are confirmed by research summarized by the School Age Editorial Board of the Children, Youth and Families Education and Research Network in *Positive Guidance and Discipline for Afterschool Programs*, 2015).

Positive Discipline Techniques			
Fix-Up	Stay in Control	Be Firm	Manage Behavior
If a student damages something they need to help fix it or clean it up. If they cause distress to someone, they should help in relieving that distress.	Act before the situation gets out of control or before you get angry or frustrated and before the behavior becomes unreasonable.	Clearly and firmly state what needs to be done. Speak in a tone that lets the student know that you mean what you say and that you expect him/her to do as he/she is told.	Talk with the student calmly to learn what caused a disagreement. Then, talk about ways to deal with it.
Separation/Time Out	Redirection	Praise	Prevent
When participants irritate one another, have them take a break apart from the group until they calm down.	When students are not following the rules and are being uncooperative, quickly divert their attention and introduce another activity.	Give more attention and praise for good behavior!	Look for ways to prevent misbehavior, such as communicating clear expectations, planning for smooth transitions between activities, and reducing boredom.

Both the schools' and our program's behavior management strategies will be grounded in social and emotional learning principles. We will use a free **new, research-based social/emotional learning activity toolkit**, *Social and Emotional Learning in Practice Toolkit*

(University of Minnesota, 2015) to guide students as they develop and practice appropriate behavior and social skills that will improve peer relationships and classroom participation. This toolkit is aligned with the toolkit used by target school teachers (Tennessee Department of Education, *Incorporating Social and Emotional Learning into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators* (2015).

Afterschool will offer students opportunities to practice and improve social and emotional skills that can be translated to the school day classroom and to peer relationships within and outside of afterschool. The skills can also be viewed as the foundation for positive youth development by developing competence, connection, confidence, character, and caring and for fostering the 21st Century skills (communication, critical thinking, collaboration, and creativity). Our activities provide each student with a positive relationship with a caring adult and help students develop a sense of independence, mastery, and generosity by offering opportunities to value and practice service for others.

Each week, teachers will provide us with information about students who need to improve in this area and suggest interventions school day teachers and after school staff can take. We will then implement targeted strategies from the Toolkit, such as creating small groups and/or arts and service learning projects that allow students to practice positive peer relations skills (respect and empathy, resisting inappropriate social pressure, working cooperatively, resolving interpersonal conflicts, developing leadership skills).

The Project will integrate social and emotional learning strategies in all program components and link students with challenging behaviors/attitudes to each school's counselor for counseling and/or referrals to mental health providers in the community. Social and emotional

learning strategies work to develop 5 core social and emotional competencies in students developed by the Collaborative for Academic, Social and Emotional Learning, 2016):

1. **Self- awareness** (knowing what we are feeling, have a realistic assessment of our own abilities and a sense of self confidence).
2. **Self-management** (the ability to calm one's self down when upset, to set goals and work toward them, and to manage and control emotions).
3. **Social awareness** (the ability to recognize what is appropriate in certain settings and empathize with others).
4. **Responsible decision making** (ability to make decisions that take into account social standards, consequences, and context).
5. **Relationship skills** (ability to communicate well, to listen and respond appropriately, and to negotiate conflict).

Social and emotional learning will be the foundation for every student/family contact and relationship in the program. Staff will model appropriate behaviors and attitudes.

The personal qualities required of all staff (warm, caring, encouraging, supportive, respectful of youth/families) will provide positive role models for youth. Our Site Coordinators and Tutors will self-assess their own social and emotional competencies and learn how to increase their own competencies through reflection and training.

Coaching and Modeling: Each day, students will be taught through modeling/coaching to recognize how they feel and how others might be feeling. Staff will prompt the use of conflict resolution skills, using dialoguing to guide students through the steps. Through class meetings and monthly Student Committee meetings students will practice group decision making and

setting classroom rules. Students will learn cooperation and teamwork through participation in team sports and games. Cross-age mentoring in which older students are paired with younger ones will help build self-confidence, a sense of belonging, and enhance academic skills. Having one student describe a situation and having other students repeat what he said will be part of reading/language arts activities.

To further develop behavioral, class participation, and peer relationship skills, students will participate in service learning and an arts program. Service learning builds social and emotional skills, specifically self-efficacy and relationships (Vanderbilt University, Center for Teaching, 2015). **Hands-on arts activities** are not only entertaining, they “build skills and confidence, foster teamwork and persistence, and inspire the formation of social bonds and empathy for others (Wallace Foundation, *Something to Say: Success Principles for Afterschool Arts Programs*, 2015). **DCEA will contribute up to \$5,000 each year to purchase supplies needed for service learning and art supplies.**

Service Learning: In past years, service learning activities have proven extremely popular with our students. **Our students enjoy giving back to the community and are always looking for ways to help those who are in need.** Students will research a community or school issue, develop a plan of action to help solve the problem, take action based on the plan, evaluate and reflect on the outcomes of the action, and present information about the service to others. Service learning is based on the PARC Model. PARC is an acronym standing for Preparation/Planning, Taking Action, Reflection on Service, and Celebration.) In our planning for 2020 we gathered ideas for projects to help families who are living in poverty and struggling to meet basic needs. These ideas are listed here as an example of what form our service learning might take in 2019. Examples: (1) Making energy efficiency bags to include a 2 pack of energy

efficient light bulbs and rolls of window weather stripping for 125 families who need assistance with paying their utility costs. (2) Making in-home safety bags for families with infants in an Early Head Start Program. The items might include cabinet safety locks and electrical socket covers for 80 homes. As part of the experience, students would learn about careers in early childhood education; research energy shortage issues in the U.S. and other countries and hear an expert from Appalachian Electric Cooperative (a rural utility) speak about energy conservation methods, careers in the green energy field, and the science of electricity. Students might create entertaining reports (a play, puppet show, skit, newscast, etc.) on their service learning and present it to other students, staff, parents, and community partners. **Each program year, students enrolled at each site will choose their service learning activities.** Because of the limited transportation options available, most service learning activities will take place on school grounds. The Project will invite guest speakers from the community to present information about service learning topics. A field trip to community sites that benefitted from the students' services will allow students to see and celebrate the results of their volunteer activities.

Arts: A community visual arts education program will assist our Project free of charge. Artist/educators affiliated with Arts Build Skills will train Site Coordinators to implement visual arts activities appropriate to each grade/age level. Activities will include painting (exploring different dry and wet brush techniques); paper manipulation (folding, curling, weaving, collage); drawing exploration and blending colors; print making; and three dimensional explorations. Professional artists/educators will visit our sites to talk about art with students, provide direct instruction to students several times during the year, and provide ongoing technical assistance to Site Coordinators. As they enjoy creating, students will also be acquiring problem solving and critical thinking skills and developing a sense of mastery that will build self-confidence in many

areas. At the end of the year, students will exhibit their work in the schools. Parents and other family members, community partners, school staff and the general public will be invited to the exhibition events which will recognize and celebrate each artist.

Schedule for Art and Service Learning: 5:25 – 5:55 each day. Art and service learning projects, worked on each day, can take weeks or even months to complete. Service learning and arts education are also embedded in daily reading/language arts/math activities (project-based learning).

Additional Activities for Middle School Students (Grades 6-8): The Statement of Need described the extremely high suspension rates for economically disadvantaged students in the two middle schools (44.2% for Lincoln Heights and 52.5% for Horace Maynard). In addition to the activities previously described, we will provide middle school students with social/emotional/behavioral learning opportunities that will meet their unique developmental needs. Many of our middle school students are used to the smaller, more nurturing environments in their elementary schools. Many have not been prepared for the transition to larger middle schools with many different teachers and students from other parts of the county. Our planning team thought that some middle school students were overwhelmed by this new experience and lacked information about how to navigate the new environment. Our students in grades 6-8 face many challenges related to physical development, such as increased concern with appearance and fitting in and moodiness. Middle school students are likely to be more susceptible to peer pressure. Most middle schoolers will want to be more independent. To meet their needs, we will take the following steps:

- Site Coordinators will encourage more frequent behavior management meetings with middle school personnel than with personnel in the elementary schools, where behavioral challenges are not severe.
- Offer peer-bonding activities (meeting and getting to know each other) in daily activities.
- Present information about the expectations of middle school with the assistance of teachers, guidance counselors, and principals. Help students know who to turn to for help when problems or challenges arise.
- Offer “clubs” of the students’ choosing (homework, music, books, theater, fitness, etc.) that will provide additional structure and a sense of belonging.
- Ensure that no supposedly funny “put downs” or teasing are allowed at any time.
- Help students learn and practice conflict resolution skills and problem solving skills that can be used to deal with bullying, teasing, and trash talk in school and community situations.
- Site Coordinators, Tutors, and high school seniors (volunteers) will introduce “transition to high school” in the 7th and 8th grades for students and parents – what to expect in high school, classroom expectations, daily class schedules, handling new stressors, dress codes, making new friends, courses to take in high school that will help students achieve college and career goals.
- Guide students to learn how to identify negative peer pressure and ways to deal with it in a positive way.
- Coordinate afterschool students’ participation in each middle school’s anti-bullying campaigns. Encourage afterschool students to take the lead.

- Implement mental health services when appropriate, described under Family Engagement.

As described in New Project Components, our organization operates a federally funded positive youth development program. The Teen Outreach Program (Sexual Risk Avoidance Education) is funded to provide positive youth development/risk reduction activities for afterschool students in Lincoln Heights Middle School. With parental consent, two groups of students each receive Teen Outreach Program services for 1.5 hours a week during the school year. The Teen Outreach Program curriculum is delivered by a trained and certified Facilitator who guides interactive lessons that build social and emotional skills, including healthy relationship skills and skills that empower youth to avoid early sexual activity, drinking, drug use and violence. Due to federal rules and the curriculum's copyright restrictions, we are prohibited from offering this program to the other middle school. The Sustainability section describes our plans to apply for federal or other grants to deliver the Teen Outreach Program at other 21st CCLC sites.

English Language Learner Students/Families: All Site Coordinators and Tutors will have an understanding of Hispanic/Latino traditions/expectations, behaviors, and attitudes connected to social and emotional learning. Social/emotional strategies will be implemented through the lens of cultural understanding and respect. Written materials will be in both Spanish and English. Lincoln Heights Elementary and Middle Schools will have at least one bilingual Site Coordinator or Tutor.

Special Education Students: As with all activities, we will consult with Special Education teachers to discuss any adaptations to strategies that need to be made to meet individual needs of special education students.

How We Will Know if We Are Succeeding (Evaluation): The Site Coordinator will be responsible for maintaining documentation/records that show baseline needs of each student and the progress he or she is making toward each performance goal. Information will be collected and analyzed to pinpoint specific areas in need of skill-building and to provide data for the State's mid-year and annual reports. Data to be collected:

- Attendance in the prior year (school records)
- Daily attendance logs by activity
- Daily homework logs, daily/weekly teacher feedback on completeness/quality of homework assignments; daily parent communication logs
- Daily/time Social and Emotional Learning Activity logs
- Staff and teacher observation of classroom participation/behavior, mental health referrals, school disciplinary records
- Teacher completed checklists on homework completion/accuracy, classroom participation/behavior, and peer relationships. Daily parent/family communication logs or as occurs
- Parent and Student Committee surveys and meeting minutes
- Portfolio review (service learning and art programming)

The Budget/Data Manager, under the supervision of the Project Director, will enter the information that is collected in the state-sponsored data collection system (as well as the Project's Access database). The Project will participate in all statewide evaluation activities.

Performance Goal 2: Communicating Results/Progress

Communicating Results/Progress to Parents

- Site Coordinators and Tutors will talk informally about their child's progress in homework accuracy and timely completion, classroom participation and behavior, and peer relationships with parents who pick up their children and at family engagement events.
- We will send frequent text/email/phone messages to parents about their child's progress in homework activities, classroom participation and behavior, and peer relationships, along with upcoming events/opportunities to volunteer.
- Parents will be encouraged to schedule private meetings with staff to discuss the student's activities, progress, and challenges in behavioral and social relationship areas. These discussions will include tips for helping the student improve and for recognizing and celebrating progress.
- At the end of each 6-week grading period when grades are discussed with parents, the Project will also communicate about how the student is progressing in homework accuracy and timely completion, classroom participation/behavior, and peer relationships.
- The Project Director, Site Coordinators, and the Budget/Data Manager will prepare quarterly newsletters that are emailed to parents and posted on the Project's website and Facebook page. The newsletter highlights interesting activities and results of the social and emotional learning and related activities, including interviews with teachers and students about homework, classroom behavior and participation, and getting along well with other students.

- At the end of the year, a report showing student performance progress from spring to fall in the performance measures related to homework completion/accuracy/timeliness, classroom participation and behavior, and peer relations will be distributed.
- All communications will be written in easy to understand language. Written communications will be available in Spanish and English. Translators will be available if needed during parent-staff meetings.
- Parent Committee members in each school will receive monthly reports on overall progress in the three positive behavior areas that support academic and social growth at each their child's site.
- The Project will share Annual Performance Reports, including the sections related to positive behavior changes that support academic and social growth, with parents and explain the results in an easy to understand manner.
- At the last Parent Committee meeting, family members will recommend improvements in the next year's activities based on their reviews of progress.

Communicating Results/Progress to Students

- Our Tutors and Site Coordinators will provide positive, daily feedback to students on their homework completion and accuracy status and behavior and social/emotional learning skills. We will review student progress with each student privately and in a way that celebrates the student's achievement and encourages him/her to set ever higher goals.
- At the end of the year, each site will present information to students as a group on overall progress in these three positive behavior change areas. This allows students to celebrate the success of the group and to feel proud of their contribution to that success. Students will also be encouraged to find ways to improve performance toward the goals.

- Each site's overall progress in making positive behavioral changes will be posted on the Project's website and Facebook page.
- Student Committee members in each school will receive monthly reports on overall progress relating to positive behavior changes at their school site.
- The Project will share Annual Performance Reports, including the section dealing with positive behavior changes, with students and explain the results in any easy to understand manner.
- At the last Student Committee meeting, students will recommend activities to improve homework accuracy and completion, classroom behavior and participation, and peer relationships in the next school year.

Communicating Results/Progress to School Partners

- Our staff will communicate daily with school day teachers (as described in the Program Activities section). This daily communication includes our feedback to teachers on the progress each student is making in timely and accurate completion of homework, classroom participation/behavior, and positive peer relationships.
- On a more formal basis, Site Coordinators will meet with each school's planning team (teachers, principals, counselors, other key school personnel) monthly and at the end of each 6-week grading period. At this meeting, the team will review individual student progress in the three positive change behavior areas and come up with plans to strengthen Project activities, School-Project communication, and professional development strategies to strengthen the homework, classroom participation, and peer relationships component.
- The quarterly newsletter will highlight interesting activities and results of the social and emotional learning, service learning, and arts activities that support positive behavior change activities. These articles will include interviews with teachers and students about successes and challenges in positive behavior and relationship skills.
- After the Project's Annual Performance Report is prepared for the Tennessee Department of Education, the planning team will review overall progress of the Project in meeting positive behavior changes goals to support academic and social growth.
- At the end of the school year, the team will develop plans to improve the Project's activities in the three positive behavior change areas for the next year based on their review of progress reports.

Communicating Results/Progress to Community Partners

- The Project Director, Site Coordinators, and Budget/Data Manager will prepare quarterly newsletters that will be emailed to community partners and posted on the Project's website and Facebook page. The newsletter will highlight the results of the homework, service learning and arts, and integrated social/emotional learning activities on students' behavior. Interviews with teachers, students, and partners will be included.
- County-wide Steering Committee members include community partners who provide services to all our schools, senior school system administrators, and teacher and parent representatives from each site. At quarterly meetings, the Project Director will report on progress students are making in the three positive behavior changes that contribute to academic and social growth. At the final meeting of the year, the Committee will plan to improve positive behavior change activities for the next year's activities based on the results of progress reports.
- The Annual Performance Report, including the section that reports on outcomes in the positive behavior change measures, will be explained to the Steering Committee.
- At the final meeting of the year, the Committee will plan to improve positive behavior change activities for the next year's activities based on the results of progress reports.

Performance Goal 2: Professional Development

Note: 30 hours of professional development are required each year for Site Coordinators and Tutors, 15 will be committed to improving activities in Performance Goal 1 (reading/language arts/math).

Site Coordinators will determine the topics and number of hours of professional development needed to improve Performance Goal 2 activities based on observation, staff self-assessment of learning needs, parent/student/community feedback, recommendations of school planning personnel, and monthly performance assessments.

- Site Coordinators will train Tutors in using positive discipline strategies, the *Social and Emotional Learning Toolkit*, and each school's behavior management plans.
- Site Coordinators will orient staff to service learning using the PARC Model (Planning, Action, Reflection, Celebration). Arts Build Skills will train Site Coordinators to implement art education activities that build social/emotional/academic skills.
- Staff will self-assess their own social and emotional competencies.
- Site Coordinators and Tutors will participate in free webinars on homework assistance and social/emotional learning by the Afterschool Alliance and the online courses on the U.S. Department of Education's *You for Youth* Professional Learning and Technical Assistance for 21st Century Community Learning Centers (y4y.ed.gov).

- HOLA Lakeway, a Hispanic/Latino voluntary social organization, will provide training in understanding and appreciating the culture and traditions of our English Language Learners about child-rearing practices that affect social and emotional learning.
- The Project Director (experienced in developing English Language Learner curricula and fluent in Spanish-English) will consult with Tutors and Site Coordinators as needed on strategies to effectively engage English Language Learners and their families.
- School Counselors will train all staff in strategies to identify students/families in need of mental health services and referral methods. This training will also include strategies for promoting healthy peer relationships and classroom behavior and participation in afterschool activities.
- Special education teachers will guide Site Coordinators and Tutors in understanding the social and emotional learning/behavior challenges and strengths of students with special needs and their families.
- Site Coordinators and the Tutors will participate in any school-provided training on behavioral/mental health and social and emotional learning issues.
- **Professional Development Hours Each Year for Administrative Staff:** 30 hours for the Project Director and 20 hours for the Budget/Data Manager and Office Manager will focus on the requirements of the performance goals and supervisory/administrative and management of the program as a whole, including oversight, budgeting, recordkeeping, and data collection for Performance Goal 2 activities. In addition, the Project Director will maintain

current awareness of research/evidence-based afterschool strategies that will enable the program to meet or exceed all four performance goals.

- The Project Director will participate in state-approved extended learning training and conferences. At these events, she will learn about new ideas and best practices in helping students make positive behavior changes necessary for academic and social growth. She will share learning with the Project staff.

Performance Goal 3: The percentage of students who are chronically absent from school will decrease.	
Alignment	Aligns with Tennessee Strategic Plan Priority Areas: All means all: providing individualized support and opportunities for all students with a focus on those who are furthest behind.
Indicator	School records of student attendance: Total days of excused and unexcused absences not to exceed 18 during the course of the school year; 10% of 180-day school year.
Performance Target	Description
3.1	At least 75% of students who participate in the program for 30 days or more will miss 14 or fewer days of each academic year. Reference Target: State average for number of days misses for 2015 was 8 (for all grade levels).

Performance Goal 3 Activities

Target 3.1 How Project Activities Are Connected to the Need of the Target Population

Statement of Need: % Students Chronically Absent reported by the State Report Card:

Elementary Schools: Luttrell: 15.6%. Maynardville: 11.3%. Paulette: 15.4%. Bean Station: 11.5%. Union Heights: 0%. Lincoln Heights: 0%. **Middle Schools:** Lincoln Heights: 0%.

Horace Maynard Middle: 22.8%. The majority of schools have chronic absenteeism rates that exceed the state rates of 10.3% (K-8) and 13.3% (K-12). Any student who is chronically absent will face severe hurdles to success in school at any grade level. Students who are chronically absent in the first grade are much less likely to read at grade level by third grade. **A student who is chronically absent in elementary or middle school is more than seven times likely to drop out of high school** (Tennessee Department of Education, *Chronic Absenteeism in Tennessee's Early Grades*, 2016). Students can fall behind if they miss just a day or two every few weeks. Chronic absenteeism is connected to mental health issues, including depression and anxiety (Robert Wood Johnson Foundation, 2016). Students who are chronically absent are at high risk of being referred to the juvenile justice system for truancy. Teachers and principals believe that attending school regularly helps children feel better about school and themselves. They see a need to help children and parents start building the on-time attendance habit early. Good attendance will help students do well in high school, college, and at work.

Facilities: The following activities take place in all school facilities used by our Project.

Grouping: All age and grade levels will participate, with motivational messages tailored to each age/grade level.

Schedule: Activities to build attendance are integrated into all components each day, Monday through Thursday, from 3:00 p.m. to 6:00 p.m. and into all family engagement contacts and services.

3.1 Program Activities to Reduce/Prevent Absenteeism

The Project will be guided by research/evidence-based strategies to reduce chronic absences developed by *Attendance Works (Toolkit, 2016)*. *Attendance Works* is a national model for school systems across the country; Tennessee schools implement *Attendance Work* strategies. We will also use the *Every Student Every Day Community Toolkit to Address and Eliminate Chronic Absenteeism* (U.S. Departments of Education, Justice, Health and Human Services, and Housing and Urban Development, 2015). Both resources are free.

The Project will **target for recruitment students identified by schools as chronically absent, defined as missing at least 10% of the school year**. The definition includes both excused and unexcused absences and suspensions. The Department of Education cites two predictive factors – whether a student was chronically absent in the previous year and whether a student misses multiple school days in the first month of the school year.

Activities for All Students/Families

Our students can participate in afterschool activities only if they have attended school that day. **If students look forward to an enjoyable, positive experience in afterschool, they will be more motivated to attend school that day.**

Note: Please see the Recruitment/Retention section for our Project’s mandated attendance policy for afterschool.

Our activities are designed to ensure that at least 75% of students who participate in the program for 30 days or more will miss 14 or fewer days of school year academic year. We will work to both reduce chronic absenteeism in students who are currently chronically absent and to promote full attendance for all students. Our Site Coordinators and Tutors will:

- Monitor school/program attendance daily.
- Clarify attendance expectations and goals during parent/student orientation, in Student/Parent Handbooks, and in written parent/student communications.
- Establish a positive afterschool culture so that students will be eager to attend school every day so they can participate in our afterschool program.
- Recognize and appreciate even the smallest improvements in attendance.
- In all parent-staff contacts, the importance of regular attendance and on-time arrival will be communicated.
- Program staff will acquire and regularly distribute free *Attendance Works* materials to parents and students, such as tip sheets, talking points, infographics, and calendars for parents to set attendance goals for the student and track absences. Tutors will distribute *Attendance Works* calendars in which parents and students will set attendance goals and strategies (such as “I will be on time each day”) and strategies for both students and parents to ensure the goal is reached (laying out clothes the night before, etc.). Parents, students, and program staff will use the calendars to track and reward attendance/on time goals.
- Staff will share contact information for school and/or community resources that can help with possible barriers to attendance, such as housing, transportation, and other basic needs.

- Staff will provide easy to read tip sheets on the do's and don'ts of allowing children to miss school due to illness or other concerns, including ideas for planning and organizing the night before.
- Each week, the program will review attendance data to identify problem situations and reach out to students and parents to find out why the student was absent and to initiate approaches to improve attendance, including meetings with appropriate school staff and referrals to community sources.
- The program will formally recognize and reward regular attendance monthly and at annual family/school recognition events.

Additional Services for Students Missing 10% or More of Current or Prior Year (or who are at risk of missing more than 14 days). In addition to the strategies described for all students and parents, program staff will coordinate with school personnel to:

- Provide personalized and supportive outreach on the day the student is absent.
- Offer an attendance mentor/buddy (peer or older-younger child relationship).
- Meet with students and family (and school and community agencies as appropriate) to develop additional written plans to reduce absenteeism, including linkages with transportation, housing, health care, within a specified time frame.
- Refer families to the Project's mental health services (in the Family Engagement section) when chronic absenteeism is a symptom of depression, anxiety, abuse, family substance abuse, or similar issue.

How We Will Know If We Are Succeeding (Evaluation): The Site Coordinator will be responsible for maintaining documentation/records that show baseline needs of each student and

the progress he or she is making toward each performance goal. Each site will collect information on each student's progress toward each performance goal.

- Prior year attendance record (school data)
- Daily program and school attendance logs
- Weekly review of student-family calendars
- Daily parent/family communication logs or as occurs
- School attendance at the end of each grading period, mid-year, and cumulatively at the end of each year
- Student/family discussions concerning attendance in monthly parent and student committee meetings (summarized in minutes)
- Teachers' daily/weekly feedback on school attendance
- Mental health needs, services, and outcomes if available

The information is used to: determine how to help students improve in specific areas; to inform parents, schools, students, and community partners about progress/results at various times during the year; to provide data for the State's evaluation and mid-year and annual reports; and to continuously improve the activities to better meet student and family needs. The Budget/Data Manager, under the supervision of the Project Director, will enter program information in the state-sponsored data collection system (as well as the Project's Access database). The Project will participate in all statewide evaluation activities.

Communicating Results/Progress to Parents

- Site Coordinators and Tutors will talk informally each day with parents who pick up their child about their child's progress in attendance.
- We will send frequent text/email/phone messages to parents about their child's attendance that week and tips to improve it. We will congratulate parents when students attend 100%.
- Parents will be encouraged to schedule private meetings with staff to discuss the student's activities, progress, and challenges in attendance. These discussions will include tips for helping the student improve and for recognizing and celebrating progress.
- The quarterly newsletter will highlight interesting activities and results of attendance activities, including interviews with teachers and students about successes and challenges in improving attendance.
- Parent University topics will include information about the importance of regular attendance in school and the program.
- At the end of the year, a report showing attendance from fall to spring will be prepared.
- **All communications will be written in easy to understand language. Written communications will be available in Spanish and English. Translators will be available if needed during parent-staff meetings.**
- Parent Committee members in each school will receive monthly reports on overall progress in attendance at their child's site.
- Annual Performance Reports results on attendance will be explained to parents.
- At the final Parent Committee meeting of the year, family members will recommend improvements in activities based on their reviews of progress.

Communicating Results/Progress to Students

- Our Tutors and Site Coordinators will provide positive, daily feedback to students on their attendance in school and in our program. We will review student progress with each student privately and in a way that celebrates the student's achievement and encourages him/her to set ever higher goals.
- At the end of the year, each site will present information to students as a group on overall progress in attendance. This will allow students to celebrate the success of the group and to feel proud of their contribution to that success. Students will also be encouraged to find ways to improve performance toward improved attendance.
- Each site's overall progress in attendance will be posted on the Project's website and Facebook page. This will foster a positive competitive spirit among sites.
- Student Committee members in each school will receive monthly reports on overall progress in attendance at their school site.
- Annual Performance Reports concerning attendance will be explained to students.
- Students will recommend improvements for the next year based on their reviews of progress.

Communicating Results/Progress to School Partners

- Our staff will communicate daily with school day teachers (as described in the Program Activities section). This daily communication includes our feedback to teachers on the progress each student is making in attendance and the possible causes for absenteeism.
- On a more formal basis, Site Coordinators will meet with each school's planning team (teachers, principals, counselors, other key school personnel) monthly and at the end of

each 6-week grading period. During these meetings, progress and challenges in attendance will be reported and discussed. At this meeting, the team will review individual student progress and come up with plans to strengthen the Project's attendance-related activities and/or School-Project communication and professional development strategies to improve attendance-related skills and knowledge.

- The quarterly newsletter will highlight interesting activities and results of attendance activities, including interviews with teachers and students about successes and challenges in improving attendance.
- After the Project's Annual Performance Report is prepared for the Tennessee Department of Education, the planning team will review the overall progress of the Project, including attendance.
- At the end of the school year, the team will develop plans to address attendance for the next year based on their review of progress reports.

Communicating Results/Progress to Community Partners

- The Project Director, Site Coordinators, and the Budget/Data Manager will prepare quarterly newsletters that will be emailed to community partners and posted on the Project's website and Facebook page. Twitter posts will alert stakeholders to the availability of the progress reports. These communications will contain information on the progress in attendance and describe the role of community partners in reducing chronic absenteeism.
- At quarterly meetings of the county-level Steering Committees (which include the community partners that serve all our sites), the Project Director will report on progress in attendance at the school level.

- The Annual Performance Report's section on attendance will be shared with and discussed with the Steering Committee.
- At the final meeting of the year, the Committee will plan for improvements in the next year's activities related to attendance based on the results of progress reports.

Performance Goal 3: Professional Development

Note: Of the 30 hours of professional development required each year for Site Coordinators and Tutors, 15 will be committed to improving activities in Performance Goal 1 (reading/language arts/math).

Site Coordinators will determine the topics and number of hours of professional development needed to improve Performance Goal 3 attendance outcomes based on observation, staff self-assessment of learning needs, parent/student/community feedback, recommendations of school planning personnel, and monthly performance assessments.

- The Project Director will train staff on methods to effectively implement *Attendance Works* strategies and communicate about attendance and absenteeism with school personnel.
- School staff (designated attendance personnel) will provide information to staff about maintaining daily records of attendance/absences and communicating regularly with school personnel about attendance issues.
- English Language Learner teachers will train staff to communicate effectively with Hispanic/Latino students and parents about the importance of regular attendance.
- The Project Director (experienced in developing English Language Learner curricula and fluent in Spanish-English) will consult with Tutors and Site Coordinators as needed on strategies to effectively engage English Language Learners and their families.
- Special education teachers will guide Tutors to implement activities that will improve attendance for students with special needs.

- Site Coordinators and Tutors will participate in school-based training on attendance-related issues.
- Online courses on the U.S. Department of Education's *You for Youth* Professional Learning and Technical Assistance for 21st CCLCs. (y4y.ed.gov) include topics related to attendance and mental health.
- **Professional Development Hours Each Year for Administrative Staff:** 30 hours for the Project Director and 20 hours for the Budget/Data Manager and Office Manager will focus on the requirements of the four performance goals and supervisory/administrative and management of the program as a whole, including oversight, budgeting, recordkeeping, and data collection for Performance Goal 3 activities. In addition, the Project Director will maintain current awareness of research/evidence-based afterschool strategies that will enable the program to meet or exceed all four performance goals.
- The Project Director will participate in state-approved extended learning training and conferences that will cover attendance. She will share learning with the Project staff.

Performance Goal 4: Family engagement will be embedded in the entirety of the program.	
Alignment	Aligns with Tennessee Strategic Plan Priority Areas: All means all: providing individualized support and opportunities for all students with a focus on those who are furthest behind.
Indicator	Parent-reported (TDOE-prepared survey) measuring programming that engages parents, program-staff communication related to individual student needs, and overall program satisfaction.
Performance Target	Description
4.1	At least 90% of parents with children/youth who participate in the program will report that the program offers useful resources and materials such as workshops on homework assistance, parent advocacy, adult education classes, etc. Reference Target: Program Year 2015-16 parent survey data (80.6%).
4.2	At least 90% of parents with children/youth who participate in the program will report that program staff is always available to discuss individual needs. Reference Target: Program Year 2015-16 parent survey data (90.7%).
4.3	At least 90% of parents with children/youth who participate in the program will report that the program provides an open, welcoming environment for families. Reference Target: Program Year 2015-16 statewide parent survey data (88.8%).
4.4	At least 80% of parents with children/youth who participate in the program will report overall high level of satisfaction with the quality of provided services. Reference Target: Program year 2015-16 statewide parent survey data (82.4%).

Performance Goal 4 Activities

Introduction: The Project’s use of the term “parents” refers to the student’s adult caregivers (guardians, grandparents, stepparents, older siblings, any other child caretaker roles).

Research Base: Research reports multiple benefits when families are positively engaged. Benefits to children, regardless of socioeconomic status, ethnic/racial backgrounds, or parents’ education level include higher test scores and grades, better attendance records and attendance rates, decreases in negative behaviors such as violence and drug use, and increases in positive attitudes and behaviors. Benefits to families include improved parent-child relationships

and an increase in support and community services to families that will improve their quality of life (*How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform, Literature Review*, Nellie Mae Education Foundation, 2017). All teachers and principals are working to improve their own family engagement strategies. They stated that lack of planning time for teachers and a lack of mutual understanding between parents and teachers/administrators are two of the greatest barriers they face. They agreed that our afterschool programs offer a good way for parents to become connected to the schools and to their child's educational journey because parents do not feel intimidated by our staff and feel they can speak freely about their concerns. Our family engagement strategies are supported by research (Harvard Family Research Project) in *How to Build and Support Family-Centered Practices in After School*, 2012). Activities are designed to improve in areas parents identified as in need of improvement, especially in availability of staff at all times and usefulness of resources/information. Mental health services addressing both student and family needs are described in a separate section.

Facilities for Families: All school facilities used by the Project will welcome parents/family members at any time the Project is operating. Separate rooms in the schools will be provided for Parent University events and for mental health counseling.

Grouping: Family engagement activities will address our families' need to know/learn about children at each state and age of development.

Schedule: Family engagement occurs through daily informal contacts with information exchanges, through planned informational/dialogue sessions at least monthly ("Parent University"), the availability of Parent-Project conferences monthly (minimum, with additional meetings encouraged), and through Parent Committee meetings once a month. Parents and

students also plan and, with the assistance of Project staff, implement monthly activities for the whole family in the community and/or schools.

How 4.1 Family Engagement Project Activities (Useful Resources/Materials) Are Connected to the Needs of the Target Population: The Statement of Need described the low educational attainment levels of adults in the target area (average of 76.6% with a high school credential), high family poverty rates (averaging 37.1%); and low labor force participation rates (53.3%). All of our students and families experience serious economic hardships that affect every facet of their lives. Teachers reported that many behavioral problems stem from students' exposure to harsh experiences, such as emotional abuse, substance abuse in the home, divorce, domestic violence, and bullying. There is a need to connect families to programs and services in the counties that can help improve socioeconomic and educational well-being and to provide useful information and materials that can improve parenting skills/home life. 79% of parents surveyed in the prior year said that our program offered useful resources and materials such as workshops that help parents succeed as their children's first and best teachers. Our aim in the next grant period is to meet or exceed the State's goal of 90% for this component. Improvement in this area will also increase overall family engagement participation rates – currently half of our parents participate. We would like to attain a 90% participation rate, though this is not a State goal.

Parents who were surveyed in the prior year and those who participated in our pre-grant submission planning stated some of their current interests which we have included in the Activities to Address Target 4.1 (below). Parents emphasized that they would also like more varied activities that meet their work schedules and that they prefer meeting informally so they can share ideas and exchange information with other parents. The majority of parents would like

to receive text and email messages about program events and parent education topics of interest (links to reliable, easy to read information).

Activities to Address Target 4.1 (Socioeconomic, Education, Basic Human Needs).

- The Project will refer parents without high school credentials to Adult Education or to English as a Second Language/Citizenship classes, HOLA Lakeway's English classes for Spanish Speakers, and to monthly career development services by the Workforce Innovation and Opportunity Act Job/Career Center (career workshops, workshops on job searches, interviewing, resume writing, overcoming barriers to employment by ex-offenders and classes in computer keyboarding, Word/Excel/PowerPoint, Internet, email, and social media). Parents will have free use of computers at the Job Center.
- We will inform all families about resources for social/supportive services in each county, including our organization's Neighborhood Service Centers in Hamblen and Grainger counties. We will also refer families to the Neighborhood Service Center in Union County (operated by another community action agency, East Tennessee Human Resource Agency/ETHRA). These Centers quickly help low-income families to obtain all types of needed services. Services are provided in a friendly manner, and there is very little "red tape" or waiting periods. Services include funds for housing rent or mortgage payments, payments for utilities that are about to be shut off or for reconnect fees, food packages, payment for prescription drug costs and health crisis services, and emergency transportation costs. In addition, the Centers refer families to other sources of support in the

community and helps families plan a way out poverty. This assistance includes job search, interviewing skills, and life skills instruction and support.

- The Project will connect parents to our organization's Head Start and Early Head Start Programs. Early Head Start serves pregnant women and infants and toddlers, while Head Start serves children age 3 to 5. Head Start and Early Head Start provide high-quality early childhood education and family engagement services that can prevent Adverse Childhood Experiences.
- Our organization operates two programs (Tennessee Reconnect Community and Educational Opportunities Centers) that will help our parents complete adult education (GED or HiSET) and enroll in postsecondary education. These programs focus on helping adults prepare for and enroll in Walters State Community College and Tennessee College of Applied Technology, both of which are located in Hamblen County. **Adults can attend these institutions tuition-free.**

Activities to Address Target 4.1 (Provision of Useful Information and Materials)

Each week, in routine contacts with parents and in all written and verbal communications, Site Coordinators will ask parents about their learning interests related to their child's development and their family's general well-being. Parents will decide on topics of interest to them. Our teen pregnancy prevention program (Teen Outreach Program) had enormous parent turn-out for a **series of monthly discussions/presentations with families about various topics of interest in relaxed settings.**

We will introduce this model (to be called Parent University) into afterschool family engagement. Parent University will be held at convenient times for parents using K-5 and middle school facilities. We will offer separate sessions for K-5 families and for middle school families. Parents from all sites will be invited to the events, which may have several break-out sessions addressing different topics. We will provide schedules, topics, and directions to the location of Parent University sessions well in advance with reminders (verbal exchanges, emails, postings at the sites, text messages). The sessions will be planned to meet the work schedules of parents and may be held from 4:30 to 5:30 or from 6:00-7:00 or at other times determined by parents and the presenters (mornings, for example). Special Parent Universities for parents of students in the two middle schools addressing the unique needs of pre-teens and early adolescent students and their families will be held monthly (summarized in a following section). Middle school parents will also be encouraged to attend other sessions of interest to them in the K-5 schools. Translators/interpreters will be provided as needed for Hispanic/Latino parents. Written materials will be in both English and Spanish.

Based on what parents are interested in learning, experts in child and youth development from Walters State Community College, Cherokee Health Systems, Ballard Health (mental health/substance abuse treatment providers), and the school systems will present useful information in Parent University sessions. Examples from our parent surveys include:

- How to be an effective advocate for their child
- How to communicate effectively with teachers and other school personnel about issues of concern

- How to understand the meaning of State assessment results
- Tips on helping children practice reading, writing, and math at home while doing daily tasks
- How to help children with homework and/or to oversee homework at home
- What children are expected to know and learn by grade level
- How to use positive youth development techniques at home
- Helping children plan and prepare for college and careers
- Learning about social and emotional developmental stages and how to recognize signs requiring mental health services
- Preventing underage drinking and illegal drug use, including opioids
- Talking to youth about healthy relationships/preventing teen pregnancy
- Dealing with the challenges of step-parenting and/or foster parenting
- Meeting the challenges of raising grandchildren

One of our program's permanent partners (county health departments) have provided family educational activities for many years and will continue to offer presentations that were popular in prior years. Health departments will present information on health topics identified as high priority needs in the community (opioid and other drug/alcohol abuse prevention, for example) and/or by parents at least twice in Parent University with parents. At least one session will include a child abuse component approved by the Department of Education with information on the detection, reporting, and prevention of child abuse in child care centers and in the home.

Parent University will enable parents to exchange ideas and information and learn from each other in a relaxed, informal, and welcoming setting. Parents of special education and/or English Language Learner students may wish to form their own support groups or to joint

existing groups in the community. During Parent University, the Project will offer **child care**, supervised by Tutors who have received training from DCEA's Head Start program in how to provide **developmentally appropriate literacy activities for young children**. When providing child care, the program will adhere to child care licensing regulations concerning staff to child ratios. Program students will assist Tutors to implement enjoyable activities (reading/games) appropriate to the age groups who will attend.

Linkages to Reliable Sources of Online Information Concerning Drugs and Alcohol:

The Statement of Need described the opioid crisis in our target counties. We will guide parents to access the Partnership for Drug Free Kids website which provides medically accurate information for every age from toddlers to young adults. Information includes treatment options for those addicted to opioids. Videos and easy to read downloadable materials are in both English and Spanish. Examples of topics addressed appropriate to our age groups are described below:

Age 5-8: This age group is still tied to family and eager to please, but they are also beginning to explore their own individuality. Parents learn to talk about what is in the family's medicine cabinet and how certain medications are not to be taken by children even if their friends say it is okay; parents learn how to talk to their children about drug-related messages they receive through ads, the news media, and entertainment sources. Parents will learn to talk about short term consequences (in the present) – long term consequences will have no meaning at this age and to discuss the medicinal uses and illegal uses of drugs and how drugs can negatively impact the families and friends who use them. Parents will learn how to set clear rules and explain the reasons for the rules. If the parent uses alcohol or tobacco, they will learn to be mindful of the message sent to children. Parents will learn methods to work with their children

on problem-solving, such as homework trouble, fighting with a friend, and dealing with a bully. Parents will learn how to teach their children the power to leave situations that make them uncomfortable or feel bad about themselves. Parents will be encouraged to get to know the child's friends and their friend's parents.

Ages 9-12. Pre-teens tend to give their friends' opinions a great deal of power, while at the same time starting to question their parents' views and messages. The child will be offered drugs and alcohol at some point in the present or near future. Parents will learn tips on helping parents set and enforce rules about drug/alcohol use; how to teach the child to respond with a set script when she/he is offered drugs/alcohol; and provide positive comments/feedback to combat the preteen's insecurity, doubt and feelings of pressure. Parents will learn that it is best to connect substance use to the pre-teen's personal appearance (of immediate concern) and not to future health problems. They will also be encouraged to get to know his/her child's friends and friends' parents. Parents will learn how to discuss how the child's friends may be experimenting with drugs or alcohol and assure the child that the parent is always ready to listen to anything the child has to say.

Linkage to Comprehensive Parenting Online Source: The State of Tennessee's KidCentralTN website offers a wealth of information on all topics of interest to parents broken down by age groups (0-3, 1-3, 8-10, 11-12, 13-14, 15-16) with a separate section for special needs children. Topics include brain development, ADHD, language development, online safety, cyberbullying, gaming, physical development, screenings, fathers' role in child development, eating disorders, adolescent behavior, substance abuse/opioid crisis, depression in children and teens, facing the danger of teen suicide, preparing for life after high school, and how it's ok to

talk about mental health. **The site posts updated lists of resources in every county that parents may contact for direct services.**

Weekly Tips: Project staff, with the assistance of school day teachers, will offer weekly tips (in-person or text messages/email) on topics such as how to help children with homework and what children will be learning by grade level each year and how to communicate/advocate for their child with school teachers and administrators and other professionals.

Parents as Leaders: Parent Committees meeting monthly will provide leadership opportunities for parents (making decisions about topics of interest for Parent University, choosing ways to volunteer, and planning/implementing family events in the community or schools).

Whole Family Fun Activities: Each month, parents and students, with the assistance of Site Coordinators, will plan and organize socializing and recreational activities for the whole family. The activities will take place in parks/recreational facilities in the county (described previously) or in the schools. We will take advantage of opportunities to participate in existing free activities offered by public libraries and public parks in the counties. Parents and students will also plan and implement other special events for the entire family (assisted by Site Coordinators and administrative staff as needed). Community organizations, such as HOLA Lakeway, will sponsor some of the family events, such as International Family Night (learning about the culture of others, finding commonality in all cultures concerning the importance of family).

Helping parents link to summer programs in the community: (1) Each school is eligible to apply for State funds to operate 4-week summer reading camps (Read to be Ready) for

disadvantaged students. In 2019, Luttrell Elementary, Maynardville Elementary, and Paulette Elementary will operate the program. We will work with each school to ensure that our afterschool students attend these camps. We will promote this program to parents throughout the year and assist the schools in enrolling our students. (2) Public librarians will encourage parents and students to become regular users of the public library and to send their child to the library's summer reading program. (3) Local governments will provide our families with information about all the free fitness/recreational activities that are available in eleven parks located throughout the counties. At the end of the school year, Site Coordinators will give each parent a schedule of library and park activities during the summer and a person to contact on registering for the programs.

Additional 4.1 Family Engagement Activities for Middle School Students.

Connection to Need of the Target Population: In addition to the activities described for all students, parents of our middle school students are interested in how they can understand and support their child's physical, emotional, and cognitive changes, including helping their child make a positive transition to high school. Parent University sessions will include experts from Walters State Community College's Education and Psychology Department who will share information on how parents can understand physical, cognitive, and emotional changes their child is experiencing and ways to support their early adolescent and promote sound decision-making and healthy relationships. Parents are also interested in helping their child develop specific college and career goals. Parent University presenters will include Tennessee Reconnect Communities and the Educational Opportunity Centers, both of which provide postsecondary access and financial aid services that can help both parents and their children learn the steps to take to enroll in, pay for, and complete postsecondary education.

Connection of 4.2 Activities (Availability of Staff) and 4.3 (Welcoming Environment) Connected to the Need of the Target Population: Our planning team discussions clarified the need for all staff to view all parents in a positive light and to learn about and foster parents' skills, knowledge, and talents. As one team member said, "Most lower income parents are used to being seen as problems, not solutions."

- **The Project will hire and develop a family-focused staff.** Interview questions and reference checks for prospective hires will include questions about the applicant's interest in and experience in family engagement. **Only staff with a love of children and families and with warm and caring personalities who are respectful of lower income families and who understand and empathize with their circumstances will be selected to work at the sites.**
- The Project will **welcome and support families from the start.** Each site will host a **week-long orientation and socializing event** for students and their parents to inform everyone about the Project's activities and expectations and to get to know families and allow them to get to know each other. Parents will be oriented to the program's policies/procedures. Staff will talk one-on-one with parents to determine the family's strengths and needs, such as the parent's need for adult education or job search services, his/her special skills or accomplishments, interests in volunteering at the site and/or school, and learning interests.
- Parents will be **welcomed at the sites at times the sites are open and will have access to all areas of the afterschool sites when the student is present.** Staff will smile and greet parents by name, striking up conversations with parents whenever possible. Translators/interpreters provided by DCEA (not charged to

the Project) and/or bilingual staff will communicate with families with Limited English Proficiency.

- Our sites will have “Family Corners,” that provide tip sheets and other materials (in English and Spanish) on how to access community resources, homework help tips, and positive parenting tips. Parents who drop in will know to go to the Corner for new interesting information.
- As **new families** are added, staff will orient them and introduce them to other parents.
- Each site will have a **suggestion box** located near the entrances/exits of the sites so parents can suggest activities or improvements to the Project’s programming.
- Upon enrollment, all parents will automatically become members of a **Parent Committee (meeting monthly)**. The Parent Committee at each site, supported by but not “controlled” by the Site Coordinator, will elect a chair. The Site Coordinator will orient the chair about running effective meetings and will be available to answer questions about the Project and report on progress the Project is making toward the performance goals. Parents will control the content of the meetings. At each meeting, members will offer feedback and suggestions for improving the program activities. The Parent Committee will plan special events and serve as site or school volunteers. Each Parent Committee will elect a representative to serve on the Project’s Steering Committee. The Steering Committee representative will keep the Steering Committee informed of family needs and recommendations for program improvement at each school’s site.

Parent Committees will meet at the schools in the morning, afternoon, or at the end of the afterschool day.

- All staff-family interactions will be designed to engage parents. We will provide feedback to parents on their child's progress at each encounter and share quick tips for helping children with homework, reading at home, and helping children learn math through everyday activities at home (counting, organizing, etc.).
- We will **improve the methods of communication with families**. All our current parents have cell phones or Smartphones. We will use the remind.com text service to send weekly or more frequent information to parents on each site's activities and events, including parent volunteer opportunities, and helpful parenting tips.
- To promote participation in family engagement activities, Project staff will provide information to parents about how to form car pools and about the possibility of requesting transportation services from churches or public housing authorities.
- Site in Hamblen County (Lincoln Heights Elementary and Middle schools, with a large number of Hispanic students) will employ at least one bi-lingual Tutor or Site Coordinator. DCEA will make free translator/interpreters available to families. Written materials, including signs, will be in both English and Spanish.
- HOLA Lakeway, a voluntary social organization that facilitates the integration/inclusion of Hispanic/Latino families into the community, will provide Spanish-English translator/interpreter services to students and families in

afterschool activities, train staff in cultural competencies/cultural awareness, and sponsor fun community/school events that foster inclusion/integration.

- Tutors and Site Coordinators will access Colorin Colorado a free bilingual web based service that provides research-based information, activities, and advice for families and educators of English Language Learners.
- We will showcase the cultural traditions of Hispanic/Latino families throughout all aspects of programming; inviting parents to share food, activities, and music at special events; displaying student and family photos on the walls; displaying maps of the students' or parents' native countries; having bilingual books at the sites; and assuring parents that strong native language skills will help their children learn English and that our Project views the parent's native language as an asset, not a barrier.
- An annual parent/student appreciation event will be held at the end of school year.

4.4 Satisfaction with the quality of the Project's services. The Project's activities to attain all four Family Engagement performance objectives will result in parents' satisfaction with the quality of services provided to students and parents.

How We Will Know If We Are Succeeding (Evaluation): Each Site Coordinator will collect information about the needs, activities, and progress of families. The information will be used to: determine how to help improve family engagement (including mental health services) in specific areas; to inform parents, schools, students, and community partners about progress/results at various times during the year; to provide data for the State's evaluation and mid-year and annual reports; and to continuously improve the activities to better meet family needs.

- Staff-parent communication logs
- Attendance logs of parents/families participating by each activity
- Referrals made to mental health services, adult education and/or Career Centers and any other supportive services; educational and/or employment outcomes as occurs
- Quarterly brief satisfaction surveys about each site's atmosphere, parent-staff communication about their child's needs, and activities the families participated in (interest in, benefit from)
- Discussions about family engagement activities in school monthly planning team meetings and monthly Student Committee and Parent Committee meetings (summarized in meeting minutes)
- Discussions with School Counselors about mental health services
- Parent representative recommendations to Steering Committees (quarterly, summarized in meeting minutes)

The Budget/Data Manager, under the supervision of the Project Director, will enter program information in the state-sponsored data collection system (as well as the Project's Access database). The Project will participate in all statewide evaluation activities.

Competitive Priority Mental Health Services in Family Engagement

Need for Mental Health Services and Activities Connected to the Need of the Target

Population: Teachers reported that many behavioral problems and poor academic performance stem from students' exposure to Adverse Childhood Experiences, such as emotional abuse, substance abuse, divorce, domestic violence, bullying, and poverty. Over 36% of children age 17 and under in the three counties (compared to 27.5% in Tennessee) reported two or more Adverse Childhood Experiences (Tennessee Department of Health, 2015). 31% of high school students in the three counties reported feeling hopeless or sad for two weeks or more, and 16.5% had seriously attempted suicide (Tennessee Department of Health/Centers for Disease Control, High School Risk Survey (2017). Our elementary and middle school are feeder schools for the high schools. All planning team members agreed that mental health services are a high priority need and that reaching children and families as early as possible is essential to helping them overcome traumatic experiences and develop healthy relationships.

Many parents feel a sense of shame or guilt about mental health issues in their families. Parent University **will include information and exchanges with experts in the mental health field who are warm and caring** and who can communicate about mental health issues in a non-threatening and non-judgmental way. Examples of topics have been described in the Family Engagement section.

We will make mental health referrals to school counselors. Site Coordinators and counselors will develop referral systems and procedures that meet each school's unique requirements. Counselor services will be provided during the school day, so that if mental health issues are identified during afterschool on Monday, our staff would refer students/families to counselors on Tuesday. In cases of emergency mental health situations at the sites, we will

follow the Project's and school's protocols for engaging medical and/or law enforcement assistance. **Qualifications of Counselors:** Master's degree in education, counseling, or other field acceptable to the school system and a valid teacher license with appropriate endorsement. Counselors will train Site Coordinators and Tutors to identify students and/or families in need of mental health services. They will also provide Mental Health 101 information to parents in "Parent University" sessions (removing stigmas, defining good mental health, how to parent in ways that promote good mental health, and when to seek professional mental health services).

Counselors will:

- Assist students in developing positive habits/behaviors, such as self-evaluation and self-management/regulation, that will enable them to make responsible and healthy decisions about their relationships with others and in setting and working toward school and life goals.
 - Consult with appropriate school and Project staff about students' behavioral/social/emotional problems and develop behavior management plans.
 - Provide counseling services that align with Individual Education Plans and/or behavior management plans.
 - Meet with parents to discuss students' behavior, academic performance, and attendance.
 - Help parents understand mental health issues and how they can assist their child to improve behavioral and social/emotional skills.
 - Refer students and parents to community-based mental health services when appropriate.
- School Counselors will follow-up on mental health services outcomes and share information as determined by school and the mental health provider's policies.

Mental health services will be provided in the language of the students and families and delivered in the context of cultural awareness.

We will continue our organization's long-term partnership with Cherokee Health System, a federally funded nonprofit mental health/substance abuse treatment provider whose clinical services may be accessed through the school system or through our Project. The Family Engagement Activities section describes how the Project will know if it is succeeding in implementing mental health services.

Communicating Results/Progress to Parents

- In daily or weekly interactions with parents, Site Coordinators and Tutors will note and celebrate each parents' participation in family engagement activities.
- We will send frequent text messages to parents about family engagement activities and progress we are making regarding family satisfaction with the usefulness of resources and materials our Project provides.
- Quarterly newsletters will be emailed (or given out if parents don't have email). The newsletter will spotlight family engagement activities (successes and challenges) at each site.
- Parents will be encouraged to schedule private meetings with staff to discuss the family engagement activities, progress, and challenges. During the discussions, families will be recognized and celebrated for their participation in the activities.
- At the end of each 6-week grading period when grades are discussed with parents, the Project will also communicate about how families are participating in Project and community activities.
- All communications will be written in easy to understand language.
- **Written communications will be available in Spanish and English. Translators will be available when needed during parent-staff meetings.**
- Parent Committee members in each school will receive monthly reports on family engagement at their child's site.
- The Annual Performance Report, including the section concerning family engagement, will be shared and explained to parents in an easy to understand manner.

- At the final Parent Committee meeting of the year, Parent Committees will recommend improvements in family engagement for the next school year.

Communicating Results/Progress to Students

With each student, we will review student progress weekly and at the end of each 6-week grading period. The review will be private and in a way that celebrates the student's achievement and encourages him/her to set ever higher goals. **These goals will include activities that they engage in at home with other family members (reading aloud, games, fitness/nutrition activities).**

At the end of the year, each site will present information to students as a group on overall progress which will include progress toward the family engagement performance measures.

Each site's overall progress will be posted on the Project's website and Facebook page.

Student Committee members in each school will receive monthly reports on overall progress toward the family engagement measures at their school site.

At the final Student Committee meeting of the school year, students will recommend improvements in family engagement activities based on their reviews of progress in this area.

Communicating Results/Progress to School Partners

- Our staff will communicate daily with school day teachers (as described in the Program Activities section). This daily communication will include our feedback to teachers on the progress each family is making in participating in Project activities.
- Site Coordinators will meet with each school's planning team (teachers, principals, counselors, other key school personnel) monthly at the end of each 6-week grading

period. During these meetings, progress and challenges in embedding family engagement in the entirety of the Project will be addressed. At this meeting, the team will review individual student progress and come up with plans to strengthen the Project's family engagement activities, school-parent communication, and professional development strategies to support improved family engagement.

- After the Project's annual performance report is prepared for the Tennessee Department of Education, the planning team will review the overall progress of the Project, including family engagement.
- At the end of the school year, the team will develop plans to address family engagement for the next year based on their review of progress reports.

Communicating Results/Progress to Community Partners

- The Project Director, Site Coordinators, and Budget/Data Manager will prepare quarterly newsletters that will be emailed to community partners and posted on the Project's website and Facebook page. Twitter posts will alert stakeholders to the availability of the progress reports. These communications will contain information on the progress in family engagement and describe the role of community partners in improving family engagement, such as offering additional free recreational activities for our families.
- The Steering Committee (with community partners represented) will meet quarterly. At the meetings, the Project Director will provide progress reports on family engagement at the school level.
- The Annual Performance Report, including the section on family engagement, will be shared with the Steering Committee.

- At the final meeting of the year, the Committee will plan to improve family engagement activities in the next school year based on the results of progress reports.

Performance Goal 4: Professional Development

Note: Of the 30 hours of professional development required each year for Site Coordinators and Tutors, 15 will be committed to improving activities in Performance Goal 1 (reading/language arts/math). For Performance Goal 4 family engagement activities, Site Coordinators will determine the topics and number of hours of professional development needed to improve outcomes based on observation, staff self-assessment of learning needs, parent/student/community feedback, recommendations of school planning personnel, and monthly performance assessments.

- The Project Director will train Site Coordinators and Tutors in how to make families feel welcome, being available to speak with parents about individual concerns/needs at any time, and planning parent/family activities that will meet identified learning needs and interests of families. Training will include: tips on how families can do math and reading/language arts activities at home; how to help children with homework; how to promote good attendance; social and emotional learning needs by age; how to identify behavior that requires mental health services; and how to obtain mental health services in the community.
- Tutors and Site Coordinators will participate in free webinars by the Mott Foundation, Wallace Foundation, and Afterschool Alliance on family engagement practices that are embedded in all afterschool activities.

- Online courses on the U.S. Department of Education's *You for Youth* Professional Learning and Technical Assistance for 21st Century Community Learning Centers. (y4y.ed.gov) cover best practices in family engagement and mental health services for children, youth, and families.
- School Counselors will train Project staff about implementing mental health services.
- Head Start will provide training to Tutors on implementing appropriate early childhood activities to siblings of students while parents engage in program activities in the schools.
- HOLA Lakeway, a Hispanic/Latino community organization, will provide training on understanding the culture and language needs of Hispanic/Latino families and ways to make these families feel welcome through special events and by showcasing Spanish language materials and art at the sites. HOLA will also provide information about helping Hispanic/Latino access community support services.
- The Project Director (experienced in developing English Language Learner curricula and fluent in Spanish-English) will consult with Tutors and Site Coordinators as needed on strategies to effectively engage English Language Learners and their families.
- Special education teachers will guide Tutors to communicate effectively with parents with children of special needs and to help them access community resources for special needs families.

- Site Coordinators and Tutors will participate in school in-services on family engagement topics, including mental health.
- **Professional Development Hours Each Year for Administrative Staff:** 30 hours for the Project Director and 20 hours for the Budget/Data Manager and Office Manager will focus on the requirements of all four performance goals and supervisory/administrative and management of the program as a whole, including oversight, budgeting, recordkeeping, and data collection for Performance Goal 4 activities. In addition, the Project Director will maintain current awareness of research/evidence-based afterschool strategies that will enable the program to meet or exceed all four performance goals.
- The Project Director will participate in state-approved extended learning training and conferences. She will share learning with the Project staff.

Partnerships

Partnerships will provide meaningful services that support the Project's attainment of the performance goals and that address identified needs. Staff will continue to develop additional partnerships throughout each Project year. Many partners are Steering Committee members. The Steering Committee meets quarterly to review progress and guide the Project's improvement activities. The Committee also assists the Project to obtain contributions of cash or goods or services to support and enhance grant-funded activities. Community members that offer short-term assistance, such as professionals recruited to provide information about STEM careers, are not described as partners. Citing a potential conflict of interest, one of our long-time partners, the University of Tennessee Extension Service (providing nutrition education and household budgeting workshops), could not sign a formal partnership agreement for this grant application because they are also applying for a 21st Century Community Learning Centers grant.

Community Partners

Walters State Community College will provide Education students to serve as volunteer tutors in the three Hamblen County schools. Frequency of services each year: Ongoing, weekly during the school year. **Frequency of partnership meetings:** Quarterly for the Steering Committee. As needed for other purposes. Based on our experience using these tutors in other programs, we estimate 3 tutors each year.

County high schools will recruit/refer seniors to serve as volunteer tutors. Volunteer tutors will be recruited from seniors who are enrolled in the Tennessee Promise Program (free tuition college scholarship). Tennessee Promise requires at least eight hours of community service. Tutors will also be recruited from two Hamblen County high schools' Teaching as a

Profession Program (learning experiences for students who have teaching as a career goal).

Frequency of services each year: Ongoing, weekly during the school year. **Frequency of partnership meetings:** Once to establish procedures; as needed for other purposes. We estimate 21 tutors per year from school sources (16 from Tennessee Promise and 5 from Teaching as a Profession).

Walters State Community College and High Schools: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes extremely low proficiency rates in reading/language arts and math. Our use of student volunteers as tutors will enhance our ability to provide one-on-one attention to students who are most in danger of falling behind (Performance Goal 1). By assisting students to read at grade level or above by the third grade and improving the reading skills of older students, we will help ensure their academic and economic success for years to come. Increased math proficiency will enable students to enter high-demand STEM careers in the communities we serve (such as health care). Communities, as well as individuals, will benefit from citizens who are educated to the fullest extent possible.

Adult Education /English as a Second Language/Citizenship Programs will establish methods with Project staff to refer parents to classes in each county and to share information about parents' needs. **Frequency of services each year:** Ongoing, weekly, year-round. **Frequency of partnership meetings:** Once each year for planning coordination efforts. As needed for other purposes.

Adult Education/English as a Second Language/Citizenship Programs: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: As the Statement of Need describes, 20% of adults who are likely to have children in the

schools we serve do not have a high school credential. As parents improve their education, they will be better informed parents and more active partners in their child's education (Performance Goal 4). Educated parents are also better citizens in their communities.

Workforce Innovation and Opportunity Act Career Center (aka American Job Centers) will offer parents: Free use of computers/Internet; online job search; monthly or more frequent workshops on resume writing, interviewing, employability "soft" skills, computer literacy (email, MS Word, Excel, Internet research); career pathways assistance focusing on high-demand, high-growth occupations; special workshops for former offenders to help them re-enter the workforce. **Frequency of services each year:** Daily, year-round for computer/Internet, job search. Minimum, monthly for workshops. **Frequency of partnership meetings:** Once each year for planning coordination efforts. As needed for other purposes.

Workforce Innovation and Opportunity Act Career Center (aka American Job Centers): Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes low levels of participation in the workforce by target area adults. When poorly educated adults are employed, they are employed in low-wage industry sections. The connection to the Career Center will help parents obtain better jobs and increase their incomes. This service will support the attainment of Performance Goal 4. Increased family economic security will improve families' physical, social, and emotional well-being. Improvements in employment status/reduction of unemployment will benefit communities as a whole.

Educational Opportunity Centers and Tennessee Reconnect Communities will provide motivational postsecondary counseling; assistance with financial aid and postsecondary enrollment processes for parents enrolling in Tennessee Colleges of Applied Technology and

community colleges (free tuition programs). **Frequency of services each year:** Daily, year-round. **Frequency of partnership meetings:** Quarterly for the Steering Committee. As needed for other purposes.

Education Opportunity Centers and Tennessee Reconnect: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals:

The Statement of Need described low postsecondary education attainment rates in the areas to be served – 6.7% with a bachelor’s degree or higher. High-growth jobs in the communities we serve increasingly require some postsecondary education. The two programs will assist parents/family members to enroll in and complete college or postsecondary training programs.

Neighborhood Service Centers (DCEA and ETHRA) will provide assistance with the **basic needs of families**, such as housing and utility costs; emergency food assistance; linkages to food stamps and other public benefits; crisis services; and case management/life skills training for adults. **Frequency of services each year:** Daily, year-round. **Frequency of partnership meetings:** Quarterly for the Steering Committee. As needed for other purposes.

Neighborhood Service Centers: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes high poverty levels among families in the area to be served. Before parents and children can benefit from higher order learning opportunities, they must first have their basic needs met. Connections to the Neighborhood Service Centers will help our families to “get back on their feet” and be ready and able to participate in all activities (Performance Goals 1-4). Families will also be prepared to achieve self-sufficiency, thus benefitting their families and their communities (reduction in poverty/unemployment).

Each year each county's Public Health Departments will provide 2 health-related Parent University Family Engagement activities for parents, 2 health education/promotion sessions for students, and a minimum of 2 trainings to Project staff on family/child health issues in the community. **Frequency of partnership meetings:** Quarterly for the Steering Committee. As needed for other purposes.

Health Departments: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes the physical fitness and nutrition needs of children and parents (high obesity rates and low levels of physical activity). Improved knowledge about sound health and nutritional practices and increased access to free health services at the health departments will provide a foundation for the attainment of all four performance goals. Healthy people will be more likely to attain and retain permanent employment and participate in civic activities.

Cherokee Health Systems (a Qualified Federal Health Center): Cherokee Health Systems, the primary mental/behavioral health/substance abuse treatment provider for low-income/uninsured/underserved residents, will accept referrals from the Project and will provide information about mental health issues to parents/families at two Parent University events during the year. **Frequency of services each year:** Available year-round, as needed. **Frequency of partnership meetings:** Quarterly Steering Committee meetings.

Ballad Health, an integrated physical and mental health system, provides community-based mental health/substance abuse treatment resources for low-income/underserved residents in the rural target area. Ballad Health will provide information about mental health issues to parents/families at two Parent University events during the year. **Frequency of services each**

year: Available year-round, as needed. **Frequency of partnership meetings:** Quarterly Steering Committee meetings.

Cherokee Health Systems and Ballad Health: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes behavioral challenges in the schools and family dysfunction stemming from Adverse Childhood Experiences that point to a need for increased access to mental health services and increased awareness about mental health/substance abuse issues. The partnership supports all performance goals, including Performance Goal 4 (where mental health services are described). Communities will benefit from improvements in the mental health of residents, including a reduction in crime/domestic violence.

HOLA Lakeway, a voluntary social organization that facilitates the **integration/inclusion of Hispanic/Latino families** into the community, will provide Spanish-English translator/interpreter services to families at the Project's Parent University and other Project events, provide English as a Second Language classes, train staff in cultural competencies/cultural awareness, and sponsor community/school events. **Frequency of services each year:** Daily translator/interpreter services if needed; monthly for special group events; minimum 2 staff trainings. **Frequency of partnership meetings:** As needed and quarterly for Steering Committee meetings.

HOLA Lakeway: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes the needs of Hispanic/Latino families in the county and the schools, demonstrating a need to partner with organizations committed to helping Hispanic/Latino residents integrate into the community. English classes will help Hispanic/Latino families improve employment and relationships with

others in the communities served. HOLA's sponsorship of family events will provide opportunities for socialization and friendships among all our families. HOLA's services will greatly enhance our ability to effectively assist Hispanic/Latino parents and children. HOLA's services will help the Project attain all four performance goals and facilitate the integration of Hispanic/Latino families into the local communities.

DCEA Head Start will train Project staff to implement developmentally appropriate activities for young children while **parents are engaged in family activities** at the schools. Upon request, Head Start professionals will present useful information at Parent University events. **Frequency of services each year:** Minimum, once. **Frequency of partnership meetings:** As needed and quarterly for Steering Committee meetings.

DCEA Head Start: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes low levels of family engagement in prior years. This partnership enhances the ability of families to participate in family engagement activities (Performance Goal 4). Improved parenting skills will improve the well-being of communities as a whole.

Arts Build Skills (HC Excell) will provide training and support for our Project staff at each site so that we will be able to implement arts education weekly. Training will include painting, drawing, paper manipulation, print making, and three dimensional explorations. Arts Build Skills will also provide direct instruction to students during the year and provide opportunities for students to meet professional artists. **Frequency of services:** Initial training and ongoing technical assistance. **Frequency of partnership meetings:** As needed and quarterly for Steering Committee meetings.

Arts Build Skills (HC Excell): Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes the need for activities that build self-management and social and emotional learning skills and which will benefit both individuals and the communities in which they live. Involvement in the arts can build social/emotional skills. The partnership will provide high-quality arts experiences to our students while helping us achieve Performance Goals related to behavior and attendance (Performance Goals 2 and 3). Reading/language arts and math skills are embedded in arts education, enhancing our ability to attain Performance Goal 1.

Sexual Risk Avoidance Education Program (Teen Outreach Program) will conduct positive youth development/risk avoidance/social and emotional learning sessions for students enrolled in Lincoln Heights Middle School afterschool in Hamblen County. SRAE staff will also make presentations at Parent University sessions on how parents can foster positive youth development and risk avoidance skills. **Frequency of services each year:** Ongoing, with students divided into two groups, each receiving up to one hour of services each week. Parent University presentations: Upon request. **Frequency of partnership meetings:** Quarterly for the Steering Committee and/or planning/coordination. As needed for other purposes.

Sexual Risk Avoidance Education Program: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes the impact of adverse childhood experiences on children and youth to be served by the Project. Social and emotional learning is key to promoting positive youth development (the foundation for the attainment of all four performance goals). Students who develop self-management/self-regulation skills, self-awareness, empathy, healthy adult and peer relationships, goal-setting skills, and sound decision-making skills will avoid risky behavior,

such as drinking, drug use, and early sexual activity and become productive members of their communities. Families are crucial to positive youth development.

Morristown Parks and Recreation Department will assist our staff to facilitate our families' participation in free community events at conveniently located parks. Activities include Boo Fest, Arts in Park, races for charities, and youth and adult sports (volleyball, basketball, kickball, disc golf), and walking trails. Park staff will present information to families about fit and fun activities at the parks during the summer. **Frequency of services:** Multiple times during the year. **Frequency of partnership meetings:** As needed and quarterly for Steering Committee meetings.

Morristown Parks and Recreation Department: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes high obesity rates and low participation in physical fitness activities by children and parents/families in the communities to be served. This partnership will provide summer activities for families and promote year-round fitness for the whole family (Performance Goal 4). Physical fitness and good health promote the attainment of all four performance goals. Families will become more actively involved in their communities through participation in these activities.

County Public Libraries will present information to families about the library's summer reading program and year-round Family Fun Nights during Parent University events. They will also help families obtain library cards. **Frequency of services:** Ongoing library services, at least twice a year for Parent University events and as needed. **Frequency of partnership meetings:** Quarterly for Steering Committee meetings.

County Public Libraries: Connections to the Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes major challenges in engaging families as partners in education of their children (Performance Goal 4). The public library promotes family literacy and can offer reading enrichment during the summer when our Project is not operating (Performance Goal 1). Family literacy is a cornerstone of civic engagement. A love of reading, fostered early, will result in higher educational attainment levels within the community as a whole.

School Partners (covered by the Memorandum of Agreement attached in ePlan). As a community-based organization working within the schools, DCEA considers school personnel to be invaluable partners to our Project in achieving all four performance goals. The inkind contributions of all schools, including use of school facilities, are described in the Sustainability section. The table below summarizes key roles of school professionals (covered in the MOA). School personnel also serve on each school’s planning team (meeting monthly); participate in quarterly Steering Committee meetings; plan to align the Project’s curriculum with the school’s curriculum (every 6 weeks); and provide staff training and/or guidance in their areas of expertise.

School Partners: Connections to Needs of the Community and the Work to Be Done in Reaching the Performance Goals: The Statement of Need describes the very low educational attainment and high poverty levels of families that relate to low levels of positive family engagement (Performance Goal 4); the low levels of proficiency in reading/language arts/math (Performance Goal 1); and attendance and behavioral challenges identified by teachers (Performance Goals 2 and 3). Public schools are the backbone of all communities; our partnership with the schools will create within students and their parents a sense of belonging to the larger community.

Persons Responsible	Key Role in the Project
School principals	All duties described in the attached MOU, including coordinating the Project's use of school facilities, equipment, personnel, and student data. Key roles are described in the following.
Each school's teachers, especially reading/language arts and math teachers	Provide academic/behavioral data to assist the Project in recruiting eligible students; provide information to Project staff about academic and behavioral strengths and weaknesses, including absenteeism; provide homework assignments and information about classroom activities each day; assist Site Coordinators to formally align the afterschool curriculum with the school's curriculum and State standards.
School counselors	Counselors will provide school-based mental health services and make referrals to external qualified mental health providers.
Math and reading/language arts instructional coaches	Train Project staff to plan and implement reading/language arts and math activities that are aligned with the State Standards. Coach staff and volunteers as they assist students in the subject areas.
English Language Learner/English as a Second Language staff	Train Project staff in strategies to successfully engage Hispanic/Latino students and family members. Consult as needed throughout the school year concerning adaptations to the curriculum for English Language Learners.
Coordinated school health staff	Provide training to Project staff in methods the Project can use to coordinate mental health and physical health/fitness activities with those offered by the schools.
Special education teachers	Assist with student/family recruitment, provide information from Individual Education Plans (with parental consent); guide/train Project staff about how to enhance inclusion in all activities; assist the Project to utilize the schools' special accommodations and assistive technology; and provide information on homework assignments and classroom activities.
School administrative office staff	Flag 21 st CCLC students in the Student Management Information System (monitoring/tracking of progress and outcomes).
Attendance coordinators	Provide Project staff with data on students' excused and unexcused absences daily/weekly.
Career and technical education (district level)	Project staff ask Career and Technical Education staff to assist in recruiting local business and industries to provide presentations about the skills and education required for high-demand occupations/careers with a focus on STEM occupations.
Technology Coordinators	Assist Project staff and students to access/utilize schools' computer software and hardware for afterschool activities.
Family Involvement Coordinators	Work with afterschool to coordinate school-based parent engagement with activities provided by the Project.

Sustainability

Use of DCEA's Operating Funds: Current operating funds will be used to support the Project. For the proposed Project year, DCEA will contribute \$5,000 in cash to purchase service learning and art supplies. We will contribute this amount or more in future years to projects funded through non-Tennessee Department of Education sources. In addition, DCEA will absorb any entrance fee charges for staff members who supervise educational field trips. (Most of our field trip sites will have no entrance fees and/or will permit adult chaperones to enter free of charge). DCEA also provides interpreter and translation services in any language to our clients with limited English (not valued due to a lack of reliable estimates of the number of hours required for this service). This free service will be available to the proposed Project on an ongoing basis. The role of DCEA's administrative staff is described in a separate section.

Leveraging Other Funding (In-Kind Contributions): We have made plans to leverage other funding to sustain the Project without Tennessee Department of Education grant funds. The value of partners' contributions was determined by the organizations' generally accepted accounting practices. Some partners described in the Partnership section were unable to assign dollar values to services due to their accounting rules or because they could not accurately estimate the specific number of hours/days or other quantity of services to be provided.

In-Kind Contributions by Each School. As a community organization working within the target schools, our **primary and essential partners are the schools**. Schools contribute personnel, facilities, supplies and equipment which substantially reduce the costs we request in grant funding. The table shows the dollar value of these contribution, as assigned by the schools. The amounts are for the first year and are expected to be similar for all five years.

In-Kind Value of School Facilities: Average square feet in all schools for space used by the Project: 300 square feet for classroom/library, 400 square feet for cafeterias, and 5,300 square feet for gyms. Value per square foot: \$9 (average cost to lease in area). Days of use by afterschool are listed. Daily physical fitness activities take place in both gyms and cafeterias.		
School Facilities	In-Kind Contribution/Dollar Value Cost Per Day	Annual Total
Luttrell Elementary (Union) K-5	Classroom/Library: Cost per day \$7.40 x 180 days: \$1,332 Cafeteria: Cost per day \$9.86 x 180 days: \$1,774.80 Gym: Cost per day \$130.68 x 36 days: \$4,704.48	\$7,811.28
Maynardville Elementary (Union) K-5	Classroom/Library: Cost per day \$7.40 x 180 days: \$1,332 Cafeteria: Cost per day \$9.86 x 180 days: \$1,774.80 Gym: Cost per day \$130.68 x 36 days: \$4,704.48	\$7,811.28
Paulette Elementary (Union) K-5	Classroom/Library: Cost per day \$7.40 x 180 days: \$1,332 Cafeteria: Cost per day \$9.86 x 180 days: \$1,774.80 Gym: Cost per day \$130.68 x 36 days: \$4,704.48	\$7,811.28
Horace Maynard Middle School (Union) 6-8	Classroom/Library: Cost per day \$7.40 x 180 days: \$1,332 Cafeteria: Cost per day \$9.86 x 180 days: \$1,774.80 Gym: Cost per day \$130.68 x 36 days: \$4,704.48	\$7,811.28
Bean Station Elementary (Grainger) K-6	Classroom/Library: Cost per day \$7.40 x 180 days: \$1,332 Cafeteria: Cost per day \$9.86 x 180 days: \$1,774.80 Gym: Cost per day \$130.68 x 36 days: \$4,704.48	\$7,811.28
Union Heights Elementary (Hamblen) K-5	Classroom/Library: Cost per day \$7.40 x 180 days: \$1,332 Cafeteria: Cost per day \$9.86 x 180 days: \$1,774.80 Gym: Cost per day \$130.68 x 36 days: \$4,704.48	\$7,811.28
Lincoln Heights Elementary (Hamblen) K-5	Classroom/Library: Cost per day \$7.40 x 180 days: \$1,332 Cafeteria: Cost per day \$9.86 x 180 days: \$1,774.80 Gym: Cost per day \$130.68 x 36 days: \$4,704.48	\$7,811.28
Lincoln Heights Middle (Hamblen) 6-8	Classroom/Library: Cost per day \$7.40 x 180 days: \$1,332 Cafeteria: Cost per day \$9.86 x 180 days: \$1,774.80 Gym: Cost per day \$130.68 x 36 days: \$4,704.48	\$7,811.28

Total: School Space: \$62,490.24

Utilities for afterschool use are estimated at \$150 per month for cafeterias and classroom/libraries (gym is not estimated since these are not used daily. \$150 x 2 spaces x 9 months/school year: \$2,700 per school x 8 schools: **\$21,600.**

Internet costs for afterschool use (student and staff online work) are estimated at \$50 per month x 9 months/school year: \$450 x 8 schools: **\$3,600.**

Total Facilities: \$87,690.24

Educational software for use in afterschool math, reading/language arts activities is estimated at \$5 per student x 45 students enrolled at each school site (8): **\$1,800.**

School computers for afterschool student use (educational software, project-based learning, etc.): Average 25 computers per school site: Total number of computers available for afterschool use: 200 computers x cost use allowance per school year (\$40): **\$8,000.**

Total Software/Computers: \$9,800

School Personnel: Teachers, principals, other administrative staff, cafeteria staff, and school counselors assist/coordinate with the Project daily. Breakdowns are shown by purpose/function: Daily consultation, monthly and 6-week grading period planning meetings, data-sharing/recordkeeping related to Project activities, teachers/instructional coaches who provide staff training to the Project staff, and school counselors who provide in-school mental health services. The last breakdown shows time school personnel will spend in quarterly Steering Committee meetings.

Each day, Site Coordinators contact//consult teachers, principals, and other school staff as needed to plan appropriate activities for afterschool students.

Inkind Value: School Personnel : Daily Role in Afterschool Project over 180 days			
Hourly rates for teachers are estimated at \$25 per hour plus FICA: \$26.91 Hourly rates for principals are estimated at \$35 per hour plus FICA: \$37.68 Basis for estimates per day: Site Coordinators will consult with at least one-fourth of all teachers for a minimum of 5 minutes each day. Principals are consulted as needed each day.			
School	Average Number of Teachers Consulted Per Day	Principals Consulted Per Day	Total
Luttrell Elementary 22 teachers in the school 5 = ¼ each day	5 teachers x .08 hours/day x \$26.91/hour x 180 days	1 principal x.08 hours per day x \$37.68/hour x 180 days	Teachers: \$1,937.52 Principal: \$542.59
Maynardville Elementary 23 teachers in the school 5= ¼ each day	5 teachers x .08 hours/day x \$26.91/hour x 180 days	1 principal x.08 hours per day x \$37.68/hour x 180 days	Teachers: \$1,937.52 Principal: \$542.59
Paulette Elementary 20 teachers in the school 5=1/4 each day	5 teachers x .08 hours/day x \$26.91/hour x 180 days	1 principal x.08 hours per day x \$37.68/hour x 180 days	Teachers: \$1,937.52 Principal: \$542.59
Horace Maynard Middle 42 teachers in the school 11=1/4 each day	11 teachers x .08 hours/day x \$26.91/hour x 180 days	1 principal x.08 hours per day x \$37.68/hour x 180 days	Teachers: \$4,262.54 Principal: \$542.59
Bean Station Elementary 22 teachers in the school 5=1/14 each day	5 teachers x .08 hours/day x \$26.91/hour x 180 days	1 principal x.08 hours per day x \$37.68/hour x 180 days	Teachers: \$1,937.52 Principal: \$542.59
Union Heights Elementary 14 teachers in the school 4=1/4 each day	4 teachers x .08 hours/day x \$26.91/hour x 180 days	1 principal x.08 hours per day x \$37.68/hour x 180 days	Teachers: \$1,550.01 Principal: \$542.59
Lincoln Heights Elementary 25 teachers 6=1/14 each day	6 teachers x .08 hours/day x \$26.91/hour x 180 days	1 principal x.08 hours per day x \$37.68/hour x 180 days	Teachers: \$2,325.02 Principal: \$542.59
Lincoln Heights Middle 22 teachers 5=1/4 each day	5 teachers x .08 hours/day x \$26.91/hour x 180 days	1 principal x.08 hours per day x \$37.68/hour x 180 days	Teachers: \$1,937.52 Principal: \$542.59
Total Daily Role			Teachers \$17,825.17 Principals \$4,340.72 Total \$22,165.89

School Planning Teams (teachers, principals, counselors) meet with Project Site Coordinators monthly and after every 6-week grading purpose to review progress, align afterschool curriculum with each school's curriculum, and develop strategies to address any weaknesses in the Project. 2 school personnel each school 8 schools x 1 hour meetings x \$26.91/hour x 16 meetings: **\$6,888.96.**

Staff Training: Each school's experts in reading/language arts/math and school counselors will provide staff training in their subject areas to our site staff. Minimum 2 trainings/year x 1 hour each x \$26.91/hour x 2 trainers per school x 8 schools: **\$861.12.**

School Counselors: Counselors in each school will provide in-school mental health services to students and families. The time shown in this section does not include actual counseling time, since Counselors and the Project cannot estimate the number of students requiring Counselor individualized services. Counselor time/role estimated in this section: Train/orient/consult with Site Coordinators and Tutors on methods to identify students/families with mental health needs, appropriate protocols to follow (including making referrals to community mental health providers), and provide student/ family education on mental health issues. Minimum: 8 Counselors x 2 hours per month x 9 months x \$26.91 per hour: **\$3,875.04.**

Child and Adult Child Care Food Program Snacks: Cafeteria workers prepare healthy snacks each day for students. .5 hours per day x \$10/hour x 180 days x 8 schools: **\$7,200.**

Administrative/Office Staff: Administrative staff members at each school collect and share data with our Project (flagging our students in the schools' Student Information System) so that our staff and the Tennessee Department of Education receives timely reports concerning

attendance, grades, behavior/disciplinary actions. 1 school staff member x 8 schools x 4 hours per year x \$26.91 per hour: **\$861.12.**

Steering Committee Meetings: 1 designated teacher or principal at each school will meet quarterly with community partners and the Project Director four times each year. Estimated based on principal's hourly rate of \$37.68 x 4 hours x 8 schools: **\$1,205.76.**

Schools: Total Personnel: \$43,057.89

Total School Personnel, Facilities, Software/Computers: \$140,548.13

Non-School Contributions

Volunteer Tutors: Walters State Community College will recruit 3 college students to serve volunteer tutors for the Project. High school guidance counselors will refer 16 seniors enrolled in Tennessee Promise to serve as volunteer tutors for the Project. Teaching as a Profession (Hamblen County high schools) will recruit 5 students to serve as volunteer tutors: 24 tutors x 2 hours per week x 36 weeks x \$7.25 per hour: **\$12,528.**

HOLA Lakeway (voluntary Hispanic-serving organization) will group family events (monthly over 12 months) and a minimum of 2 staff trainings on implementing programming that is linguistically and culturally sensitive to the needs of Hispanic/Latino families. HOLA will also provide ESOL classes (estimated 15 one-hour classes per year) and translator/interpreter services as needed (not valued). 29 sessions/event x \$25 (average) per event: **\$725.**

County Public Health Department Educators (Union, Hamblen, Grainger) will provide a total of 6 health education/training activities to students, families, and/or staff: 2

Parent University activities for parents, 2 health education/promotion sessions for students, and 2 trainings for Project staff on family/child health issues. Total for the 8 target schools: 6 health education or training activities x 8 schools x 1.5 hour each activity x \$22 an hour: **\$1,584.**

Three public libraries (Union, Grainger, Hamblen counties) will each provide two family events. 3 libraries x 2 events x 1 hour/each x \$20 per hour for staff time: **\$120.**

Arts Build Skills (HC Excell Foundation) will train Site Coordinators (in one professional development event) to implement arts education programming. Estimated 1 trainer x 1.5 hours x \$27.91 per hour: **\$41.86.** Other direct instruction to students and ongoing technical assistance could not be valued by the organization.

Total Non-School Direct Services Contributions: \$14,998.86

Non-School Steering Committee Members (Walters State Community College, Educational Opportunity Centers, DCEA Neighborhood Service Centers and ETHRA Neighborhood Service Center, Tennessee Reconnect Community, 3 public libraries, Cherokee Health Systems, Ballad Health, HOLA Lakeway, Head Start, Arts Builds Skills, Morristown Parks and Recreation). Steering Committee members are essential to future sustainability of the Project. Community leaders, schools, and the Project will jointly develop plans to make use of multiple public and private resources to continue the Project without State funding. Community members of the Steering Committee meet quarterly with school partners and Project staff to review progress, offer advice, and marshal all available resources: 14 non-school partners x \$23 per hour (average) x 4 hours a year: **\$1,288.**

Non-School Partner Total Direct Services and Steering Committee: \$16,286.86

Total Valued Contributions from All Sources: \$156,834.99

Role of DCEA's Key Personnel in the Project: For this grant year and in every future year, DCEA's staff who are not employed by the Project provide essential administrative /fiscal services to the Project. These functions will be available to projects that are funded through sources other than the Tennessee Department of Education. The contributions of the organization's administrative staff will reduce the amount of grant funding that we request from any source. Accounting rules prohibit the organization from assigning dollar values to these services.

- The Executive Director oversees the Project Director's administration of the Project, ensuring compliance with all federal, state, and local regulations and laws. The Executive Director also assists in identifying funding sources for afterschool programming and is a member of the grant planning team.
- The Administrative Operations Manager assists the Project in purchasing supplies and maintaining the Project's administrative facilities.
- The Human Resources Director assists the Project in recruiting, selecting, hiring, and terminating staff and assisting the Project to comply with employment law and civil rights regulations, including Americans with Disabilities Act requirements.
- The Fiscal Officer, Budget Compliance Manager, Accounting Manager, General Ledger Specialist, and Accounts Payable Specialist are responsible for overall fiscal management, internal controls, and financial reporting and accountability. The Fiscal Officer or Budget Compliance Manager meets at least monthly with the Project Director and/or the Budget/Data Manager to review approved budget line items and expenditures. The Fiscal staff ensure that all costs are allowed

and appropriate based on determinations that the costs are necessary for the performance or administration of the Project, are reasonable based on comparison pricing from at least three sources, are allocable to a documented cost objective, are legal/authorized under state or local laws, are consistent with uniform policies of other federal and non-federal activities, are consistent with generally accepted accounting principles, and are adequately documented/verified.

- The Payroll Specialist double checks time/effort against documented staff records and handles payroll for the Project.
- The Planning Director identifies funding sources, prepares and/or edits grant and other funding applications, and is a member of the grant planning team.

Choosing Free Curriculum and Professional Development Materials/Resources:

Wherever possible, we research high-quality, research-based materials and resources that are free of charge without copyright restrictions. Examples included in this application: Social and Emotional Learning Toolkit, free project-based learning lesson plans from NASA and similar resources, Open Source Physical Fitness/Health Education curriculum that relies on low cost equipment/supplies, and the U.S. Department of Education's online training and technical assistance center for 21st CCLC grantees (You for Youth) for professional development. By using free resources, we will be able to reduce the amounts of any supplemental grant requests.

Potential Use of School Resources under the Every Student Succeeds Act: The Project Director will research opportunities for gaining school-based support for afterschool and school day coordination. These resources include Title 1 Interventions, Targeted Assistance to Schools, which states that afterschool programs are an instructional strategy to boost student achievement; and Title 1 Accountability, which states that indicators such as attendance or

behavior may be tracked. Activities to improve attendance and behavior are key parts of afterschool programs. Title IV A, Student Support and Academic Enrichment Grants may be used by certain districts for increasing collaborations between schools and STEM afterschool programs and for funding resource counselors to establish community partnerships and programs to support mentoring and healthy lifestyle activities. The Project Director and DCEA's Executive Director will request meetings with the Director of Schools and the local Boards of Education in the three target counties to describe the Project's successes and to request additional school-based funding and/or in-kind support. As a community agency, DCEA works within parameters established by the School System. The School System has experienced budget problems in the past few years.

Potential Partnership with Read to Be Ready Summer Reading Camps: As discussed in other sections of the application, schools, but not community organizations, are eligible to apply for the Tennessee Department of Education's Read to be Ready grants. These grants fund four-week summer reading camps for disadvantaged struggling readers. We will encourage our target schools to apply for these grants each year; if grants are awarded to the schools, we will work collaboratively to ensure that our afterschool students are enrolled in the camps.

Local Government Funds: DCEA's Executive Director will meet with the County Mayors and elected officials in the service counties to provide Return on Investment information (benefits to the county in relation to the costs) and to request government funding. The Mayors of Hamblen County and Grainger County are represented on our organization's Board of Directors.

Donations of Goods and Services: On an ongoing basis, the Project Director will **solicit contributions** (educational supplies, fitness equipment, food for events, and free space for large scale activities) from businesses, civic/service organizations, and individuals. Our Project has received many donations of books, games, food, craft items, and gardening supplies in past years. We will expand our efforts in this area.

Grants Other than Extended Learning Grant: DCEA's Executive Director, the Planning Director, and the Project Director will identify and list federal, State, corporate, and foundation sources of funding for extended learning programs for middle and elementary school children for which community based organizations and/or schools are eligible to apply. We will seek funds to supplement current programming and to implement summer activities. The list will include the program purpose, amounts available, eligible activities, deadlines, and duration of support. Sources listed will include known sources to date: Sexual Risk Avoidance Education Grant (U.S. Department of Health and Human Services). As described in previous sections, our organization has a grant to implement this positive youth development/risk reduction program in one of the target middle schools (Lincoln Heights). We plan on applying for other Sexual Risk Avoidance Education grants to serve the other sites. The grant activities supplement/enhance the activities that are allowable under 21st CCLC grants. Gear Up State and national programs, Child Care and Development Fund, Temporary Assistance to Needy Families, Title 1, Safe and Drug Free Schools, Juvenile Justice and Delinquency Prevention Grants (including mentoring grants), NY Life Foundation, MetLife Foundation Afterschool Innovation, Motorola Solutions Foundation Innovation Generation Fund for STEM programming, First Tennessee Foundation, and the Wal-Mart Foundation's State Giving Program. We will solicit smaller grants to fund specific components of the Project, such as

literacy, art education, and service learning, from national/regional retailers with corporate giving programs in our service counties. Examples: Lowe's, Home Depot, and Dollar General Stores. The Project Director, key staff, and the Steering Committee will review the funding summary to determine the feasibility of applying for funds. DCEA's Executive Director and the Board of Directors will approve all grant applications prior to submission.

Partnership Sources: Each year, the Project Director and Site Coordinators will continue to add new partners to the Project. The Project will regularly communicate the successes and challenges of the Project through newsletters, media releases, Facebook, Twitter, and formal and informal reports to school and community partners serving on Steering Committees. At mid-year and end-of-year, Committee members will be requested to review the level of their contributions and to increase the level after current grant funding ends. We will also ask partners to raise additional funds through their organizational associations and networks to support afterschool without state funding.

Identifying Cost Savings or Enhancements for Sustainability: As part of the annual operating budgeting process, DCEA's Executive Director, Board members of the financial committee, budget/fiscal staff, and the Project Director will review/identify any costs in the Project that could be reduced through outsourcing some services, realigning administrative roles to reduce salary costs, working with the school system to reduce bus transportation costs, and/or recruiting and training additional volunteers to serve as tutors or in other capacities.

Program Fees/Income: DCEA is a nonprofit community action agency whose overarching goal is to reduce/eliminate poverty. DCEA does not charge its clients for services. Our Board of Directors and the planning team stated that they would like for our program to continue to target students/families in poverty and to keep the services free of charge.