

21st Century Community Learning Centers Grant Application Project Narrative

Submitted to the Tennessee Department of Education

by

Douglas-Cherokee Economic Authority, Inc.

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Statement of Need

Douglas-Cherokee Economic Authority's (DCEA) 21st Century Community Learning Centers Project will serve students in **ten elementary and middle** schools in Grainger, Hamblen, Union, and Scott counties. Schools are listed in Table 1. The schools are located in impoverished rural areas of eastern Tennessee. **All schools to be served are Title 1 school-wide programs serving a high concentration of low-income students (Table 1, % Free/Reduced Cost Meals).**

DCEA operates the only **free school-based extended learning program** during the school year and/or summer in the service counties. With the exception of Hamblen and Scott, the counties lack youth-serving community programs, such as Boys/Girls Clubs. Scott's Boys/Girls Club operates a 21st CCLC. Hamblen's Club does not offer 21st CCLC or LEAPs programs. Because of its setting within the schools, DCEA's program is the only extended learning program that works each day to align program activities with school-day learning.

Conducting the Needs Assessment: Prior to applying for the grant, DCEA assembled a **planning team**. The team included the Project Director, Assistant Director, Program Manager, Staff Development Coordinator, Site Coordinators, and Tutors (the Project's term for "teachers") and school, student, parent, and community partners. The **needs assessment** analyzed updated social, economic, and educational data 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 students' low academic proficiency on State assessments, performance below grade level, behavioral risk factors, and the linguistic/cultural needs of English Language Learners and their families. Planners also analyzed student/family surveys and student performance data collected in the prior year.

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 from the schools to learn in detail the needs/strengths of students, families, and schools and how

the Project could best address the needs of students who are the furthest behind. Literature reviews confirmed that proposed activities meet the Every Student Succeeds Act definition of evidence-based (also termed “scientifically-based research”).

Table 1: Student Need Data							
1. School	2. County	3. No. Enrolled In Grades to be Served	4. % Eligible for Free or Reduced Cost Meals	5. % Limited English Proficient	6. % Proficient/Advanced Reading/Language Arts	7. % Proficient/Advanced Math	8. % Students Suspended
Rutledge Elem. 2-6	Grainger	417	67%	8.8%	36.7%	45.4%	0%
Joppa Elem. K-6	Grainger	506	66%	.3%	43.4%	57.2%	0%
Washburn Elem. K-8	Grainger	571	68%	0%	27.2%	34.6%	0.2%
Rutledge Middle 7-8	Grainger	522	64%	4.2%	46.5%	34.6%	3.3%
Paulette Elem. K-5	Union	379	44%	0%	*38.5%	*54.7%	3.1%
Horace Maynard Middle 6-8	Union	690	45.95%	.0004%	*35.7%	*37.4%	7.1%
Winfield Elem. K-8	Scott	174	98%	0%	19.7%	27.5%	6.3%
Burchfield Elem. K-8	Scott	546	90%	1%	*37.1%	*45.6%	3.6%
Hillcrest Elem. K-5	Hamblen	568	92%	37.1%	30.4%	53.7%	3.5%
Meadowview Middle 6-8	Hamblen	594	84.1%	18.1%	42.4%	43.3%	9.4%
TN	XXXXXX	XXXXX	35%	5%	48.4%	55.6%	6.4%

Sources: Cols. 3-5: School principals, 2016/17 data. Cols. 6-7: School district, *Benchmark Data*, 2015/16. * denotes 2014/15 *TN Report Card* data (the most recent available from the schools due to State’s problems with TN Ready test reporting in 2015/16). Col. 8. *TN Report Card*, 2015/16.

Risk of Academic Failure: Table 1 shows low rates of proficiency in reading/language arts and math in comparison to the State’s rates. Teachers in all schools reported that from 40% to 60% of students habitually do not complete homework as assigned. Teachers also stated that the majority of parents do not help students with homework. *There is a need to provide additional instruction and tutoring and homework assistance aligned with State standards and school day activities.*

The target schools' percentage of students **eligible for free or reduced price meals** demonstrates the need to address the multiple social, economic, and academic needs of economically disadvantaged students and families. Suspension rates shown in Table 1 do not reflect the full range of students' **behavioral challenges**. Principals and teachers in each target school identified students' behavioral and attitude problems: disrespectful behavior to teachers and peers, lack of attention/focus in the classroom, apathy (resulting in little or no class participation), fighting, and inappropriate communication with peers and authority figures. Teachers reported that many behavioral problems stemmed from students' exposure to Adverse Childhood Experiences. From 32 to 36% of the population in the target counties (compared to 27.5% in Tennessee) reported two or more Adverse Childhood Experiences, including emotional abuse, substance abuse, divorce, domestic violence, bullying, and poverty. ACEs can result in mental health and physical health challenges that negatively affect parenting skills (www.cdc.gov/brfss, 2012).

Many behavioral challenges are related to **chronic absenteeism**. In Tennessee, a student is **chronically absent** if he or she misses at least 10% of the school year. **% Students Chronically Absent** (Source: School Districts, 2015/16). **Elementary Schools:** Rutledge: 9%; Joppa: 10%; Washburn: 2%; Paulette: 3%; Winfield: .02%; Burchfield: 5%; Hillcrest: 7.5%. **Middle Schools:** Rutledge: 8%; Meadowview: 11.4%; Horace Maynard: 2.4%. 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 7 times 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."

There is a need to build students' social and emotional learning skills, such as self-management, social awareness, responsible decision-making, and relationship/communication skills. There is a need for students to practice social and emotional learning skills through participation in service learning and similar activities.

There is also a need to connect students (especially those who are chronically absent) and families to mental health services.

Health Factors: In Tennessee, 38.6% of students are obese or overweight (Tennessee Department of Education, Office of Coordinated School Health, 2016). The obesity/overweight rates for the target schools/districts are higher than the State’s rate: Hamblen: 44.5%; Grainger: 48.3%; Union: 45.2%; Scott: 43.4%. *There is a need to increase physical activity and improve healthy eating habits.*

Needs of English Language Learners: In schools serving English Language Learners (Table 1), students and families face multiple significant cultural and linguistic barriers to academic and social success. *Teachers identified the need for expanded time for students to practice oral language skills and for direct language instruction. Teachers also stated a need to overcome language and cultural barriers in order to more effectively communicate with parents with limited English proficiency.*

County	1. Population	2. % Family Poverty	3. % Adults Less than High School	4. % Adults Bachelor’s Degree or Higher	5. Unemployment Rates
Grainger	22,846	26.9%	21.7%	11.1%	5.6%
Scott	21,950	32.1%	21.1%	12.1%	8.6%
Union	19,119	32.2%	22.7%	9%	5.9%
Hamblen	62,544	18.4%	19.2%	15.5%	5.3%
TN	6,549,000	21.4%	14.5%	24.9%	4.9%

Sources: Cols 1-4, *American Community Survey, 2015* (most recent available). Col. 5: Bureau of Labor Statistics, December, 2016.

Economic/Educational Needs: As shown in Table 2, the counties’ family poverty rates (with the exception of Hamblen) and unemployment rates are significantly higher than the State rates. Over a fifth of adults do not have a high school credential, a factor that is linked to life-long poverty. The majority of work that is available for adults without a high school credential is provided by low-wage manufacturing (wood products and fabricated metals) and the hospitality industry. The counties’ high-growth, high-demand jobs requiring at least some postsecondary education (such as those in health care) are often filled by recruiting

workers from outside the county. *There is a need to facilitate adult education for parents without high school credentials, to provide parents with information about high-demand, high-growth jobs in the counties, and to link parents to resources that can help them enroll in the State's tuition-free postsecondary programs.*

Three service counties report rates of **substantiated child abuse/neglect cases** that are higher than the State's rate of 4.9 per 1,000. Grainger: 6.9; Hamblen: 4.5; Scott: 10.7; Union: 7.8. *There is a need to support families' access to mental health services and to provide family engagement activities that build social and emotional skills.*

Having a checking or savings account is the first step in saving, planning for the future, and building credit, but many families are "unbanked" – Grainger: 23.1%; Hamblen: 22.3%; Union: 20.8%; Scott: 20.2%. 7.7% of households in the U.S. are unbanked (Center for Financial Education, 2016). *There is a need to improve the ability of students and families to budget, save, and invest for future needs, including college.*

A large number of adults are **self-employed**. Grainger: 1,109; Hamblen: 2,083; Union: 833; Scott: 801. According to the Small Business Administration (2015), about half of small businesses fail after 5 years. *There is a need to provide parents with small business training that can reduce their risk of business failure.*

Project Design

Successes and Lessons Learned

Douglas-Cherokee Economic Authority (DCEA) is a 501 c 3 community action agency with **51 years of experience in successfully managing federal, state, and local funds** that help low-income residents achieve personal, social, and economic stability: The \$20 million annual operating budget supports programs serving two Kentucky and 29 Tennessee counties. The agency is governed by a 27-member Board of Directors. An Executive Director oversees the directors of the programs listed below. A Fiscal Officer ensures responsible financial management of all programs.

Current 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 Program, 21 st Century Community Learning Centers (State)	Afterschool/summer learning for at-risk students, family/community engagement.
Career First	Workforce Innovation and Opportunity Act Youth Program (State)	High school completion, career and postsecondary preparation for Out-of-School Youth ages 16-24.
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.

Current Programs	Funding Sources	Key Services
End Hunger Coalition	ConAgra Foundation (corporate/local)	Collective impact initiative to end hunger.
Teen Outreach Program	U.S. Department of Health and Human Services (Federal)	Teen pregnancy prevention (middle and high school students).
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), local	Home delivered and congregate meals for the elderly and those with disabilities.
Workforce and Education Partnership	Local government, education sources	Collective impact initiative to foster alignment of K-16 with workforce needs.
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.

DCEA has continuously and successfully operated 21st CCLC since 2003 and LEAPs since 2005. DCEA has successfully operated 21st CCLC in six of the proposed elementary schools (Joppa, Rutledge, Washburn, Paulette, Winfield, Burchfield) since 2012. Based on the needs assessment, four additional schools will be served in the proposed project period – Rutledge Middle School, Meadowview Middle, Hillcrest Elementary, and Horace Maynard Middle. Over the years, DCEA has successfully provided extended learning to all schools through LEAPs and/or 21st CCLC grants.

Key Academic and Behavior Successes and Lessons Learned in 2015/16

Academics: 71% of students increased their math grades and 76% increased their reading grades by at least 3% over baseline. 55% of those who increased their grades earned an A or B. Due to problems with the State’s TN Ready testing in 2015/16, the Project did not report on State assessments. *There is a need to continue to increase math and reading/language arts proficiency.*

Behavior: 81% of parents reported improvements in their child’s behavior, while 45% of teachers did so. The Project used a character education curriculum (*Character Chronicles*) to help students develop important social/behavioral skills associated with success in school and life. *The wide discrepancy between*

parent and teacher reports in this area indicates a need to move from a curriculum-based approach to one that embeds social and emotional learning skills practice in all program activities. Students will benefit from staff modeling, coaching, and practice in appropriate classroom behavior in the extended learning setting.

Family communication strategies resulted in positive staff-family relationships, but parent-specific activities were mostly “stand-alone” workshops, some of which were not well attended. *There is a need to integrate family engagement into all components.*

Other key findings: 91% of students felt safe at their school. 90% reported they liked coming to the program. 79% of students said their parents were more involved in their education than before their participation in the program. *The Project will improve upon these strengths.*

The **planning team’s review of prior year activities and student and family outcomes** identified **highly successful effective evidence-based practices underlying all components:**

1. **All practices will continue to be S.A.F.E.** Intentional programming is **sequenced** (activities will be broken down/sequenced to allow students to master a specific set of skills); **active** (teaching strategies will use fun, active forms of learning); **focused** (schedules will provide enough time and sufficient resources for students to develop skills); and **explicit** (clear, specific goals and expectations will be communicated to students, schools, communities, and parents). **Source:** *Taking a Deeper Dive into Afterschool* (Afterschool Alliance, 2014).

2. **Our programs will continue to be located in the schools with daily schedules that met the needs of students and families.** Daily program-school partnerships will continue to ensure that all content materials/lesson plans will be aligned with State standards and school day activities, that data on needs and progress will be shared, and that school resources (including the Project’s use of school computers) and facilities (meeting State standards) will support the program. Site Coordinators will lead the school’s extended learning planning teams.

Program Schedule: A typical 3-hour day (beginning at 3:00 p.m.) in the school year (4 days/week) begins with a healthy snack and physical fitness activities. Homework is completed before students move to reading/language arts/math stations and other project-based activities, such as service learning. The 6-hour per day summer program (4 weeks) begins with breakfast, provides at least an hour of physical fitness activities (1/2 hour twice/day), embeds math/reading/language arts academics in project-based enrichment activities, and provides healthy lunches and snacks.

3. **Community partnerships** will continue to bring real-world relevance to academic subjects.

4. **Meaningful family engagement** will continue to support students' growth and ensure regular attendance.

5. **Professional development** will continue to meet/exceed the State's minimum requirements by providing ongoing training based on competencies necessary to attain the performance measures.

6. A **continuous improvement cycle** will continue, including data collection (interim and outcome) and entry into the State's database for reports to stakeholders and TDOE.

7. **Effective program staffing and management practices will continue (described below).**

All program staff **meet or exceed the minimum qualifications for education, work experience and training** for their position, described in the State's *Standards for School-Age Extended Care Programs*.

Administrative: These positions allocate time/effort among three DCEA youth development programs, including extended learning.

Project Director (M.S., Education, 18.75% time) will administer the project programmatically/fiscally in accordance with program regulations and recruit/hire and evaluate staff.

Assistant Director (B.S., Management; A.S., Education, 15.9% time) will supervise the Program Manager and provide administrative/programmatic support.

Records/Data/Budget Specialist (A.S., Computer Science, 15% time) will maintain records (program, financial/budget), assisted by two **Data Specialists** (18.75%, one with a B.S., Marketing; one with a high school diploma).

Program Manager (B.S., Education, 53%) will oversee operations at each program site, oversee data collection/management and flagging in the student management system, prepare State reports, and maintain sites as State licensed child care centers.

Staff Development Coordinator (M.S., Education, 53% time) will oversee professional development, provide staff training, and assist in meeting State child care licensing standards.

Front-Line Staff

The Project meets/exceeds the **1:20 staff-student ratio**. Staff: Site Coordinator, 2 Tutors. Each site serves 45 students.

Site Coordinators (one for each site, 28 hours/week, B.S., Education, Tennessee teacher certification preferred) will continue to develop partnerships; plan weekly/monthly activity schedules; maintain data/records, timesheets, and expense receipts; report on achievement/behavior; ensure that activities align with school day activities and State standards; supervise daily operations/oversee Tutors; resolve conflicts; plan/implement/coordinate family/community engagement activities; manage volunteers; and identify staff training needs.

Tutors working 12 hours/week. Certified Teacher Tutors, B.S., Education, Tennessee teacher certification preferred (at least one/each site), and **Tutors (paraprofessionals)**, minimum high school diploma). Some Tutors serving schools with English Language Learners will be bilingual (Spanish-English). Tutors will implement daily activities with students (homework, academic, social/emotional skill building activities, and health/physical fitness activities) and build positive family relationships.

Counselors (M.S.) will provide mental health services (17.48 hours/week). **Counselor 1:** Licensed Professional Counselor-Mental Health Services Provider. **Counselor 2:** Licensed Marriage and Family Therapist.

The Project demonstrated **responsible fiscal management** through maintaining at least a 3-month cash flow to operate the Project prior to reimbursement and drawing 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). Budget revisions were submitted in ePlan and approved prior to obligating funds. Reports/documentation were complete, accurate, and submitted on time. DCEA's Fiscal Officer ensured compliance with State financial regulations, EDGAR, Uniform Administrative Requirements, Cost Principles, and Audit requirements for federal awards. Staff time allocation was accurately documented/verified prior to release of payroll. DCEA uses the ABILA fund accounting system. Responsible fiscal management will continue.

New or Improved Program Activities Based on Lessons Learned

Our prior year Project successfully engaged students in project-based, enjoyable activities that developed 21st century skills (communication, collaboration, creativity, and critical thinking). Based on the outcomes and lessons learned summarized in the previous discussion, the Project will continue to build on strengths and improve activities to better meet the needs of students and families.

The **research base for activities** is described in the performance goal sections.

1. The needs assessment process resulted in the addition of new schools/sites to be served --

Rutledge Middle School (Grainger County), Meadowview Middle and Hillcrest Elementary (Hamblen County), and Horace Maynard Middle (Union County). Hillcrest and Meadowview serve large numbers of English Language Learners (Hispanic/Latino). A new focus will be staff training in cultural competencies and best practices in English Language Learner instruction and tutoring to support student learning. Special family engagement activities will address the unique cultural and linguistic needs of parents of English Language

Learners. All educational and outreach materials for parents will be available in the native language. Bilingual staff and translators/interpreters will be available as needed.

2. The Project will **improve differentiated reading/language arts instruction and tutoring** in order to meet the new State standards (2016) in reading/language arts and Every Student Succeeds Act requirements, to ensure that students are reading on grade level by the third grade, and to provide remediation to students in higher grades who are behind in reading. New to the program will be the use of a-zreading.com, 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 based on their interests.** The resources library is instantly downloadable. Project staff also will incorporate recommendations/strategies in the *Setting the Foundation: A Report on Elementary Grade Reading in Tennessee* (2016). This report begins with the recognition that far too many children in Tennessee struggle to read. “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” (page 7). State test results also reveal that even among those students who achieved proficiency in the third grade, 20% dropped down to basic by fifth grade and more than half the advanced third graders no longer received an advanced score in the fifth grade. Among those students who reached eighth grade still performing below grade level in reading, only 8% met the college-readiness benchmark on the ACT. Our Project will work closely with the schools’ teachers who are now engaged in professional development in reading instruction and will participate in training by reading specialists. Tutors and Site Coordinators will implement the State’s recommendations for improving reading by:

- Supporting deeper literacy instruction to ensure that students learn decoding within the context of broader comprehension.
- Differentiating instruction in the early grades and addressing students’ academic and non-academic needs (social/emotional, absenteeism) as early as possible.

- Integrating reading best practices across all program activities.

3. **New math activities** will align with the new State standards (developed in 2016, with implementation in 2017) for mathematics and the requirements of the Every Student Succeeds Act by focusing on a balanced development of conceptual understanding, procedural fluency, and application. Through this balance, students will gain understanding and critical thinking skills that are required for college and career readiness. The Project’s Tutors will guide students to develop their **conceptual understanding** of mathematical concepts, operations, and relations. Students will know more than isolated facts and methods; they will be able to make sense of why a mathematical idea is important and the kinds of contexts in which it is useful. The Project will foster **procedural fluency**, defined as the ability to apply procedures accurately, efficiently, and flexibly. Procedural fluency includes computation fluency in addition, subtraction, multiplication, and division. **Application** will give students the opportunity to practice skills in relevant and meaningful ways. Starting with kindergarten, students will solve “word problems” that are relevant to their daily experiences. Problem solving will develop reasoning and critical thinking skills. The Project will also incorporate recommendations from the State’s *STEM Strategic Plan* (2016) for K-5 by consistently incorporating STEM vocabulary and practices that are aligned with the literacy expectations of Tennessee’s math and science standards and using project-based learning to foster deep understanding. For Grades 6-8, the Project will guide students to explore careers in STEM occupations, engage community partners to provide information about STEM-related occupations, and provide project-based learning experiences.

4. **Family engagement activities** will be increased and improved by moving from a deficit-focused approach to one that **focuses on the strengths, talents, and skills of families**. We will **improve the methods of communication and increase leadership/volunteer opportunities for parents and students**. Students and parents will be members of school-level committees that will meet monthly to help guide/assess the project’s progress and to share resources, talents, and ideas with program staff. Parents will discuss topics of interest to them. The Project will assist parents by providing guest speakers, such as health and nutrition educators or

mental health professionals. We will continue to offer “stand-alone” workshops for parents in the areas of special interests, such as small business training, but the majority of parent activities will be embedded in all program activities and in all parent-staff interactions. Our Project will continue its successful partnership with adult education providers in the target counties. We will initiate a new partnership with the Workforce Innovation and Opportunity Act Career Centers. The Centers provide 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. New partnerships with Tennessee Reconnect Communities and Educational Opportunities Centers will help parents take advantage of the State’s new tuition-free postsecondary education opportunities (community colleges and Tennessee Colleges of Applied Technology).

5. Chronic absenteeism data revealed a need to provide new targeted mental health services

provided by the Project’s Counselors. In the prior year, Counselors conducted student and parent workshops on mental health topics and provided counseling upon referral by teachers or Project staff and/or requests by students and/or parents. To build students’ behavioral/attitudinal skills, the prior year Project implemented the *Character Chronicles* curriculum. Schools also used this curriculum, making it difficult to avoid duplication. Planners reviewed research suggesting that integrating social and emotional learning in all program activities is more effective than a solely lesson-based approach. Instead of implementing the *Character Chronicles* curriculum, the Project will embed social and emotional learning into all program components. A new free social/emotional learning activity toolkit, *Social and Emotional Learning in Practice Toolkit* (University of Minnesota, 2015) will be added. A new *Teacher-Child Rating Scale* will help staff to more clearly identify mental health needs and to make appropriate referrals to Project Counselors. Counselors will provide mental health services and/or refer students and families to community mental health providers. Counselors will advise Tutors and Site Coordinators about implementing appropriate social/emotional learning activities for students with challenging behaviors.

6. In response to parent and teacher surveys confirming the statistics in the Need Statement, the Project will **add financial literacy and entrepreneurship training** for parents and students. A new free *Money Smart* curriculum (Federal Deposit Insurance Corporation), available in CDs or in Computer Based Instruction and in adult and child/youth versions, covers banking, credit, budgeting/saving, financial recovery, consumer rights, borrowing, buying a car/home, and paying for college. The new **entrepreneurship training** will be conducted by SCORE volunteers for students using the Junior Achievement “hands-on” model and a workshop model for parents that covers risk, financial planning, business law, and sound business practices.

7. **Service learning** (*Lions Quest* model), proven to be effective in prior years in improving self-management and a sense of responsibility, will continue to be implemented.

8. In place of Compass Learning Odyssey’s online instruction (fee-based), the new Project will use the **free Khan Academy’s online system of K-12 instructional videos, interactive exercises, and automatic progress reports** to supplement the use of school-based online instructional resources and to provide supplemental tutorials for adult education. Subjects covered by Khan:

- **Math:** Early math, arithmetic, pre-calculus, differential equations, geometry, statistics and probability, pre-algebra and algebra, linear algebra, trigonometry.
- **Science and Engineering:** Physics, biology, astronomy, chemistry, health and medicine, electrical engineering.
- **Computers:** Computer programming, coding, computer science, computer animation.
- **Arts and Humanities:** Art history, music, world and U.S. history, English, economics/finance.

Khan’s **STEM courses** will expand students’ knowledge of fields such as health/medicine, computer science, and engineering.

9. **Family/student surveys and high rates of obesity indicted a need to improve fitness and nutrition.** New to the Project: Physical fitness and nutrition activities will meet the National Afterschool

Association's *Standards for Healthy Eating and Physical Activity in Out-of-School Time*. The standards include activities that engage students, families, and staff.

Recruitment and Retention

450 students will be recruited and served each year (45 at each of 10 sites). At the end and beginning of each school year, the Program Manager, Site Coordinators and Tutors 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). Teachers and principals will identify/refer:

1. Students scoring below proficient on State assessments and report cards by subject (math, reading/language arts, science, and writing), 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.
3. Students residing in families at/below the poverty level and with known family dysfunction (abuse, neglect, mental health) or other crisis situations (death, divorce, loss of job, etc.).

Other methods of recruitment will target families and students directly through disseminating eligibility and enrollment information in take-home school bulletins, the schools' websites/Facebook page, and press releases. The Project will **establish referral systems** with agencies, such as mental health providers and the Department of Children's Services, serving children and families facing obstacles to healthy parenting and positive childhood experiences. The Project consults with private schools located within the boundaries of schools to be served (Appendix C).

Schools will provide the program with **documentation verifying the eligibility criteria** that each student meets, such as test results, report cards, disciplinary actions and teachers' written

observations. Other documentation will include community agency referral documentation (abuse/neglect, mental health); service agency written verification of need; and parent-provided information about personal circumstances (divorce, loss of job, death of a spouse, etc.). Documentation on each student's eligibility will be maintained by the Project using methods that ensure privacy and confidentiality, including locked files accessible to authorized personnel only and encryption and password protection for electronic files.

Parents/guardians will complete enrollment forms (described in detail at the end of this section). Enrollment forms will include questions about student and family needs/assets relevant to the program and information about parental consent, rights/responsibilities, and policies governing confidentiality. An information session for families covering rights, responsibilities, roles of all parties, and expectations for attaining the performance measures will be held at each school, conducted by Site Coordinators and other program staff.

Site Coordinators and the Program Manager will review referral and enrollment data and rank students on a 1-5 selection criteria need scale, with 5 the highest. 100% of selected students will meet at least one or more of the selection criteria; most will meet multiple criteria. Those eligible but not selected will be placed on a waiting 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 funded enrollment at all times.

Serving Children with Special Needs

Students with special needs will be targeted for recruitment for the school year and summer program. As part of the recruitment process described previously, parents of special education students will be informed 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. Students show 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 CCLC 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 Committee; learning and demonstrating skills and talents that are not the focal point of the school day, such as music and art; a chance to meaningfully interact with students of all abilities on a daily basis; and opportunities to increase their physical activity and participation in recreational activities 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 current serve (recruitment)
- Provide information about the needs and strengths of selected/enrolled participants (Individual Education Plans)
- Guide program staff to address each student's educational and social needs
- Assist the program 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 IEP 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, 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 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. Topics at Parent Committees 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 Project's Staff Development Coordinator and 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.

Indicators of Progress (Collected by Site Coordinators, Tutors): Daily attendance/participation logs of special needs children and families; staff observation; pre and post surveys of students and families about their satisfaction with program services; Parent Committee meeting minutes.

Retention

Research indicates that the "focused dosage" of time participating in an afterschool program, which includes both attendance in a program and engagement in the program's activities, 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). Students receive additional credit for attendance if they attend a summer program that operates more than 6 hours a day.

Our Project retention strategies are **designed to achieve outcomes that exceed the definition of “regular attendance.”**

Retention strategies, embedded in all program components, include:

- The new focus on preventing and reducing absenteeism (Performance Goal 3).
- Reaching out immediately to families when students are absent to determine causes and offer support.
- Hiring/training motivated, energetic staff with a commitment to positive youth development and family engagement.
- Providing students and parents with positive relationships, a feeling of safety and belonging, exploration and skill building activities, meaningful involvement in service and work, and proactive positive family engagement.
- Assisting families to overcome practical barriers to full participation, such as helping parents form car pools and access other methods of transportation that may be available; connecting families to needed supportive services, such as housing and food services.
- Creating youth and parent buy-in by giving a voice and a choice through service on committees, volunteer opportunities, and other leadership activities.
- Communicating positively and regularly with students and families through in-person contacts, email, social media, and newsletters.

These strategies have been researched and proven to be effective in retaining students and families, as described by the Harvard Family Research Project in *Evaluation Exchange*, 2014.

Current 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; parents’ 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 program; the child's health history provided by the child's parent or other caretaker; prior written permission of parent for each off-site activity; child's immunization records.

Transportation of Students to and from the Program

Transportation to the sites is not an issue for the **school year** because our programs operate in the schools.

Parent-Provided Transportation: The Project plans for parent-provided transportation during the school year and summer in Grainger, Scott, and Union counties. In Hamblen County, transportation may be either parent-provided or through contracted school bus transportation.

Considerations Concerning Transportation in the Target Counties: The rural counties do not have public transportation operating past 4:30 p.m. Grainger, Scott, and Union counties are 100% rural. The majority of our families live in scattered sites throughout these counties. They do not live in areas with large subdivisions or neighborhoods. The schools in Grainger, Scott, and Union cannot provide school bus transportation because the drivers must deliver children to distant parts of the county. It can take up to 1.5 hours for some children to be delivered to their homes. The drivers' schedules do not permit them to return to the schools to pick up after school students. **Hamblen County:** Our Project will contract with the school system for school bus service in Hamblen County during the school year and summer. Students in Hamblen's schools reside within a 5-mile radius of the schools. Parents in Hamblen County may choose to use bus transportation or they may pick up their child. Hamblen County schools serve a large population of Hispanic/Latino families. Many of these families do not have a driver's license.

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. Hamblen County parents will indicate parent pick-up or bus transportation or a combination, with the days indicated for each option.
- 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 Plan for Bus Services in Hamblen County

The Project's management (Project Director, Assistant Director, Program Manager) is 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. 49-6-2118. 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). 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 in the morning and in the afternoon 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.
- 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.
- If the child was loaded from home, the parent or other authorized person will additionally sign the log indicating the child was placed on the vehicle.
- 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.

Transportation for Summer Learning: During the summer learning component, transportation will be provided as described for the school year, with parents assuming responsibility for transportation in Grainger, Scott, and Union and bus and/or parent transportation in Hamblen.

Transportation for Service Learning and Field Trips: The Project will contract with the schools' bus contractors for transportation to and from service learning sites and field trips during the summer and school year. The policies and procedures will be the same as those previously described. Parents may choose to provide transportation to and from service learning sites and field trips.

Staff Training: The Staff Development Coordinator 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. To assist families to overcome transportation barriers, the Project will:

- Assist families to form carpools (providing “how to” information).
- Advise parents about how to arrange for safe, reliable alternative methods of transportation from trusted relatives and/or friends.
- Arrange for service learning to take place on school grounds so transportation is not required.
- 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 (including planning for sustainability).

Nutrition and Physical Fitness Activities

The Project will adhere to the *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 during the school year and at least one hour of physical fitness activities each day during the summer
- Daily healthy snacks during the school year and breakfast, lunch, and snacks during the summer
- Healthy eating education and modeling for students and families

Physical Activity Best Practices: Tutors and Site Coordinators will implement daily physical activities meeting HEPA’s standards and best practices, including the following:

- Students will engage in activities that are moderately to vigorously active for at least 50% of the physical activity time. Activities will take place indoors and outdoors.
- 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 include time for free unstructured play.

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 of Physical Fitness Activities (from Go Noodle.com): Games (kickball, Houdini hoops, jump rope, beanbag games) and dances (line, fun freeform dances). In addition to physical activity, health education and nutrition lessons will be incorporated into math and reading/languages arts activities, and “Take 3” (taking 3 minutes periodically to do deep breathing and movement exercises while working on other activities).

Physical fitness will also include activities recommended by the evidence-based *Michigan Model School Health*

Program Physical Activity Component (listed on the National Registry of Evidence-Based Prevention Programs, Substance Abuse and Mental Health Services Administration, 2016).

Healthy Eating: The Project will also follow HEPA standards and best practices for healthy eating. The Project will fund healthy snacks (school year) and meals (summer) through USDA's Child and Adult Care Food Program and the Summer Food Program. The Project will comply with the guidelines of each feeding program, including proper reporting and recordkeeping at the sites.

- Each school day, students will have a healthy snack and a chance to relax before completing homework and engaging in academic and other activities. Summer learning days begin with a healthy breakfast.
- The Project will serve foods and beverages in amounts and types that promote lifelong health and help prevent chronic disease. These include minimally processed foods made with whole grains and heart-healthy fats or oils with oils and without added sugar or Trans fats; fruits and vegetables; and beverages made without added sugars.
- Menus will accommodate dietary restrictions (allergies, food intolerance, and religion and culture).
- 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 children.
- Staff will not consume food or beverages in front of students that are not on the students' menus.
- To the extent possible, students will participate in preparation/set-up and clean-up.

Families will be engaged in healthy eating. Healthy eating standards and practices will be shared in 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). The program will distribute Get Fit Tennessee suggestions to parents. At

least twice per year, each site will offer a family night, combining fun cooking “contests,” recipes to take home, and quick health/nutrition tips. The University of Tennessee’s Extension Service will implement these activities, assisted by program staff.

Examples of How Health and Nutrition will Be Integrated into Other Activities: Reading/language arts activities and math activities will explore how Body Mass Index (BMI) measurements were developed, the scientific principles underlying the BMI, and what the BMI can tell us about our current and future health. Students will research and report on diseases that can be prevented through good health and nutrition practices.

Promoting Physical Activity (Weekends, Summer): Students and families will be given easy to read handouts on quick and easy ways to keep moving on the weekends (including games that all family members can play) and in the summer and recipes for quick healthy low cost dishes that school age children can make on their own. Students will be asked to keep physical fitness and healthy eating journals about their weekend and summer activities.

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.

Service Learning: Students may choose community/school gardens as a project. Parents will be encouraged to participate. Families will benefit from eating fresh produce. Part of the service learning process will include learning about healthy eating choices and sharing this knowledge with other students, families, and community members.

Indicators of Progress Measures (Collected by Site Coordinators, Tutors): Daily attendance/participation logs, journal review and observation, pre and post surveys of students and families on 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 Staff Development Coordinator will train staff in HEPA’s *Healthy Eating Standards* and best practices, the State’s *Standards*, and key elements of the *Michigan Model School Health Physical Activity Component*. Training in service learning is described in Performance Goal 2.

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.

Site Coordinators will work with teachers and other school personnel to identify individual student learning needs and to align program activities with State standards and school-day activities. Site Coordinators, with input from teachers, students, and parents, will develop a Personalized Development Plan (reviewed/updated monthly) for each student specifying learning goals and activities/tasks/timelines to achieve goals. **Tutors** will implement daily program activities under the supervision/guidance of the Site Coordinator. The **Program Manager** will oversee Site Coordinators and data collection and management.

Reading/Language Arts Activities

At each site, the Project will provide a **minimum of 4 hours of differentiated reading/language arts activities for all grade/skills levels each week during the school year and 7.5 hours per week during the summer**. During the school year, additional reading/writing practice will be incorporated in math and science activities (reading for a purpose, STEM vocabulary) and physical fitness/health activities. During the summer, reading/language arts will be embedded in all activities (6 hours/day, 5 days a week, for 4 weeks).

Reading/language arts activities will follow recommendations in *Setting the Foundation: A Report on Elementary Grades Reading in Tennessee* (2016).

The Project will support deeper literacy instruction to ensure that students learn decoding within the context of broader comprehension. Daily reading/language arts activities will include reading aloud, think-aloud reading, story and literature dramatizations, book discussion groups and literature circles; writing linked to reading (writing a skit based on a short story, developing opinion pieces in an essay form on favorite stories, books, or movies, writing and delivering a speech based on a subject covered in reading activities); and completing Internet research on topics given by their teachers, with a discussion of how the sources used were reliable/credible.

The Project will also incorporate strategies to develop/reinforce reading fluency, vocabulary, comprehension, writing and phonics through homework assistance, small group reading time, academic games, flash cards, and essay writing. The program will use the schools' Accelerated Reading program (and other school-based resources, all of which are evidence-based) for decoding and related individualized skills practice/reinforcement.

To effectively provide developmentally appropriate resources to meet the differentiated learning needs of all students, the Project will access readinga-z.com's online collection of 2,200 books, including a collection of 700 leveled readers written to 27 levels of reading difficulty (available in English and Spanish). The website enables Tutors to instantly download and print resources. Reading resources provide differentiated instruction

in monitoring understanding, analyzing story structure, generating questions, summarizing, incorporating multiple strategies, employing cooperative grouping, and ongoing daily assessment. Readinga-z meets the National Reading Panel's criteria for sound scientific research (2000) and is organized around five key areas of instruction – phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Homework assistance (described under Performance Goal 2) during the school year will provide personalized assistance by program staff and guided reading and writing activities using school-based software or the free Khan Academy interactive lessons on specific skills needed to complete homework. SRI Education's *Research on the Use of Khan Academy in Schools* (March 2014) found that Khan facilitated differentiated instruction allowing different students to focus on different skills at the same time, used modular problem sets to provide students with opportunities to practice subject area skills, and facilitated self-directed learning in all subject areas.

English Language Learners: For **English Language Learners (ELL)**, in addition to the activities described for all students, bilingual Tutors will provide extra time for ELL students to practice oral language skills, which lay a foundation for academic achievement in all subject areas at different skills and grade levels (Afterschool Alliance, *Supporting English Language Learners in Afterschool*, 2015). Tutors will employ strategies that have been proven effective to support English Language Learners: primary language instruction and support and teaching comprehension first, followed by skills like phonics that can be developed after meaning is established.

Site Coordinators will communicate daily with ELL school-day teachers to align activities with the school day. The Project will support English literacy development through read-alouds to help ELL students hear appropriate oral pronunciation and fluency modeled. Writing activities will allow ELL students to practice written language skills and boost comprehension. Book circles and story dramatizations will provide opportunities for ELL students and native English language students to interact positively, practice higher order

thinking skills, make connections to their own background experiences, and enable students to practice speaking and writing without fear of grading or failure.

Considerations for Middle School Students: Activities will take into account the range of developmental diversity in the age group to be served and the need for positive youth development activities that support both students' growing independence and their continuing need for structure and safety. Reading/language arts activities will be implemented with middle school students using the following research-based strategies reported by Generation Ready's *Adolescent Readers in Middle School* (2013) to engage middle school students with diverse reading skills: Tutors will provide at least 100 developmentally appropriate book choices (described in short reviews in readinga-z.com). Students will form book clubs which will engage them in researching and choosing books of interest for the club to read. Tutors will assist students in read-alouds and dramatizations and in vocabulary building games. Students will also explore informational texts in varied content areas that are of interest to them, such as college preparedness texts that will help them plan and prepare for college and careers. Students will produce written and oral reports based on career and college research.

Math Activities

Math activities (direct instruction/tutorials), aligned with State standards and school day instruction, will be offered a minimum of 4 hours per week during the school-year and 7.5 hours per week during the summer. During the summer, math is embedded in most activities (6 hours/day, 5 days a week, for 4 weeks).

Homework assistance during the school year will provide in-person assistance by program staff and guided **math skills-building activities** using school-based software or the program's free Khan Academy interactive lessons on specific skills needed to complete homework (research base described previously).

The program will employ **four key evidence-based strategies (differentiated to address diverse skills/grade levels) to improve math achievement** described in *Supporting Mathematics Learning in Afterschool and Summer Learning Programs* (Mott Foundation, 2015).

1. Problem-solving fostered by fun, hands-on, project-based activities that are interesting to students and that encourage students to ask questions and use their thinking skills.
2. Developing and supporting “math talk.” Tutors will help students communicate mathematically to clarify thinking, construct meaning, and analyze and interpret mathematical ideas. Students will also learn to use objects or create charts to represent problems.
3. Emphasizing working together. When students work together to solve problems they gain awareness and respect for the different problem-solving strengths of their peers.
4. Finding Math. Tutors will engage students in activities they choose and are interested in, guiding them to “find math” in sports, games, cooking, gardening, music, art, and other activities, including financial literacy using the free Federal Deposit Insurance Corporation’s online/CD curriculum *Money Smart* for elementary/middle school students. *A Longitudinal Evaluation of the Money Smart Curriculum* (FDIC, 2007) found that the course had a “clear positive impact” on intended behavior (putting financial literacy knowledge into practice).

STEM (Science, Technology, Engineering, and Math) Activities: The Project will incorporate strategies described in the State’s *STEM Strategic Plan* (2016), including utilizing the schools’ career exploration online tools (high demand STEM careers in the health care, advanced manufacturing, information technology fields), presentations by STEM professionals, and field trips to STEM sites.

Math for English Language Learners: In addition to the activities described for all students, the program will implement math practices shown to help English Language Learners grasp math concepts more effectively. Tutors will focus on ensuring that students have the language to understand instruction and express their understanding of math concepts orally and in writing. Strategies will include: creating charts that contain key math vocabulary words and phrases accompanied by visualizations, using manipulatives, eliciting nonverbal responses to check for understanding, and using math sentence frames.

Considerations for Middle School Students: Taking Algebra 1 by the 8th grade is a key predictor of both high school completion and entry into/completion of postsecondary education (College Board, 2015). For this reason, our Project will focus on ensuring that students in the 6-8 grades have the foundational skills for success in Algebra. Tutors will guide/monitor students' tutorials using Khan Academy's online video-based system for math instruction/practice at all levels. Logic games and puzzles (available through hoodamath.com, etc.) will be used to generate interest and engagement in solving problems as a group.

Summer Activities: Reading/Language Arts and Math

Summer activities will be based on priority learning needs by grade and subject specific skills deficits identified by teachers on student and family interests. Summer activities will provide direct instruction/tutorials (1.5 hours per day) in reading/language arts and math using methods described for the school year. In addition, the Project will embed math and reading/language arts into enrichment activities, such as Academics in Music, Art, Cooking, etc.

Methods to Share Progress toward Goals (Reading/Language Arts, Math)

Interim Indicator Measures for Communicating Progress/Results and for Implementing Ongoing Improvement Strategies. Tutors and Site Coordinators will collect data in paper form as activities/services occur. They will then enter this data into the in-house Excel database (weekly). Site Coordinators will prepare a monthly report on activities and progress toward performance measures for the Program Manager. The Project Director and Assistant Director will review/monitor the monthly tracking data to ensure alignment with Project and state guidelines, taking corrective actions as necessary. Prior to the Site Coordinator's or Program Manager's entry of data into the State's database, the Records/Data/Budget Specialist will review the data for accuracy, completeness, and integrity, taking corrective actions as required.

- Daily attendance logs. Regular attendance is defined 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). Students receive additional credit for attendance if they attend the summer program (offered more than 6 hours/day).

- Daily time activity logs (time each student spent in reading/language arts, math, type of activity)
- Automatically generated diagnostic and progress reports (software programs); 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
- 6-9 week grade cards
- Daily parent/family communication logs or as occurs
- Student satisfaction with the program (surveys) and Student Committee meeting minutes
- Parent satisfaction with the program (surveys) and Parent Committee meeting minutes
- Number of books read and number of math-related projects completed during the summer
- Staff reports on students' participation and observations on achievement during the summer

Use of Interim Data

The Project Director, Assistant Director, Program Manager, Site Coordinators, and Tutors will analyze, interpret and summarize interim data results in order to effectively communicate progress to each school's extended learning planning team (principals, teachers, other special program staff) and to students, families, schools, and community partners at the end of each grading period. The method of communication (oral, written reports/updates in personalized plans, graphs/charts, Facebook postings, newsletters) will be designed for the reading/educational levels and interests of each target audience. As part of the continuous improvement cycle, the Project will refine and improve strategies/activities/approaches on an ongoing basis based on the results of interim measures.

TDOE Outcome Indicator Measure Collected by Site Coordinators

- Student grades from fall to spring
- State TN Ready assessments in Reading/Language Arts
- State TN Ready assessments in Math

Use of Outcome Data in Program Operations: Data entry procedures are described under Interim Measures. The Project Director, Assistant Director, Program Manager, and Site Coordinators will analyze, interpret and summarize annual outcome data results in order to effectively communicate progress to students, families, schools, and community partners using a variety of methods based on the interests of the target audience and their education/reading levels. The Project staff and the schools' planning teams will refine and improve strategies, activities, and approaches in the next project year based on annual outcome results.

Note about Committees: The advisory and decision-making roles of the committees described under **How the Project Will Communicate Progress** sections are described in detail in the Partnerships section.

Steering Committees are county-level committees. Members include principals and other senior level school personnel, community partners, and students and parents selected by each school's Parent and Student Committees. Each school has a **Parent Committee**. All parents are automatic members. Each school has a **Student Committee**. All students are automatic members.

How the Project Will Communicate Progress to Students

Individual student's progress toward goals: Daily feedback from program Tutors; monthly or more frequent reviews and updates with students of each student's Personalized Development Plan by Tutors/Site Coordinator; review of grades each grading period; review of state assessment results.

Program level progress toward goals: Monthly reports to the Student Committee by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will

produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Student Committees in the new school year.

How the Project Will Communicate Progress to Parents/Families

Individual student's progress toward goals: Daily feedback from program staff (at student pick-up); weekly e-mails/phone contacts when daily communication is not possible at pick-up; reviews with parents of their child's monthly updated Personalized Development Plans, including grades at the end of report period and state assessment results. The Project's written and oral communication with Hispanic/Latino parents with limited or no English will be in Spanish.

Program level progress toward goals: Monthly reports to the Parent Committees by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Parent Committees in the new school year.

How the Project Will Communicate Progress to School Partners

Individual student's progress toward goals: Daily teacher-program staff feedback; written reports by the Site Coordinator and Program Manager after each grading period and when state assessment results are available (school planning team meetings).

Program level progress toward goals: Written reports and meetings with principals, teachers, and other staff supporting the project after each grading period and when state assessment results are available. Quarterly reports to the Steering Committee by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After

the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the planning teams and Steering Committees in the new school year.

How the Project Will Communicate Progress to Community Partners

Program level/county level progress toward goals: Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator; quarterly reports to the Steering Committee by the Site Coordinator; quarterly press releases about project activities and progress by the Project Director, Assistant Director, and Program Manager. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Steering Committees in the new school year.

Reporting on Progress to the Tennessee Department Education (TDOE): As part of the rigorous evaluation process, the Project Director and Assistant Director will ensure that all sites collect attendance, academic achievement, disciplinary information for all students served, as well as family engagement data. The Project employs data/records management personnel to assist with data and records storage. Project staff will work with assigned school/district staff to flag program participants in the Student Information System. The Assistant Director and Program Manager will prepare State reports. The Project Director will review, verify, and submit ongoing progress and annual reports as required by TDOE.

Professional Development Supporting All Performance Goals

Training for Experienced Staff: Annual training, conducted by the Project Director and Staff Development Coordinator. Training Hours: Minimum: 18 hours for program directors, 12 hours for all other staff. For new Site Coordinators: 15 hours. Includes general operations/orientation described below and content-specific training areas described under each performance goals.

Training for New Staff: New Site Coordinators and Tutors will complete 2 clock hours of pre-service orientation and an additional 16 hours of competency-based training within the first year of employment, six hours of which must be completed within the first six months of employment.

Rule 0520-12-01-.07: Prior to assuming duties, each new employee shall receive orientation in and be able to explain program philosophy, job descriptions, emergency procedures, policies regarding discipline, policies regarding the reporting of child abuse, and policies and receiving and dismissing children. Within the first two weeks on the job, each employee will receive instruction in child abuse detection, reporting, and prevention; parent-center communication; disease control and health promotion; overview of the certificate of approval requirements; and information or risks of infection to female employees of childbearing age. All training will be documented in the Project's records and be available for review by the Department of Education at any time. The Project also will maintain written documentation that each employee has read the full set of applicable rules (*Standards for School-Age Extended Care Programs*). A copy of the rules will be maintained at each site in areas that are readily accessible to staff.

Topics addressed in staff training:

- Program philosophy, performance goals and targets, key activities and partnerships, including procedures for communicating effectively with school personnel
- Certificate of approval requirements and posting of the certificate at each site
- Procedures for dealing with blood borne pathogens, risk of infection, disease control and promotion
- Protocols for child abuse identification, prevention, and reporting; posters at each site
- Civil rights, including reasonable accommodations under the Americans with Disability Act
- Procedures for shelter-in-place/intruder/active shooter
- Identification of/procedures for mental health emergencies

- Transportation procedures; release of students (parent-provided transportation) and procedures for using contracted buses (safety, loading, unloading, drivers' responsibilities to confirm every child is off the vehicle)
- Communicating positively with parents/families
- Confidentiality, privacy and consent policies and procedures
- Recognizing and preventing bullying and harassment (including coordination with school-based programs addressing these issues)
- Key components of the Every Student Succeeds Act relevant to the alignment of programming with the school day
- *National Afterschool Association Standards for Healthy Eating and Physical Activity (HEPA) in Out-of-School Time*
- TN Ready Assessments (How to Help Parents/Students Understand)
- Inclusionary practices: students with special needs
- First aid and CPR required of the Site Coordinator and at least one Tutor at each site
- DCEA's employment policies and procedures; review of roles/responsibilities/accountability of each position
- Collecting and maintaining data and reporting responsibilities (how to use the project's database)

Site Coordinators, the Assistant Director, and the Program Manager will receive training by the Project Director and Staff Development Coordinator on methods to supervise/manage Tutors and communicating effectively with parents, school personnel, and community partners.

All personnel will receive DCEA's *Employee Handbook* and the Project's *Operational Manual*, with detailed policies and procedures for all activities and all forms/documentation used by the project.

The Project Director or Assistant Director will participate in all trainings offered/approved by the State and share learning with project staff.

Staff Training/Professional Development in Reading/Language Arts

The Staff Development Coordinator will work closely with the Program Manager, Assistant Director, and Project Director to identify ongoing staff needs. Needs will be identified through review and analysis of student progress (weekly, monthly, quarterly, annual) and from the Site Coordinator's and/or Program Manager's weekly observation/reflective supervision of program activities using a monitoring checklist based on the SAFE model of program implementation (Sequential, Active, Focused, Explicit) and key State regulations (safety, health, staff-student ratios, etc.).

Tutors, Site Coordinators, and the Program Manager will complete a minimum of 2 hours of training provided by the project's Staff Development Coordinator in implementing evidence-based reading instruction and tutorials that are aligned with the State's new standards and that utilize a variety of methods to develop/reinforce reading fluency, writing phonics, and comprehension.

Each school's reading specialist will provide additional instruction in effective reading instruction strategies for economically disadvantaged students. The Program Manager and Site Coordinators will request that the Project's staff be included in the schools' in-service training in reading/language arts.

For schools with English Language Learners, ELL school teachers will provide additional instruction in implementing effective dual language instructional and English language acquisition practices.

Special education teachers will provide guidance on implementing effective reading/language arts enrichment for students with special needs.

Site Coordinators will assist Tutors to take the Tennessee Department of Education's web-based courses, such as the Project-based Learning Course Project and Aligning with the School-Day Course Progress and online courses on the U.S. Department of Education's You for Youth Professional Learning and Technical Assistance for 21st CCLCs. (y4y.ed.gov).

Staff Training/Professional Development for Math Activities

The Staff Development Coordinator will work closely with the Program Manager, Assistant Director, and Project Director to identify ongoing staff needs. Needs will be identified through review and analysis of student progress (weekly, monthly, quarterly, annual) and from the Site Coordinator's and/or Program Manager's weekly observation/reflective supervision of program activities using a monitoring checklist based on the SAFE model of program implementation (Sequential, Active, Focused, Explicit) and key State regulations (safety, health, staff-student ratios, etc.).

Tutors, the Program Manager, and Site Coordinators will participate in a minimum of 2 hours of training on effectively implementing math activities that engage students, align with the new State standards, and incorporate STEM activities by the program's Staff Development Coordinator.

When appropriate, schools' English Language Learner program will provide training to staff in how to effectively implement math strategies for English Language Learners that will build on school-day activities.

Math specialists in the schools will provide additional training in implementing specific strategies that will improve students' progress in identified areas. The Program Manager and Site Coordinators will request that Project staff be included in the schools' in-service training related to math/STEM.

Site Coordinators will assist Tutors to take the Tennessee Department of Education's web-based courses, such as STEM Course progress, Citizen Science Course Progress, Project-based Learning Course Project, and Aligning with the School-Day Course.

Special education teachers will guide program staff to implement best practices in math instruction and enrichment for students with special needs.

A major source of professional development will be the online courses on the U.S. Department of Education's You for Youth Professional Learning and Technical Assistance for 21st CCLCs. (y4y.ed.gov).

The Project Director and/or Assistant Director will participate in state-approved extended learning training and conferences. They will share their learning with the Project staff.

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%).

Site Coordinators will work with school teachers and other personnel to identify individual student behavior and to align program activities with State standards and school-day activities. Site Coordinators, with input from teachers, students, and parents, will develop a Personalized Development Plan (reviewed/updated monthly) for each student specifying learning goals and activities/tasks/timelines to achieve goals. Family goals are included. **Tutors** will implement daily program activities under the supervision/guidance of the Site Coordinator. The **Program Manager** will oversee daily activities of Site Coordinators and oversee data collection and management. **Counselors** will advise site staff about effective strategies.

Homework Completion and Accuracy

Homework aids student achievement and builds important social and emotional skills, such as self-direction, self-discipline, and organization skills (Natalie Lucas and Jennifer Kobrin, *Well-Designed Homework*

time as a Quality-Building Aid in Afterschool, 2015). Homework will provide a natural daily point of connection between school-day and afterschool staff.

- 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 student's homework completion and accuracy each day. Teachers will agree to provide Site Coordinators with daily homework assignments and feedback on the status of completion and accuracy of the previous day's assignment.
- School-day teachers will communicate homework assignments to program staff daily.
- Parents and students will maintain homework completion and accuracy checklists.
- Each program day during the school year, students will complete homework assignments before engaging in other activities.
- Students will choose which assignments to complete first, may listen to music with earphones, and work alone or with others. Tutors will assist as needed, using the Khan Academy's online video exercises to strengthen specific skills.
- 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.
- Parent Committee meetings will information about how to help and monitor homework assignments.

Classroom Behavior/Participation and Peer Relationships Skills

Diagnosing Needs/Strengths and Measuring Progress: During the first two weeks of the program year, Tutors will complete, with school-day teacher input, a quick rating form (*Teacher-Child Rating Scale*, T-CRS). The 32 item Likert scale assesses positive and negative aspects of a student's social-emotional school

adjustment – task orientation, behavior control, assertiveness, and peer social skills. Pre and post- tests at month 1, month 6, and month 9.

Social and Emotional Learning Embedded Throughout the Project: The Project will integrate social and emotional learning (SEL) strategies in all program components and the climate of each site, provide explicit instruction, and link students with challenging behaviors/attitudes to the Project’s Counselors and external mental health providers. SEL strategies work to develop 5 core social and emotional competencies in students (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).

Integrating Social and Emotional Learning into the Entirety of the Program

Staff will self-assess their own SEL competencies and learn how to increase their own competencies through reflection and training. Family engagement (Performance Goal 4) will include opportunities for learning parenting skills that promote social/emotional learning.

SEL competencies will be the foundation for every student/family contact and relationship in the program. Staff will model SEL competencies. Staff will ensure that all program activities meet the evidence-based criteria for effective afterschool programs using the Sequential, Active, Focused, and Explicit Model described in Lessons Learned.

The Project will be guided by the policies and interventions described in *Social and Emotional Development through Quality Afterschool Programs*, Beyond the Bell, 2015). 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 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 or she heard will be an effective tool to teach reflection listening.

Explicit Instruction in Social and Emotional Learning

The project will use the free *Social and Emotional Learning in Practice Toolkit* (University of Minnesota Extension, 2015). The foundation of the Toolkit is based on evidence-based research reported in *Ways of Being: A Model for Social and Emotional Learning and Intentional Practices to Support Social and Emotional Learning* (Blyth, Olson, and Walker 2017): “Research shows that the integration of specific strategies is more effective than implementing a new curriculum.” The Toolkit is culturally responsible and is designed for use with elementary and middle school students. The Toolkit is a “grab and go” collection of evidence-based activities by SEL skill area that may be addressed in any order or not at all. The Toolkit is flexible, easy to understand, and requires little or no formal training. Activities, reflective questions, and assessment checklists address:

- **Skills to Approach Tasks and Achieve Goals** (such as homework completion). Grit, perseverance, goal setting, problem solving, focus, motivation, organization/time management.
- **Ways of Relating Skills** (peer, teacher, and other relationships): Social skills, teamwork, cooperation, communication/active listening, conflict resolution.
- **Ways I Am Skills:** Self-efficacy, agency, hope, sense of self, cultural identity.

To further develop behavioral, class participation, and peer relationship skills, students may elect to participate in service learning. Service learning builds social and emotional skills, specifically self-efficacy and relationships (Vanderbilt University, Center for Teaching, 2015). Using the *Lions' Quest* evidence-based model for elementary/middle school students (SAMSHA's National Registry of Evidence-Based Programs and Practices), students will identify/research a school or community need, develop a plan to address the identified need, mobilize resources and perform tasks to achieve the desired outcome, and reflect upon their work in group presentations or writing. Community partners will provide sites for service learning (parks, animal shelters, food pantries, etc.). Staff, volunteers (including parents), school personnel, and community organizations will assist and will recognize student achievement in a public ceremony/event.

Students may elect to participate in entrepreneurial training. SCORE volunteers will provide counseling and sponsor hands-on activities (Junior Achievement model) for students to practice starting and running their own businesses. According to the National Content Standards for Entrepreneurship Education (2015), benefits to elementary and middle school students include increased self-management skills and fewer discipline referrals.

Middle School Students

Middle school students face many challenges -- physical development (awkwardness, shifts in mood and energy, hormonal changes); social/emotional outlook (preoccupation with appearance, peer group pressure/desire for belonging); and cognitive factors (abstract thinking leading to more complex decision-making processes and a desire for practical information).

- The Project’s programming for middle school students will include positive youth development, creative expression, sports and games, practical skills, service learning, business skills training, experiential learning in choosing careers and planning for college. Student committees will give students a voice in program design and decision making.
- The personal qualities required of all staff (warmth, caring, encouraging, supportive, sense of humor, respectful of youth/families) will provide models for youth.
- Offering “clubs” (homework, music, books, theater, fitness) will provide structure and a sense of belonging.
- Middle school students will take on larger scale service learning projects than those for younger students.
- Middle school staff will ensure that no “put downs” are allowed at any time and will help students to develop conflict resolution skills and problem solving skills that can be used to deal with bullying, teasing, and trash talk.
- Program staff 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.

English Language Learner Students/Families: Some Tutors will be bilingual. For schools serving ELL students and families, Project staff will possess an understanding of Hispanic/Latino norms, behaviors, and attitudes connected to social and emotional learning. Written materials will be in both Spanish and English.

Summer Learning: During the summer session, embedded SEL strategies will continue. Students will have additional opportunities to participate in service learning and/or entrepreneurial activities. Students and families will suggest activities for the summer. Field trips to STEM sites, museums, or other educational, career-related, or cultural site will reinforce behavioral expectations and help students, staff, and families bond.

Methods to Share Progress Toward Goals

(Homework, Classroom Participation/Behavior, Peer Relationships)

Interim Indicator Measures for Communicating Progress/Results and for Implementing Ongoing Improvement Strategies. Tutors and Site Coordinators will collect data in paper form as activities/services occur. They will then enter this data into the in-house Excel database (weekly). Site Coordinators will prepare a monthly report on activities and progress toward performance measures for the Program Manager. The Project Director and Assistant Director will review/monitor the monthly tracking data to ensure alignment with Project and state guidelines, taking corrective actions as necessary. Prior to the Site Coordinator's or Program Manager's entry of data into the State's database, the Records/Data/Budget Specialist will review the data for accuracy, completeness, and integrity, taking corrective actions as required.

- Daily attendance logs by activity. Regular attendance is defined 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). Students receive additional credit for attendance if they attend the summer program (offered more than 6 hours per day).
- 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-Child Rating Scale, pre-, interim, post, months 1, 6, 9
- Daily parent/family communication logs or as occurs
- Parent and Student Committee surveys and meeting minutes
- Pre and post-tests and portfolio review (entrepreneurship education)
- Portfolio review (service learning)

Use of Interim Data

The Project Director, Assistant Director, Program Manager, Site Coordinators, and Tutors will analyze, interpret and summarize interim data results in order to effectively communicate progress to each school's extended learning planning team (principals, teachers, other special program staff) and to students, families, and community partners at the end of grading periods. The method of communication (oral, written reports/updates in personalized plans, graphs/charts, Facebook postings, newsletters) will be designed for the reading/educational levels and interests of each target audience. As part of the continuous improvement cycle, the Project will refine and improve strategies/activities/approaches on an ongoing basis based on the results of interim measures.

TDOE Outcome Indicator Measure Collected by Site Coordinators

Teacher reported improvement in homework completion, class participation, classroom behavior, and relations with peers (TDOE prepared survey)

Use of Outcome Data in Program Operations

The Project Director, Assistant Director, Program Manager, and Site Coordinators will analyze, interpret and summarize annual outcome data results in order to effectively communicate progress to students, families, schools, and community partners using a variety of methods based on the interests of the target audience and their education/reading levels. The Project staff and the schools' planning teams will refine and improve strategies, activities, and approaches in the next project year based on annual outcome results.

Note about Committees: The advisory and decision-making roles of the committees described under **How the Project Will Communicate Progress** sections are described in detail in the Partnerships section.

Steering Committees are county-level committees. Members include principals and other senior level school personnel, community partners, and students and parents selected by each school's Parent and Student

Committees. Each school has a **Parent Committee**. All parents are automatic members. Each school has a **Student Committee**. All students are automatic members.

How the Project Will Communicate Progress to Students

Individual student's progress toward goals: Daily feedback from program Tutors, monthly or more frequent reviews and updates with students of each student's Personalized Development Plan by Tutors/Site Coordinator.

Program level progress toward goals: Monthly reports to the Student Committee by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Student Committees in the new school year.

How the Project Will Communicate Progress to Parents/Families

Individual student's progress toward goals: Daily feedback from program staff at parent pick-up and weekly contact via email or phone for parents using bus transportation; reviews with parents of their child's monthly updated Personalized Development Plans. The Project's written and oral communication with Hispanic/Latino parents with limited or no English will be in Spanish.

Program level progress toward goals: Monthly reports to the Parent Committees by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Parent Committees in the new school year.

How the Project Will Communicate Progress to School Partners

Individual student's progress toward goals: Daily teacher-program staff feedback, written reports by the Site Coordinator and Program Manager after each grading period (school planning team).

Program level progress toward goals: Written reports and meetings with principals, teachers, other staff supporting the project after each grading period. Quarterly reports to the Steering Committee by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report, posted on the Project's web page/Facebook page and on the schools' web pages, will be reviewed and discussed during the first meeting of the planning teams and Steering Committees in the new school year.

How the Project Will Communicate Progress to Community Partners

Program level/county level progress toward goals: Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator; quarterly reports to the Steering Committee by the Site Coordinator; quarterly press releases about project activities and progress by the Project Director, Assistant Director, and Program Manager. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Steering Committees in the new school year. The outcomes will be written up as a press release for local newspapers.

Reporting on Progress to the Tennessee Department Education (TDOE): As part of the rigorous evaluation process, the Project Director and Assistant Director will ensure that all sites collect attendance, academic achievement, disciplinary information for all students served, as well as family engagement data. The Project employs data/records management personnel to assist with data and records storage. Project staff will work

with assigned school/district staff to flag program participants in the Student Information System. The Assistant Director and Program Manager will prepare State reports. The Project Director will review, verify, and submit ongoing progress and annual reports as required by TDOE.

Professional Development for Social and Emotional Learning

General staff training to support all four performance goals is described under Performance Goal 1.

The Staff Development Coordinator will work closely with the Program Manager, Assistant Director, and Project Director to identify ongoing staff needs. Needs will be identified through review and analysis of student progress (weekly, monthly, quarterly, annual) and from the Site Coordinator's and/or Program Manager's weekly observation/reflective supervision of program activities using a monitoring checklist based on the SAFE model of program implementation (Sequential, Active, Focused, Explicit) and key State regulations (safety, health, ratios, etc.). Staff training is part of the continuous improvement progress.

Tutors, the Program Manager, and Site Coordinators will participate in a minimum of 2 hours of training in effective methods to integrate Social and Emotional Learning strategies into all program aspects and to engage students in explicit SEL instruction by the Project's Staff Development Coordinator.

Training will include practice in using the explicit instruction toolkit and completing staff self-assessments of social and emotional competencies; best practices in homework assistance; administering and interpreting results of the *Teacher-Child Rating Scale*; implementing service learning using *Lions' Quest* and financial literacy using *Money Smart*; and helping students implement entrepreneurship activities.

Other training will include accessing free webinars on SEL 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 CCLCs. (y4y.ed.gov).

HOLA, a Hispanic/Latino voluntary social organization, will provide training in understanding and appreciating the cultural norms/traditions of ELL families in relation to child-rearing practices that impact social and emotional learning.

The Project’s two professional Counselors will train staff to recognize behaviors/attitudes indicating a need for trauma-informed mental health services and the procedures staff should take to refer students to these services (described in Chronic Absenteeism and the Competitive Priority 3 sections).

Special education teachers will guide Tutors to understand the social and emotional learning/behavior challenges and strengths of students with special needs and their families.

The Program Manager and Site Coordinators will request that Project staff be included as participants in school-based training on behavioral/mental health-related topics.

The Project Director and/or Assistant Director will participate in state-approved extended learning training and conferences. They will share their 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).

Site Coordinators will work with school teachers and other personnel to identify individual student needs and to align program activities with State standards and school-day activities. Site Coordinators, with input from teachers, students, and parents, will develop a Personalized Development Plan (reviewed/updated monthly) for each student specifying learning goals and activities/tasks/timelines to achieve goals. Family and attendance goals are included in the Plan. **Tutors** will implement daily program activities under the

supervision/guidance of the Site Coordinator and will identify students in need of mental health services. The **Program Manager** will oversee daily activities of Site Coordinators and oversee data collection and management. The Project's two **Counselors** will provide mental health services to chronically absent students and their families and recommend effective strategies to assist students and families struggling with mental health challenges.

Program Activities

The Project will be guided by evidence-based strategies to reduce chronic absences developed by *Attendance Works (Toolkit, 2016)* and *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). 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. The Department 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

Program staff will monitor school/program attendance daily, clarify attendance expectations and goals during parent/student orientation and in written parent/student communications, establish a positive afterschool culture, educate and engage students and families, and recognize and appreciate incremental improvements in attendance.

- Staff will take a strengths-based approach in all communication and assume that parents care about their child's 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 day, program staff will note and praise regular attendance in contacts with students and parents.
- 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 outreach
- 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

Mental health services may be initiated for students and families determined to need professional assistance. **According to program regulations, services may be provided to participants and to adult family members of participants.** Mental health services are described in the **Competitive Priority** section under this Performance Goal.

Summer Activities to Build Attendance: The Project will emphasize regular and punctual attendance during the summer session. Tutors will call roll every day, with recognition and appreciation for students who arrive on time. Families will continue to receive daily feedback on students' attendance and will be asked to share any unmet family needs that pose a barrier to summer learning. The Project will work with parents to help them overcome barriers, such as transportation issues, or the need for supportive services (housing, health care, etc.) through community and school resources. Mental health services will continue during the summer.

Competitive Priority (Mental Health)

Intensive Services for Chronically Absent Students with Serious or Potentially Serious Mental Health Challenges. Children demonstrating a need for professional mental health services are likely to exhibit fear (stemming from bullying or family physical/emotional abuse), social anxiety and other mental health issues that make it difficult for them to feel comfortable and safe going to school (Robert Wood Johnson Foundation, *The Relationship between School Attendance and Health*, 2016).

The Project will employ **two licensed Master's level mental health professionals (serving all 10 schools)**. One Counselor will serve Grainger and Union counties. The other Counselor will serve Scott and Hamblen counties. One Counselor is a Licensed Marriage and Family Therapist; the second Counselor is a Licensed Professional Counselor-Mental Health Services Provider. Both have more than five years' experience counseling students in DCEA's afterschool and teen pregnancy prevention programs using a trauma-informed

approach. As part of initial staff training, all Project staff will receive training in child abuse/neglect identification, prevention, and reporting and in handling school crisis/emergency situations.

Specialized Mental Health Training: The Staff Development Coordinator and Project Counselors will train Tutors and Site Coordinators in:

- **Adverse Childhood Experiences and their impact on learning and teaching.** According to the Tennessee Department of Health (using 2012 data), about 35% of the population in the service counties reported two or more Adverse Childhood Experiences. In order of prevalence, these were emotional abuse, separation/divorce, substance abuse, violence, mental illness, physical abuse, incarceration, and sexual abuse. ACEs are **traumatic events** that can negatively impact academic performance, behavior, and relationships.
- **Taking a Trauma Informed Approach. The effects of Adverse Childhood Experiences can be healed:** “Because we know that mastering both academic and social skills are key to the healing process, the aim is to increase teaching and learning time and reduce time spent on discipline” (Massachusetts Advocates for Children, *Helping Traumatized Children Learn*, 2009, page 6). **Resiliency can be taught and can buffer the effects of trauma.** Social support and resources are protective factors that build resiliency.
- **Incorporating the Substance Abuse and Mental Health Services Administration’s principles for implementing a trauma-informed approach** (SAMSHA, *Implementing a Trauma-Informed Approach for Youth Across Service Sectors*, 2014).
 1. Safety will be a priority: Physical settings and personal interactions will promote a sense of safety among students, families, and staff.
 2. Trauma-related needs will be identified through appropriate screening and assessment. Mental health and other services will be based on each student’s and family’s unique strengths, circumstances, and challenges.

3. All activities will enhance child well-being and resilience.
 4. All activities will enhance family well-being and resilience through education and referrals to needed services.
 5. Project staff will be trained and supported to manage their own stress when dealing with the trauma of students and families.
 6. Students and families will have choices and active voices in decision-making at the program level.
- **Embedding social and emotional learning strategies in all program components.** As described in Performance Measure 2, the Project's site staff will create a safe and supportive environment in all interactions; build students' skills, such as identifying physical sensations associated with emotions and learning how to manage/regulate emotional and physical experiences; and build strong relationships with families that includes an understanding of parental trauma-related reactions and cultural factors that impact relationship building.
 - **Identifying students in need of mental health services.** Methods will include observation and behavioral reports by program and school staff, information and/or requests for counseling provided by parents and/or students, and the Site Coordinators'/Tutors' use of the *Teacher-Child Rating Scale*.
 - **Making referrals to mental health counseling services.** Counselors will take referrals from the schools (principals, teachers, counselors); Site Coordinators and Tutors; and parents and students served by the Project. Counselors will maintain records on referrals, time spent in counseling, and referrals made to external resources.
 - **Ensuring confidentiality, privacy and parental consent.** The Project's Site Coordinators and Counselors will seek parental consent to release information from the Counselors to the Project and/or school as appropriate to the best interests of the child. If the parent does not consent, Project Counselors will maintain confidentiality of all counseling information.

- **Emergencies:** If program site personnel encounter a student who reports a serious concern (suicidal thoughts or thoughts of hurting others, or if the child reports being abused or is in fear of harm from others), the Site Coordinator and/or Tutors will immediately notify the school counselor or principal. If this information is disclosed when the school staff is gone for the day, the staff will contact a Mobile Crisis Unit or other law enforcement agency for assistance and assessment. The Program Manager will be notified immediately.

Services Provided by the Project's Counselors

At the start of each school year, the Project will create with each school written policies and procedures for implementing the Project's mental health services. Each party's roles and responsibilities will be clearly defined.

The Project will maintain a partnership with Cherokee Health Systems. Cherokee Health Systems is a multi-county Federally Qualified Health Care Central and a Federal Community Health Center. Cherokee Health Systems is "committed to a high standard of excellence in the service of low-income, uninsured, and underserved populations" (CHS, *Clinical and Health Psychology Program*, 2016). Over 600 staff members (psychologists, primary care providers, psychiatrists, pharmacists, clinical social workers, nurses, and case managers) provide integrated primary care, behavioral health, and substance abuse treatment and prevention services. Project Counselors will make referrals to Cherokee Health Systems or other community mental health agencies deemed appropriate for a student or family member when the mental health needs of the student or family are beyond the scope of practice of the Project Counselor or at the request of the family. Referrals may also be made when mental health needs require services that the Project is unable to provide. Cherokee Health and/or other mental health agency professionals will determine the extent to which student and/or family data may be shared with Project staff or school personnel.

Steps Project Counselors will Take Upon Receipt of a Referral: Counselors will meet with students and families in the schools or in offices in the communities (after school hours when required to accommodate a family's schedule), in a setting that ensures privacy and confidentiality. Counselors will:

- Establish a trusting relationship with students and families
- Conduct appropriate mental health assessments
- Develop a treatment plan
- Provide therapeutic evidence-based interventions, including individual and family counseling
- Collaborate with public and private agencies to connect students and families to any needed supportive services, including legal services
- Make referrals to Cherokee Health Systems or other mental health resources when appropriate
- Participate, with school and parental consent, as a member of the Individualized Educational Plan team when appropriate
- Participate as a member of each school's safety and crisis team (with school approval)

Without violating the privacy and confidentiality of the student and/or family, Project Counselors will consult with Tutors and Site Coordinators about effective social and emotional strategies (such as those described in Performance Measure 2) that will best meet the referred student's needs and the needs of the student's family. **Counselors will not share any personal, diagnostic, or treatment information unless parental consent to release the information has been obtained to release this information.**

Note about Mental Health Services for Students Who Are Not Chronically Absent. The Project will also provide mental health services to all students who demonstrate a need for such services and will follow the procedures described for serving chronically absent students.

Services for English Language Learners: Some Tutors will be bilingual. Materials will be written in both Spanish and English. Program staff will possess a deep understanding of cultural norms, behaviors and attitudes and situational factors influencing school and program attendance by Hispanic/Latino students.

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

Summer: During the summer session, program staff will continue to educate students and families about the importance of consistent attendance and punctuality. Pre-summer planning will take into account the needs of students who show early signs of potential chronic absenteeism due to family/personal challenges. Mental health services will continue during the summer.

Method to Share Progress Toward Goals

Interim Indicator Measures for Communicating Progress/Results and for Implementing Ongoing Improvement Strategies. Tutors and Site Coordinators will collect data in paper form as activities/services occur. They will then enter this data into the in-house Excel database (weekly). Site Coordinators will prepare a monthly report on activities and progress toward performance measures for the Program Manager. The Project Director and Assistant Director will review/monitor the monthly tracking data to ensure alignment with Project and state guidelines, taking corrective actions as necessary. Prior to the Site Coordinator's or Program Manager's entry of data into the State's database, the Records/Data/Budget Specialist will review the data for accuracy, completeness, and integrity, taking corrective actions as required.

- Daily program and school attendance logs
- Weekly review of student-family calendars
- Referrals to mental health services linked to attendance (logs)
- Daily parent/family communication logs or as occurs
- School attendance at the end of each grading period
- Student/family discussions concerning attendance in monthly Parent and Student Committee meetings (summarized in minutes); teachers' daily feedback to Site Coordinators
- Mental health needs, services, and outcomes if available (parental and provider consent required)

Use of Interim Data

The Project Director, Assistant Director, Program Manager, Site Coordinators, Tutors, and Counselors will analyze, interpret and summarize interim data results in order to effectively communicate progress to each school's extended learning planning team (principals, teachers, other special program staff) and to students, families, and community partners at the end of grading periods. The method of communication (oral, written reports/updates in personalized plans, graphs/charts, Facebook postings, newsletters) will be designed for the reading/educational levels and interests of each target audience. No mental health-related data will be reported if it could be linked to or attributed to a specific student or family. As part of the continuous improvement cycle, the Project will refine and improve strategies/activities/approaches on an ongoing basis based on the results of interim measures.

TDOE Outcome Indicator Measure Collected by Site Coordinators

Teacher reported (TDOE prepared survey): School records of student attendance (total days of excused and unexcused absences does not exceed 18 during the course of the school year; 10% of 180-day school year).

Use of Outcome Data in Program Operations

The Project Director, Assistant Director, Program Manager, Site Coordinators, and Counselors will analyze, interpret and summarize annual outcome data results in order to effectively communicate progress to students, families, schools, and community partners using a variety of methods based on the interests of the target audience and their education/reading levels. Project staff and the schools' planning teams will refine and improve strategies, activities, and approaches in the next project year based on annual outcome results.

Note about Committees: The advisory and decision-making roles of the committees described under **How the Project Will Communicate Progress** sections are described in detail in the Partnerships section.

Steering Committees are county-level committees. Members include principals and other senior level school personnel, community partners, and students and parents selected by each school's Parent and Student

Committees. Each school has a **Parent Committee**. All parents are automatic members. Each school has a **Student Committee**. All students are automatic members.

How the Project Will Communicate Progress to Students

Individual student's progress toward goals: Daily feedback from program Tutors, monthly or more frequent reviews and updates with students of each student's Personalized Development Plan by Tutors/Site Coordinator.

Program level progress toward goals: Monthly reports to the Student Committee by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Student Committees in the new school year.

How the Project Will Communicate Progress to Parents

Individual student's progress toward goals: Daily feedback from program staff when parents pick up students, or weekly e-mails or phone contacts for students taking buses, reviews with parents of their attendance calendars and their child's monthly updated Personalized Development Plans; communication with families about mental health issues; periodic reports from professional counselors to authorized family members. The Project's written and oral communication with Hispanic/Latino parents with limited or no English will be in Spanish.

Program level progress toward goals: Monthly reports to the Parent Committees by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Parent Committees in the new school year.

How the Project Will Communicate Progress to School Partners

Individual student's progress toward goals: Daily teacher-program staff feedback on attendance/absenteeism, written reports by the Site Coordinator and Program Manager after each grading period (school planning team).

Program level progress toward goals: Written reports and meetings with principals, teachers, other staff supporting the project after each grading period. Quarterly reports to the Steering Committee by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the planning teams and Steering Committees in the new school year.

How the Project Will Communicate Progress to Community Partners

Program level/county level progress toward goals: Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator; quarterly reports to the Steering Committee by the Site Coordinator; quarterly press releases about project activities and progress by the Project Director, Assistant Director, and Program Manager. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Student Committees in the new school year. The Project Director will prepare a press release listing the Project's attainment of each performance goal and measure.

Reporting on Progress to the Tennessee Department Education (TDOE): As part of the rigorous evaluation process, the Project Director and Assistant Director will ensure that all sites collect attendance, academic achievement, disciplinary information for all students served, as well as family engagement data. The Project

employs data/records management personnel to assist with data and records storage. Project staff will work with assigned school/district staff to flag program participants in the Student Information System. The Assistant Director and Program Manager will prepare State reports. The Project Director will review, verify, and submit ongoing progress and annual reports as required by TDOE.

Professional Development for Attendance Goal

General staff training supporting all performance goals is described under Performance Goal 1. The Staff Development Coordinator will work closely with the Program Manager, Assistant Director, and Project Director to identify ongoing staff needs. Needs will be identified through review and analysis of student progress (weekly, monthly, quarterly, annual) and from the Site Coordinator's and/or Program Manager's weekly observation/reflective supervision of program activities using a monitoring checklist based on the SAFE model of program implementation (Sequential, Active, Focused, Explicit) and key State regulations (safety, health, ratios, etc.). Staff training is part of the continuous improvement progress.

Tutors, the Program Manager, and Site Coordinators will participate in a minimum of 2 hours of training in implementing strategies that will reduce chronic absenteeism by the Project's Staff Development Coordinator.

Topics will include 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.

The Project's Counselors will train staff to recognize when students are in need of mental health interventions to reduce absenteeism and to implement appropriate referral procedures. Topics include identifying the effects of Adverse Childhood Experiences, taking a trauma-informed approach; incorporating social and emotional learning into all activities, ensuring a feeling of safety, communicating with parents and

students about mental health challenges and resources, maintaining confidentiality, and interpreting the *Teacher-Child Rating Scale*.

English Language Learner teachers will train staff to communicate effectively with students and parents about the importance of regular attendance.

Special education teachers will guide Tutors to implement activities that will improve attendance for students with special needs.

The Program Manager and Site Coordinators will request that Project staff be included as participants in school-based training on attendance and/or mental health 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.

The Project Director and/or Assistant Director will participate in state-approved extended learning training and conferences. They will share their 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%).

Site Coordinators will work with school teachers and other personnel to identify individual student learning needs/styles and to align program activities with State standards and school-day activities. Site Coordinators, with input from teachers, students, and parents, will develop a Personalized Development Plan (reviewed/updated monthly) for each student specifying learning goals and activities/tasks/timelines to achieve goals. Family goals will be included in the Plan. Site Coordinators will take the lead in planning and implementing family engagement activities that bring in community and school partners. **Tutors** will implement daily program activities that integrate family engagement activities under the supervision/guidance of the Site Coordinator. The **Program Manager** will oversee daily activities of Site Coordinators, including data collection and management. **Counselors** will support students and families.

Family Engagement Program Activities

The Project's use of the term "parents" refers to the student's adult caregivers (guardians, grandparents, stepparents, etc.). Each program site will employ strategies that have been shown to engage families in expanded learning programs in all aspects of the program. Strategies are supported by research (Harvard Family Research Project) in *How to Build and Support Family-Centered Practices in After School*, (2012). The Project will:

- 1. Hire and develop a family-focused staff.** Interview questions for prospective hires will include questions about the applicant's interest in and experience in family engagement. Professional development is described in a separate section.
- 2. Welcome and support families.** Each site will host a kick-off orientation and socialization event for students and their parents (games, snacks provided by volunteers, fun "icebreakers" to foster friendly interactions among parents, students, and staff). 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, such as how to start/run a small business.

3. The program will have a **suggestion box** located near the entrances/exits of the sites so parents can suggest activities or improvements to the program.

4. Parents will be **welcomed at the sites at any time** (based on schools' procedures for family visits). Staff will smile and greet parents by name, striking up conversations with parents whenever possible. Translators provided by DCEA (not charged to the Project) and/or bilingual staff will communicate with families with Limited English Proficiency.

5. As **new families** are added, staff will orient them and introduce them to other parents.

6. Upon enrollment, all parents will automatically become members of a **Parent Committee (meeting monthly)**. The Parent Committee, supported by the Site Coordinator, will learn about the Project's performance goals and measures and the progress the overall site is making toward attaining the goals. At each meeting, members will offer feedback and suggestions for improving the program activities. At each committee meeting, a topic of interest will be covered, such as how to help students with homework, how to communicate effectively with teachers about their child's academic and non-academic progress, how to respond positively to behavioral challenges, how to act as their child's advocate, understanding and supporting developmental stages, understanding state testing and test results, the importance of attendance, reading aloud at home/using the public library, brushing up on basic math skills, and other topics identified by parents/families. Guest speakers from the community, project staff (such as the Counselors), and the schools will present information of interest. 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.

7. **Broker school-family-community relationships/linkages.** Classroom teachers will host workshops on grade-level expectations and age and developmentally appropriate activities for children in different subject areas, how to understand standardized test results, tips on helping students with homework assignments and

monitoring the completion and accuracy of the work, and fun opportunities to role play as a parent communicating with a teacher about common educational concerns.

8. The project will refer parents without high school credentials to **adult education classes** in each county and to monthly **career development services** by Workforce Innovation and Opportunity Act Career Centers (workshops/counseling on job search, interviewing, resume writing, etc.). Staff will encourage parents to supplement adult education with the Project's Khan Academy online tutorials, with assistance provided by Tutors and/or student volunteers. Tutors will help parents sign up for free Khan access and obtain a password. Khan may be accessed from any computer, and staff will connect to free computers available at all public libraries in each county. Tutors, with the parent's consent, can monitor the parent's progress electronically and offer advice in-person or through the online system.

9. The project will schedule the services of SCORE volunteers who will provide a minimum of 2 workshops per year on **small business start-up and operations** to interested parents.

10. The project will guide parents and students parents to use the Federal Deposit Insurance Corporation's free evidence-based *Money Smart Curriculum* (CDs) versions for adults and for children/youth, covering all aspects of planning, saving, budgeting, and investing. UT Extension Service will offer a minimum of 2 workshops) on **financial planning for low resource families**.

11. Health departments will provide a minimum of 2 workshops to families on **health topics** identified as high priority needs in the community and/or by parents.

12. During parent workshops, the project will provide **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 fun activities (reading/games) appropriate to the age groups who will attend.

13. To promote participation in family activities, program staff will provide information to parents about how to form car pools and offer suggestions on ways families can develop alternative transportation methods such as identifying trusted relatives or friends or requesting transportation services from churches or public housing authorities.

14. An annual parent/student appreciation event will be held at the end of school year.

Services for English Language Learner Families: Bi-lingual Tutors, trained and experienced in working with Hispanic/Latino families, will implement activities. Written materials, including signs, will be in both English and Spanish. HOLA, 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. Key strategies will include: integrating the cultural traditions of ELL families throughout the program; 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 the program views the parent's native language as an asset, not a barrier. Family fun events will bring ELL and non-ELL families together through student performances, student cultures night, storytelling, and workshops.

Summer: Prior to the start of the **summer session**, Site Coordinators will hold a Parent Committee meeting to elicit ideas for parent/family member volunteer opportunities during the summer. Parents will be asked to identify community resources (in addition to the resources contributing during the school year), such as public libraries' summer reading programs and special events sponsored by parks and recreation services in Hamblen County. Parents will develop plans for involving additional community partners in summer learning.

Site Coordinators will assist parent volunteers to schedule and implement the special programming. Sites will provide numerous opportunities for parents to volunteer – tutoring, presenting information about their occupations and interests, such as woodworking, sewing, crafts, etc.

Middle School Students: In the target schools, parent engagement decreases as students progress through school. Parents of 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. Program staff and health educators will offer workshops on how parents can support their child and promote sound decision-making. Parents are also interested in helping their child develop specific college and career goals. Joint workshops by Tennessee Reconnect Communities and Educational Opportunities Center, both of which provide postsecondary access and financial aid services, can help both parents and their children learn the steps to take to enroll in, pay for, and complete postsecondary education.

Methods to Share Progress toward Goals (Family Engagement)

Interim Indicator Measures for Communicating Progress/Results and for Implementing Ongoing Improvement Strategies. Tutors and Site Coordinators will collect data in paper form as activities/services occur. They will then enter this data into the in-house Excel database (weekly). Site Coordinators will prepare a monthly report on activities and progress toward performance measures for the Program Manager. The Project Director and Assistant Director will review/monitor the monthly tracking data to ensure alignment with Project and state guidelines, taking corrective actions as necessary. Prior to the Site Coordinator’s or Program Manager’s entry of data into the State’s database, the Records/Data/Budget Specialist will review the data for accuracy, completeness, and integrity, taking corrective actions as required.

- Staff-parent communication logs by type of communication
- Number of parents/families participating by each activity (attendance logs)
- Referrals made to adult education and/or Career Centers; educational and/or employment outcomes as occurs

- Quarterly brief satisfaction surveys about site atmosphere, parent-staff communication about their child’s needs, and activities (interest in, benefit from)
- Discussions about family engagement activities in monthly Student Committee and Parent Committee meetings (summarized in meeting minutes)
- Parent representative recommendations to Steering Committees (quarterly, summarized in meeting minutes)

Use of Interim Data

The Project Director, Assistant Director, Program Manager, Site Coordinators, and Tutors will analyze, interpret and summarize interim data results in order to effectively communicate progress to each school’s extended learning planning team (principals, teachers, other special program staff) and to students, families, and community partners at the end of grading periods. The method of communication (oral, written reports/updates in personalized plans, graphs/charts, Facebook postings, newsletters) will be designed for the reading/educational levels and interests of each target audience. As part of the continuous improvement cycle, the Project will refine and improve strategies/activities/approaches on an ongoing basis based on the results of interim measures.

TDOE Outcome Indicator Measure Collected by Site Coordinators

Parent-reported (TDOE prepared survey): programming that engages families, program-staff communication related to individual student needs, program atmosphere, and overall program satisfaction.

Use of Outcome Data in Program Operation

The Project Director, Assistant Director, Program Manager, and Site Coordinators will analyze, interpret and summarize annual outcome data results in order to effectively communicate progress to students, families, schools, and community partners using a variety of methods based on the interests of the target audience and

their education/reading levels. All Project staff and the schools' planning teams will refine and improve strategies, activities, and approaches in the next project year based on annual outcome results.

Note about Committees: The advisory and decision-making roles of the committees described under **How the Project Will Communicate Progress** sections are described in detail in the Partnerships section.

Steering Committees are county-level committees. Members include principals and other senior level school personnel, community partners, and students and parents selected by each school's Parent and Student Committees. Each school has a **Parent Committee**. All parents are automatic members. Each school has a **Student Committee**. All students are automatic members.

How the Project Will Communicate Progress to Students

Individual student's family progress toward goals: Daily feedback and communication from program Tutors and the Site Coordinators, monthly or more frequent reviews and updates with students of each student's Personalized Development Plan (including family goals) by Tutors/Site Coordinators.

Program level progress toward goals: Monthly reports to the Student Committee by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Student Committees in the new school year.

How the Project Will Communicate Progress to Parents/Families

Individual student's family progress toward goals: Daily feedback and communication with Tutors and Site Coordinators for parents picking up their child, weekly email or phone contact for parents of students who use bus transportation, reviews with parents of their child's monthly updated Personalized Development Plans, including family goals. The Project's written and oral communication with Hispanic/Latino parents with limited or no English will be in Spanish.

Program level progress toward goals: Monthly reports to the Parent Committees by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Parent Committees in the new school year.

How the Project Will Communicate Progress to School Partners

Individual student's progress toward goals: Daily teacher-program staff feedback, written reports by the Site Coordinator and Program Manager after each grading period that include a description of family activities (school planning team).

Program level progress toward goals: Written reports and meetings with principals, teachers, and other staff supporting the project after each grading period with a focus on the impact of family engagement. Quarterly reports to the Steering Committee by the Site Coordinator. Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the planning teams and Steering Committees in the new school year.

How the Project Will Communicate Progress to Community Partners

Program level/county level progress toward goals: Quarterly communications via emailed newsletters (using free MailChimp), Facebook, Twitter postings on overall progress/events by the Site Coordinator; quarterly reports to the Steering Committee by the Site Coordinator; quarterly press releases about project activities and progress by the Project Director, Assistant Director, and Program Manager. After the summer session has ended, the Project Director will produce an annual performance report that describes the extent to which the

Project met all performance goals. The report will be posted on the Project's web page/Facebook page and will be reviewed and discussed during the first meeting of the Steering Committees in the new school year.

Reporting on Progress to the Tennessee Department Education (TDOE): As part of the rigorous evaluation process, the Project Director and Assistant Director will ensure that all sites collect attendance, academic achievement, disciplinary information for all students served, as well as family engagement data. The Project employs data/records management personnel to assist with data and records storage. Project staff will work with assigned school/district staff to flag program participants in the Student Information System. The Assistant Director and Program Manager will prepare State reports. The Project Director will review, verify, and submit ongoing progress and annual reports as required by TDOE.

Professional Development: Family Engagement

General staff training relevant to all performance measures is described under Performance Goal 1. The Staff Development Coordinator will work closely with the Program Manager, Assistant Director, and Project Director to identify ongoing staff needs. Needs will be identified through review and analysis of student and family progress (weekly, monthly, quarterly, annual) and from the Site Coordinator's and/or Program Manager's weekly observation/reflective supervision of program activities using a monitoring checklist based on the SAFE model of program implementation (Sequential, Active, Focused, Explicit) and key State regulations (safety, health, ratios, etc.). Staff training is part of the continuous improvement process.

Site Coordinators, the Program Manager, and Tutors will participate in a minimum of 2 hours of training on fostering effective family and community engagement by the Project's Staff Development Coordinator.

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.

For schools with English Language Learner, HOLA, a Hispanic/Latino community organization, will provide training on understanding and responding to the cultural and linguistic traditions and norms of Hispanic/Latino 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.

The Program Manager and Site Coordinators will request that Project staff be allowed to participate in school-based training on family engagement topics.

Tutors will participate in 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 CCLCs. (y4y.ed.gov) cover best practices in family engagement.

The Project Director and/or Assistant Director will participate in state-approved extended learning training and conferences. They will share their 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 (such as transportation).

Steering Committees: The Project Director, Assistant Director, Program Manager, and Site Coordinators will establish Steering Committees in **each county using collective impact strategies**. Members will include principals/designees and student and parent representatives from each school and community partners. Key elements of collective impact strategies are a shared vision for change, mutually reinforcing activities, continuous communication, and a shared accountability structure. (FSG, Aspen Institute, 2013).

Led by Site Coordinators and the Program Manager, the Steering Committees will bring together students, parents, schools, and communities for the purpose of achieving the Project's performance goals (shared vision for change and a shared accountability structure).

Steering Committee members will meet upon notification of a grant award to review the needs assessment and the performance goals and to develop/refine mutually reinforcing activities, including programming, recruiting volunteers, and planning for sustainability. At quarterly Steering Committee meetings during the school year, Project staff will review activities, student participation, student attendance, student progress, and family and community engagement activities. Project staff will communicate continuously with all partners through the methods described under each Performance Goal.

School Partners (covered by the MOU): Also serve on each school's planning team and provide staff training and/or guidance in their areas of expertise.

School principals will serve on the Steering Committee and may designate additional school personnel to serve on the committee. School principals will have input and will approve final candidates for Site Coordinator, Tutor, and Program Counselor positions. School principals will: authorize and schedule ongoing communication channels between school programs/personnel and Project staff; provide time, facilities, supplies, and equipment for school staff and Project staff to plan, coordinate, and integrate curricular needs into afterschool activities; assist Project staff to obtain the State issued student identification number needed for tracking student enrollment, academic, and discipline information in the Student Information System; assign school/district staff to receive participant enrollment information from the Project once per semester and flag program participants in the Student Information System under student classification; and assist the Project to obtain relevant student data for evaluating student progress and program effectiveness for State and federal reports. **Frequency of services:** Daily. **Frequency of Meetings:** Quarterly for Steering Committee meetings. Daily, weekly with Project staff at the schools.

School teachers will provide academic/behavioral data to assist the program in recruiting eligible students; provide information to program staff about **academic and behavioral strengths and weaknesses**, including absenteeism; and provide homework assignments and information about classroom activities to enable the program to align extended learning with the Project's activities and to ensure that the Project's activities meet State standards. **Frequency of services:** Daily. **Frequency of meetings:** Daily in informal informational exchanges.

Coordinated School Health personnel will 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.

Frequency of services: Daily. **Frequency of meetings:** Daily or as needed with Project staff.

School Guidance Counselors (as needed) will coordinate school-based counseling services with those provided by the Project. May also work with school health personnel to coordinate **mental health services**.

Special Education personnel will assist with program recruitment, provide information from Individual Education Plans (with parental consent); guide/train Project staff about how to enhance inclusion in all program activities; assist the program to utilize the schools' special accommodations and assistive technology; and provide information on homework assignments and classroom activities. **Frequency of services:** Daily.

Frequency of meetings: Daily informational exchanges.

Career and Technical Education personnel in the school systems will recruit business and industries to provide: presentations about the skills and education required for high-demand occupations/careers with a focus on STEM occupations. **Frequency of services each year:** Each employer will provide services at least once per year. **Frequency of partnership meetings:** Quarterly for the Steering Committee. As needed for other purposes.

Technology Coordinators will assist Project staff and students to access/utilize **schools' computer software and hardware for afterschool activities**. **Frequency of services:** Daily or as needed. **Frequency of meetings:** Minimum weekly and as needed.

Attendance Coordinators will provide **daily/weekly** data on students' school **attendance, tardiness, excused and unexcused absences.**

English Language Learner personnel will provide names of students for program recruitment, train Project staff in **culturally sensitive and competent teaching strategies**, provide homework assignments and information on classroom activities, offer translation/interpreter services if needed. **Frequency of services:** Daily or as needed. **Frequency of meetings:** Minimum weekly or as needed.

Community Partners

Adult Basic Education will establish methods to refer parents to classes in each county and share information that will help Project staff to **assist parents with tutorials aligned with adult education standards.** **Frequency of services each year:** Ongoing, weekly, year-round. **Frequency of partnership meetings:** Quarterly for the Steering Committee. As needed other purposes.

Workforce Innovation and Opportunity Act Career 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:** Quarterly for the Steering Committee. As needed for other purposes.

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.

Neighborhood Service Centers will provide assistance with **family basic needs**, such as housing and utility costs; emergency food assistance, linkages to TANF, SNAP and other public benefits; 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.

SCORE, a nonprofit business training and technical assistance, will provide training for parents in **small business** start-up, financing, risk management, and personnel management. Entrepreneurship skills training for students using the hands-on Junior Achievement model. **Frequency of services per year:** At least 2 workshops per year for students and 2 for parents. **Frequency of partnership meetings per year:** Quarterly for the Steering Committee. As needed for other purposes.

Public health departments will provide **health-related seminars and/or workshops** to parents (2 per year) and students (2 per year). Health departments will also provide a minimum of 2 trainings to Project staff on family/child health issues in the communities. **Frequency of services each year:** Minimum, 2 workshops/sessions for parents and 2 for students. 2 staff trainings. **Frequency of partnership meetings:** Quarterly for the Steering Committee. As needed for other purposes.

University of Tennessee Extension Service will provide a minimum of 2 **financial literacy education** hands-on workshops and 2 **nutrition education** hands-on workshops per year for parents and students. Activities for parents and children may be combined, depending on interests of the families. **Frequency of services each year:** Minimum, 2 financial literacy education sessions for parents and 2 for students; 2 nutrition education sessions for parents and 2 for students. **Frequency of partnership meetings:** Quarterly for Steering Committee meetings. As needed for other purposes.

Services offered by sites for service learning (Central Services, animal shelters, nursing homes, other sites). **Frequency of services each year:** Each organization will provide a least one service learning opportunity each year. **Frequency of partnership meetings:** At least 2 meetings per year with Project staff for planning/supervision of activities. For those on the Steering Committee, quarterly meetings.

Cherokee Health Systems: Cherokee Health Systems, the primary mental/behavioral health provider for low-income/uninsured/underserved residents, will accept referrals from the project's Program Counselors and provide **mental health/behavioral health services**. **Frequency of services each year:** Available year-round, as needed. **Frequency of partnership meetings:** Minimum, one initial planning meeting; as needed for other purposes. Quarterly Steering Committee meetings.

HOLA, 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 school-based events, 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.

Hamblen Substance Abuse Coalition will coordinate presentations to students and parents that reinforce **social/emotional skills**. **Frequency of services each year:** Minimum, once per year. **Frequency of partnership meetings:** As needed and quarterly for Steering Committee meetings.

DCEA Head Start will train Project staff to implement developmentally appropriate activities for young children while **parents are engaged in family activities** at the school. **Frequency of services each year:** Minimum, once. **Frequency of partnership meetings:** As needed and quarterly for Steering Committee meetings.

Sustainability

The project will leverage other grants and funds to sustain the Project.

Grants. DCEA's Director of Planning 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. The list will include the program purpose,

amounts available, eligible activities, deadlines, and duration of support. Sources listed will include known sources to date: 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), and the Wal-Mart Foundation's State Giving Program. The Project Director, staff, and advisory committees will review the funding summary to determine feasibility of applying for funds. DCEA's Executive Director and the Board of Directors will approve all grant applications prior to submission. DCEA will be responsible for preparing grant applications.

Partnership Sources: DCEA's Project will regularly communicate the successes and challenges of the Project in each county through media releases, Facebook, and formal and informal reports to school and community partners serving on Steering Committees. Partner organizations have committed personnel time and in-kind material resources to the proposed Project. At the end of each year (or sooner), committee members will be requested to review the level of their contributions and to increase the level after current grant funding ends. On an ongoing basis, partners will also be asked to raise additional funds through their organizational associations and networks.

New 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 under ESSA. These resources include Title 1 Interventions, Targeted Assistance to Schools, which states that afterschool programs are an instructional strategy to boost student achievement; 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 directors of schools/school board members 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 each school. Each school's resources vary.

DCEA's Executive Director will meet with county mayors and other elected officials in the service counties to provide Return on Investment information and to request government funding.

On an ongoing basis, the Project Director will **solicit in-kind contributions** (supplies, equipment, food for events, and free space for large scale activities) from businesses and churches in the service counties.

Agency's Operating Funds: Each year DCEA's Board of Directors approves an annual operating budget that projects income and expenses for the next fiscal year that will accomplish the agency's mission of providing tools, resources, and opportunities that will help low-income individuals of all ages achieve personal, social, and economic stability. For each program, operated by DCEA, the annual budget process includes:

1. The project **expenses** for the coming fiscal year broken down by line item -- salaries/wages, fringe benefits, supplies, equipment, contractual (each program's share of the annual independent audit, for example, computer services, etc.); other necessary expenses (insurance, communications, etc.); and the agency's indirect costs. The agency's indirect costs are based on an annually negotiated indirect cost rate agreement with the U.S. Department of Health and Human Services (cognizant agency). The current rate is 11.6% of salaries.

Please note that DCEA complies with the Tennessee Department of Education's regulations for non-governmental agencies that allows the agency to charge an indirect cost of up to 8% of the agency's restricted rate by the appropriate cognizant agency. The approved federal indirect cost rate agreement covers costs that do not related solely and specifically to particular project or program but are necessary to its implementation.

Role of DCEA's Key Personnel in the Project: DCEA's indirect costs cover the roles (100% of time) of the Executive Director (administrative oversight); Administrative Operations Manager (purchasing/facilities); Grants Specialist/Planning Director (sustainability, identifying and applying for grants); Human Resources Director (employment law/regulations, implementing personnel policies and actions); Fiscal Officer, Budget and Compliance Officer, Accounting Manager, General Ledger Specialist, Accounts Payable

Specialist, Payroll Specialist (fiscal management/oversight, fiscal reporting); Outcomes Specialist, Receptionist and Domestic Specialist (support roles). **These positions will assist the currently proposed Project. Key positions contributing to the Project are described in the Budget Narrative and will continue to support the Project in future years.**

Note: Other salaries and wages of agency-wide employees covered by a portion of the indirect cost rate are: Finance Specialist, Head Start (40%); Finance Specialist, Affordable Housing (25%); Finance Specialist, Education Center (20%); and Custodian (60%).

Also covered are the following **expenses of the indirect cost pool personnel** – travel, conferences/meetings, communications, postage/shipping, printing, duplication, publications, occupancy, supplies, equipment rental and maintenance, insurance, and professional services.

2. The **income** expected from DCEA’s known funding sources, including 21st CCLC.

3. The documented value of **in-kind donations** (donations of professional services or other goods and services). A dollar value for volunteer hours is not reported as revenue under Generally Accepted Accounting Principles, but the annual audit’s narrative notes contain an estimate of the number of volunteer hours.

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, implementing a fee for service model meeting program regulations (establishment of a sliding fee scale that takes into account the relative poverty of students and families targeted for services), realigning project administrative roles to reduce costs, and/or recruiting and training additional skilled volunteers to serve as ongoing program activity assistants. The review process will also include projecting the value of grants that could support program activities, described previously.