

I. Statement of Need

The Lebanon Special School District has more than 3,200 students enrolled. The ethnic makeup of the school system is as follows: 19% African American, 1% Asian/Pacific Islander, 9% Hispanic, and 71% White. 52% of the students are economically disadvantaged. Services in this CCLC project will address the needs of all children including Hispanic and ELL students, children of poverty, students with disabilities, and student at-risk of academic failure.

The ELL (English Language Learner) population in the Lebanon Special School District has grown tremendously during the past few years. In 2001 there were 83 ELL students within the school district. Currently there are 265 ELL students in the district for a growth of over 300% in only seven years. By percentage the Lebanon Special School District ranks seventh out of 136 Tennessee school districts for the percentage of ELL students district-wide.

Lebanon, Tennessee has a number of federal housing projects, and the Lebanon Special School District serves children of families of poverty of these areas. Of the 334 families who live within these housing projects, nearly 84% or 280 families have female heads of households. Lebanon is the largest city within Wilson County, population approximately 106,000 people.

The following data from the Tennessee Commission on Children and Youth reveal areas of need in our community. The pregnancy rate among unmarried females in Wilson County was 29.7 in 2006 with 407 births in this category. Wilson County ranked

15 out of 95 counties for having the most number of births to unmarried females. There were 90 event dropouts in Wilson County in 2006, as the county had the 82nd worst dropout rate in the state. Wilson County ranked 21 out of 95 Tennessee counties for having the most number of juvenile court referrals in the state with 923 referrals in 2006. There were 252 child abuse/neglect cases in Wilson County in 2006, as the county ranked 81st in the state for having the most cases.

The focus of this 21st CCLC project will be two schools: Castle Heights Upper Elementary and Walter J. Baird Middle School. All three of the Lebanon Special School District's elementary schools feed into these two schools. All fifth and sixth grader's are at Castle Heights and all LSSD seventh and eighth grader's are at Walter J. Baird. In light of the fact that every student in the school district eventually attends one of these two schools the above data is relevant making this project a city-wide project.

Walter J. Baird Middle School is in the "School Improvement 2 – Improving" category of No Child Left Behind. If improvements are not made, the school will be in Corrective Action next year. Therefore, receiving this grant would allow the school to continue to make improvements toward academic excellence. While Walter J. Baird Middle School made AYP (Adequate Yearly Progress) in 2007, not all disaggregated subgroups made AYP outright. 71% of students with disabilities scored proficient or above in Math. While the Limited English Proficient (LEP) students made the target of 79% proficiency in Math, the target percentage will be higher in 2008 and beyond; thus, improvement is necessary. In Reading/Language the needs are even greater. The proficiency target in this area was 83%. Only 70% of Hispanic students made

proficiency in Reading/Language and only 67% of LEP (Limited English Proficient) students scored proficient or above. 76% of students with disabilities scored proficient. These subgroups will receive intervention through the 21st Century Grant. All of the above and following academic data is from the Tennessee State Report Card 2007.

In the area of value-added or academic growth Walter J. Baird Middle School needs improvement as well. In 7th grade Reading/Language the cohort has a -0.3 average, indicating regression as a cohort since the growth standard is 0.0 and the state 3-year gain is 0.6. In Social Studies the 3-year average for 8th grade students is negative 4.1, well below the growth standard of 0 and the state 3-year gain of -0.7. Programs will be implemented to attempt a reversal of these trends.

At Castle Heights Upper Elementary the fifth and sixth grade students made slightly more than a year's growth in Math. However, the fifth grade cohort has a 3-year average of 0.1, well below the state 3-year average gain of 2. In addition, the sixth grade 3-year average of 1.4 falls below the state average of 1.9. Therefore, additional focus is needed in Math for Castle Heights' students. In Science the 3-year average for 6th grade students in Social Studies is -1.7. The sixth grade Science gains are even less with the 3-year average being -3.3, well below the state average of 0.3. As one can see, additional help is needed in these areas.

II. Project Design, Management and Continuous Improvement

Goal: To provide academic opportunities and support services to LSSD 5th – 8th grade students.

Objectives:

- 1) to maximize academic achievement for all students including targeted at-risk students in grades 5 - 8 in math, reading and science.
- 2) to support the developmental learning process for students through hands-on, high engagement activities
- 3) to motivate students in grades 5-8 to become active participants in acquiring STEM skills needed for success in the 21st century

Outcomes:

- 1) to increase the academic achievement of each student as measured by standardized test scores (TCAP), growth measures (TVAAS) and report card grades
- 2) to positively affect student motivation to improve socially as measured by student, teacher and parent survey or interview, improved attendance, and decreased disciplinary actions
- 3) to support student learning in STEM (Science technology engineering & math) skills so they are better prepared for future educational experiences and measured by demonstration of mastery of skills through projects and performance evaluations

Timeline:	July 1 – August 1, 2008	Select project director and site coordinators
		Schedule camps for Fall and advertise
	Sept. 1 – Oct. 15	3 camps at CHUE; 3 camps at WJB
		Family Night and orientation
	Fall Break	Incentive Trip for students
	Nov. 1 – Dec. 15	3 camps at CHUE; 3 camps at WJB
	Jan. 15 – Mar. 1	3 camps at CHUE; 3 camps at WJB
		Family Night celebration
	Spring Break	Incentive Trip for students
	April 15 – June 1	3 camps at CHUE; 3 camps at WJB
	June 1 – July 15	3 camps for CHUE; 3 camps for WJB
	Summer	Incentive Trip

Each year during the grant period will adhere to the approximate timeline as listed above.

Plan:

The design of this 21st CCLC plan is based upon the Principles of Effectiveness as developed by the U.S. Department of Education which are A) the need as established by objective data as presented in section I, B) evaluation will be based on the established set of performance measures as listed in the outcomes, and C) research based strategies of after school programs proven to help students meet the state and local academic achievement standards will be implemented. This proposal is to offer before and after school engaging learning opportunities to students who need extra support academically, behaviorally, and/or socially due to the limited resources that parents have in this high need, high poverty community. In the recently released *Promising After-school Programs*

study, which examined 35 programs serving 2,914 students in 14 communities across the United States, it was found that “disadvantaged students who regularly attend top-notch after school programs end up, after two years, academically far ahead of peers who spend more out-of-school time in unsupervised activities (Education Week, November 27, 2007).” Given the demographics of LSSD and this finding, we plan to provide high quality after school camps in order to reach at-risk students and to enhance learning to meet student needs. A minimum of three activities will be offered at each site location - Castle Heights Upper Elementary (CHUE) and Walter J. Baird Middle School (WJB) each 9 week period during the three school years of this grant and during each summer of the grant period. Depending on student learning needs and being responsive to the requests of students, more activities can be provided simultaneously during the grant period. Activities will be called “Camps” as a way of motivating all 5th – 8th grade students to participate in the 21st CCLC. Each camp will advertise the activities and the instructor(s) for 2 weeks prior to the start date. Students and parents will be able to choose camps that will meet student needs and interests. The instructor/student ratio will not exceed TN state BEP class size mandates. All activities will be conducted on the school sites of CHUE and WJB to enable students at each school to have camps readily available and easily accessible to them at their own school.

Upon request to participate in these 21st CCLC project activities, parents will give permission for their child to stay after school and will identify 2 – 3 persons who can pick up their child at the end of each day. We will require photo ID proof to match the approved person prior to releasing the child to the persons. LSSD commits to providing

transportation for any student for whom a hardship need is established. LSSD employs a transportation director who can provide guidance and expertise in development appropriate transportation plans for students. To this end, a budgetary item to lease a suitable vehicle and pay a qualified driver is included in this project proposal.

Special needs students and local private school students will be served as requested. Notification of intent to submit a grant proposal was done via a public meeting on May 12, 2008, and website posting. Upon receiving funding, additional notification of opportunities will be advertised through mail notices as well as website postings.

Since this plan is proposed for primarily after school hours, nutritional snacks will be provided for all students and meals will be provided for each Family Night activity. Since LSSD employs a full-time nutritionist, she will be a resource in providing guidance in the appropriate snacks and a process for acquiring the snacks. A budgetary item will be included for this purpose.

Activities to be included in this grant may include:

Site Location	Activity/Program	Description of Camp
CHUE and WJB	STEM Camp	Students will participate in Science Technology, Engineering and Mathematics activities which can include If I Had A Hammer Math which is a 40-hour hands-on math program that results in students applying measurement skills and building an 8' X 11' structure. We will investigate Project Lead the Way, an engineering curriculum during year 2 of the grant.
CHUE	Science Camp	Hands-on inquiry based study and activities for physics and chemistry which can include CSI – lab

And WJB		kits, Lab Rat kits for chemistry experiments and aeronautics activities
WJB only	Breakfast and Learn Camp	Due to the early arrival of some of our 7 th and 8 th grade students, a morning tutoring program has been beneficial to students. Breakfast and getting homework accomplished allows students to experience success throughout the day
CHUE and WJB	Extended Learning Camps for afternoons and Intercessions	Remedial and enrichment activities to support learning in the classroom for reading, math, science and social studies will help students receive targeted instruction to meet their individual learning needs so that their rate of learning can be accelerated
CHUE and WJB	Technology Camp	Use of computers as a tool for learning through use of audio/visual applications will allow students to create multimedia projects as they apply and improve literacy skills of reading, thinking, analyzing and problem solving
WJB and CHUE	Dance Camp and Exercise Camp	Dance camp will focus on physical activities for 7 th and 8 th grade student in modern dance and choreographed dance Exercise Camp will focus on physical activities for 5 th and 6 th grade students to improve physical wellness
WJB and CHUE	Boys Reading Camp	Book lists will be used to encourage adolescent males to improved literacy to meet LSSD data-identified need to improve reading proficiency in males
WJB and CHUE	Fine Arts Camp	Drama and visual arts activities will be provided support student creativity and enhance communication skills through the arts.
WJB and CHUE	Naturalist Camp	Hands-on activities in horticulture and earth science will be provided to improve student academic achievement in science
WJB and CHUE	Young Writer's Camp	Students will participate in writing activities to include newspaper production, creative writing, narrative and expository essays
WJB and	Social Skills Camp	Students will use the Why Try? Curriculum materials to teach students healthy behavior patterns so that they can experience success in

CHUE		school and prepare for life situations
WJB and CHUE	Foreign Language Camp	Students will study Latin, French and/or Spanish through utilizing direct instruction, software and online course content.
WJB and CHUE	Mentors Camp	Peer tutors, volunteers who are positive role models and counselors will assist students who need a positive influence to address problems of truancy, suspension and other defeating behaviors
WJB and CHUE	Family Camp Nights	Family programs each term (3-4 times/year) will be held to showcase student work – examples may include Art Show, Author’s Night, Dance recital, Project Demonstrations, and other theme nights as follow-up to the camps.

To motivate students to participate, incentive field trips will be included three times during each year of the grant. Fall, Spring and Summer trips will highlight student successes in the camps. Incentive trips will be educational and will support the academic and behavioral goals of this grant proposal. Trips could include attending a professional production (Tennessee Performing Arts Center), participating in Tremont Environmental activities, enjoying the Adventure Science Museum, visiting Mammoth Cave National Park, and other field trip incentives that meet the learning criteria.

Project Staff

Critical to the success of this project is the instructional staff. Below is a list of the staff:

21st CCLC Project Director – to oversee the implementation plan, evaluation plan, and improvement plan for the 21st CCLC grant

21st CCLC Project Site Coordinators – Asst. Principals of CHUE and WJB

21st CCLC Instructors – Highly qualified LSSD teachers

21st CCLC Volunteers – unpaid volunteers who have been screened and all background checks cleared appropriately

Training and ongoing staff development will be coordinated through the Project Director. A staff manual of safety procedures and policies for after school programs will be given to all staff members and orientation conducted by the project director. All safety procedures will be periodically inspected.

Professional Development – Math, reading/language arts, ELL, and science standards workshops will be provided by LSSD professional development offerings. Modern Red Schoolhouse and Project Lead the Way will provide STEM professional training for instructors. A budget item will be included to address any additional staff development needs that arise during the grant period.

Agency Experience – LSSD is a pre-K – 8 school system with professional staff who have all of the operating experience and educational expertise to run an after school comprehensive program. Bookkeeping procedures and general accounting procedures will be done by the LSSD system bookkeeper with yearly audits performed. LSSD has experience in administering grants through LEAP funds, Federal programs and state funds. LSSD also has daily experience providing a safe environment for learning for all students, staff and volunteers.

Improvement Plan

Each 9 weeks a pre-test will be given at the beginning of each camp session to determine the level of need for each student. A post-test assessment of student achievement (social and/or academic) in the areas of concentration per camp will be conducted at the end of the camp session to determine the effectiveness of the activities.

Benchmark tests of skills will be developed based on Tennessee Academic Standards. Since all students in this grant will be participants in TCAP testing for grades 5-8, TCAP summation data and TVAAS growth data for each participant will be tracked to determine the impact of participation in the camp. A determination of positive, negative or no substantial impact on each participant will be tracked. Where appropriate, behavior assessments will be conducted. A reduction of negative behavior and an increase in positive behaviors will be used to determine effectiveness of the camp activities in meeting individual student benchmark goals. All data for each participant will be collected and posted on an excel spreadsheet for easy disaggregating and referencing when determining appropriate improvement action steps. Strengths will be celebrated and the weaknesses will be the focus of improvement. An improvement plan for both students and camp instructors will be developed and monitored for effectiveness.

LSSD agrees to submit an Annual Project Review as required in the 21st CCLC guidelines and will participate in all required trainings as a grant recipient.

III. Collaboration and Partnerships

Collaboration and partnerships with community businesses and volunteers to provide experiences for students in the camps is very important. We will build upon existing community partnerships and expand to include other educational collaborations.

We will integrate all of the resources of our school system to pull together classroom teachers and their expertise to focus on academic improvement in the areas identified in our school improvement plans and system improvement plans. Collaborations with Modern Red SchoolHouse and other professional training providers will enhance staff development for STEM activities.

An advisory board consisting of the Project Director, each site coordinator, community partnership representatives, a parent representative and a student representative will meet three times a year to guide the project planning, implementation and evaluation. Monthly email and quarterly newsletters will regularly communicate project celebrations, family opportunities, event news and needs of the 21st CCLC.

Each partner will provide specific support and expertise as they relate to the variety of educational and social activities involved in this project plan. Following is a list of the partners who will work with staff to ensure students have high quality experiences and opportunities beyond the school day and school year.