

Comprehensive Enrichment Program Plan

At-Risk Youth Comprehensive Enrichment Program Plan

**Funded by the
Local Management Board of Children and
Family Services of Kent County**

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Comprehensive Enrichment Program Plan

Comprehensive Enrichment Program Results Accountability Plan

From Talk to Action

I. INTRODUCTION

Faith, Strength and Power, Inc. (FSP), a 501(C)3 non-profit organization, was awarded a planning grant from the Local Management Board for Children's Family Services of Kent County (LMB) to achieve two goals:

1. To develop a Comprehensive Enrichment Program plan (hereinafter referred to as the CEP) for At-risk African American and Hispanic youth attending the Kent County Public School's (KCPS) high school and middle schools.
2. To organize a community coalition primarily composed of representatives from the African American and Hispanic churches in Kent County to provide ongoing support to the youth.

This document is the culmination of four long, yet enjoyable, months of work by an extensive list of participants who joined together to develop the CEP. We commend the LMB for supporting such a worth while project, and for all of the resources made available to the community coalition in the form of materials, facility usage, and general knowledge sharing about the needs of at-risk youth in Kent County. It is a step in the right direction in mobilizing the African American and Hispanic communities to be involved in planning enriching intervention programs for these youth.

The at-risk African American and Hispanic student populations need support to improve their academic performance in school. It is a major concern that the vast majority of African American and Hispanic youth have the highest percentage of test score results at the non-passing "*basic*" level on the 2006 High School Assessment (HSA) and Middle School Assessment (MSA) tests. These results are unfortunately consistent with the trend data for the pass few years, which will be discussed later in this document. Essentially, the academic achievement gap is not being closed for these students. The situation is not getting better, in fact, in a few subject areas, it is getting worst. This is a critical stage for us as a community and the school system. Starting with the 2009 graduating class, the students must pass the HSA test in order to graduate with a diploma from the high school. The available data on the status of African American and Hispanic students is alarming and emphasizes the need to institute immediate action "*to turn the curve,*" and improve the academic performance of these youth.

These student populations have the highest drop out rates from the school system, according to the 2006 Maryland Report Card of Kent County High School. Drop out rates for African Americans in years 2005 and 2006 were 5.99% and 3.90%, respectively. The drop out rate for Hispanics in year 2005 was very high at 11.54%; however, in year 2006, there was no recorded data. White students only experienced a drop out rate in years 2005 and 2006 of 3.77% and 2.61%, respectively. In addition,

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African American students have a high rate of suspensions from the school system for discipline and other infractions of school policies, and there is a rise in the percent of juvenile offenses in the community. Over the past years, there has been discussion regarding the pros and cons of sending students to alternative schools outside of the county to address discipline problems. To date, the alternative classroom is used for this purpose instead. Student discipline problems include attitude, behavior, insubordination, etc.

The Search Institute's researchers have found that the more Developmental Assets youth have, the more likely they are to experience success, engage in positive behavior, and less likely to get involved in risky behavior, i.e., drug use, sexual activity, etc. In March 2005, the Search Institute collected data on attitudes and behavior of over 1,000 6th through 12th grade students within the Kent County middle schools and high school. The survey measured the experiences, relationships, qualities, and values that respondents report (developmental assets) and correlated the assets with risk taking attitudes and behaviors. The final document, *"Developmental Assets: A Profile of Your Youth"*, indicated the following: 48% of youth in grades 6-12 did not possess enough assets to avoid risk taking behavior. African American youth reported less than 20 of the identified 40 assets of well being, which puts them at a much higher risk of negative behavior and attitudes. The survey reports do not break out the specific survey responses for Hispanic students. So few Hispanic students participated in the survey that reporting on them separately could have compromised anonymity.

The Role and Scope of the Community Coalition

The community coalition of African American and Hispanic churches serves as a formal support network for at-risk youth and as a resource to parents, as well as the public school system to collaborate on programs to support them while in school.

In the African American community, the churches play an integral role in stabilizing families. It is highly probable that every African American youth in Kent County has a family member that is a member of a church. In past years in Kent County, there was a strong connection between the African American churches and the schools. The Parent Teacher Association meetings were full of interested and involved parents due to the churches advocating for this level of involvement of their parishioners. It is long overdue to organize the churches to be an active participant in enriching the lives of African American youth, in order to enhance their chances of success in school as well as in life. The CEP should prove to be a stable resource in the Kent County community to support the African American youth, thus building a stronger community for all.

Letters of invitation were sent to all African American and Hispanic churches in Kent County, requesting that they provide at least three individuals to represent their church on the community coalition. The objective was to have at each meeting at least one representative of these churches. It was important to have a broad representation of churches and community members on the community coalition. The community coalition was formed with 90% of the invited churches participating. The community

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coalition invited key stakeholders from the beginning to join and provide input in the development of the CEP. The initial stakeholders involved, in addition to the churches, were youth representing various grades in the high school and middle schools; parents; and the KCPS system with representatives from the high school and middle schools.

In addition, youth were active in each meeting of the community coalition as full participants. Two of the youth members participated in peer to peer developmental asset training, sponsored by the LMB in the summer. The training enhanced their skills to be peer mentors and youth leaders. In the beginning, the youth were very quiet and withdrawn in the meetings, however, by keeping them engaged they blossomed, and formed the youth council within the community coalition. They reviewed every aspect of programs being proposed for inclusion in the CEP. In fact, two of the final proposed strategies were presented by the youth and each was adopted into the CEP plans.

The community coalition is now a formal network of energetic individuals. One of the most important signs of its success is the number of pastors and church leaders that attend every meeting. This is a true testament of how important the community coalition has become to the community. This is the first time that such a diverse group has been formed for this common goal.

II. DEVELOPMENT OF THE COMPREHENSIVE ENRICHMENT PROGRAM

The CEP was developed by the community coalition within the framework of the *Results-Based Accountability* (RBA) model. The RBA model is a disciplined way of thinking and taking action that can be used to improve the lives of children, families, and the communities as a whole. The RBA model is becoming the standard across the United States to focus on results in program planning and budgeting.

At the recent 2006 Results Accountability Conference sponsored by the University of Maryland Results Leadership Program and the Annie E. Casie Foundation, numerous programs from across the United States presented their best practices in using the results accountability model, i.e. the Maryland's Results for Child Well-Being 2006 report, and the Maryland's Three Year Children's Plan are designed around the principles of the RBA model, as well as the best practice programs of the Montgomery County Department of Health and Human Services Community

The Steps from Talk to Action

The community step by step process starts by bringing together a group of partners who wish to make things better. This group then uses the following thinking process:

Step 1: What are the quality of life conditions (results) we want for our community and the children and families who live here?

Step 2: What would these conditions look like if we could see, feel and experience them?

Step 3: How can we measure if these conditions exist or not (indicators)? Are the measures getting better or worse? Where are we headed if we just keep doing what we are doing now?

Step 4: Why are these conditions getting better or worse?

Step 5: Who are the partners that have a potential role to play in doing better?

Step 6: What works to do better? What can we do that is no-cost or low-cost in addition to things that cost money?

Step 7: What do we, individually and as a group, propose to actually do?

Author: Mark Friedman, Founder, Fiscal Policy Studies Institute

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Action Program, San Mateo County's Children Summit, Los Angeles Children's Planning Council, Santa Cruz Community Assessment Project, Baltimore Leadership in Action Program (BLAP), and many others.

Information from various sources was reviewed as part of the development of the CEP to include:

- Identifying the needs for support through focus groups with youth, and interviews with parents, stakeholders, and partners;
- Information provided by the members of the community coalition;
- Other resources identified by the project staff such as the *Kent County's Results for Child Well-Being 2005 and 2006 reports*, the *High School Assessments: Kent County and Maryland 2005 and 2006 findings*, and numerous materials from the *Maryland Department of Education*;
- Data from the Local Management Board for Children's Family Services of Kent County;
- Data from the U.S. Department of Education's "What Works Clearinghouse";
- Data from the Governor of Maryland's Office for Children and the Children's Cabinet;
- Annie E. Casey Foundation resources and publications;
- Input from focus groups of students, parents, and stakeholders in the CEP;
- Research from on-line sources; and
- Periodicals from national youth service organizations for best practices.

The result/goal of the CEP is:

*At-risk Youth Succeed in
Kent County's Middle Schools and High School.*

The community coalition outlined the components of success or the indicators as:

- Academic Achievement
- Graduate with a high school diploma
- Increased Developmental Assets for Positive Youth Development

Briefings were provided to the newly appointed public school system Superintendent and the newly appointed Principle of the high school so that they would be aware of the result/goal of the community coalition, and how the CEP's outcomes could assist in *closing the achievement gap* of African American and Hispanic students.

At several scheduled meetings of the community coalition, the participants were briefed through formal presentations, and open dialogue on the status of African American and Hispanic students in regards to their performance on the HSAs and MSAs standardized tests; achieving new graduation requirements for the high school class of 2009; and other relevant data. A major outcome of the discussions was a need to break into subcommittees to address particular areas that were perceived to negatively impact the youth's ability to perform in school. The subcommittees were designed around

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participants' areas of concern and the results of the Search Institutes' Developmental Assets report as mentioned earlier of these youth populations.

The subcommittees were: Health and Wellness, Juvenile Justice, Pastoral Outreach, Parental Network and Community Outreach, Fine Arts and Sports, Technology Resources, Youth Development, and Educational Enhancement. Community coalition members were able to volunteer to serve on a subcommittee. Each subcommittee met separately to develop results/goals and objectives/strategies/activities in their particular area. The subcommittees were given written guidelines and a template to record the information. Each subcommittee provided a written report on the recommendations for incorporation in the CEP. The entire community coalition was able to question and provide input on the recommendations of each subcommittee. This format led to everyone being a part of the process of development.

In addition to the recommendations from the subcommittees, the project staff was invited by the public school system to participate on the high school's School Improvement Team (SIT), which is composed of primarily school personnel, representatives from the PTA and special invited community representatives. The purpose of the SIT is to strategize on what's wrong, what's right, and what can be done to improve the school environment. The SIT and the community coalition have agreed to work together to address all issues pertaining to the African American and Hispanic students. The SIT's draft action plans were considered in defining realistic measures for the CEP.

Focus groups of African American and Hispanic middle and high school students were also conducted to garner information on various issues concerning their experiences in school. The results of the focus groups were analyzed and presented to the community coalition meetings for deliberation and consideration on how the findings would influence the design of the program content of the CEP.

All of this data was synthesized into a plan that considers the total student, not just their academics, but their home life, community life, school life, and personal life. All of these factors roll up into who this special youth is today and will be in the future. The CEP is designed to enrich their lives as they journey along the way.

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***III. CEP RESULTS-BASED ACCOUNTABILITY PLAN
COMPONENTS***

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Population: At-risk African American and Hispanic high school and middle school students in the Kent County Public School System.

Result: **At-risk Youth Succeed in Kent County's middle schools and high school.**

Experience: We will realize the achievement of this result/goal by seeing youth attending school and all classes; hearing youth speak about the positive learning experiences they have in school; and an overall feeling that the youth are valued and respected in the school environment.

Indicators: The community coalition spent a lot of time discussing what should be the indicators. There was a consensus on the indicators for achievement (success) of the result, specifically:

A. Academic Achievement

The percent of students that pass the State of Maryland's High School Assessment (HSAs) and the Middle School Assessment (MSAs) tests, and the percent of students that pass the school's curriculum courses.

Currently, the majority of African American and Hispanic students is performing below the basic level, and thus is not passing the High School Assessment or the Middle School Assessment tests for each subject area. Furthermore, African Americans and Hispanic students have a high incidence of not passing their scheduled classes.

B. Graduate with a High School Diploma

The percent of students that fulfill all of the requirements of the State of Maryland to receive a diploma. Currently, the highest percent of students that do not graduate with a diploma are African American and Hispanic students.

C. Increased Developmental Assets for Positive Youth Development

The percent of students that report higher than the reported norm of less than 20 developmental assets and sense of well being. The developmental assets of the African American student population was the lowest of all ethnic groups, as reported in the Search Institute's findings of 2005.

After identifying the Indicators, the community coalition realized how in line they were with the *State of Maryland's Results for Child Well Being 2005 and 2006 indicators for Children Successful in School, Children Completing School, and to some extent Children Safe In their Families and Communities.* This affirmed to the community coalition that they were on track with more experienced entities in the state as they assessed the well being the youth.

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CEP Baselines (Where we've been and where we're headed) - Overview:

The majority of the baseline data utilized in this report was generated from the 2006 State of Maryland Report Card. The data reflects an alarming pattern of underachievement from the African American and Hispanic students at the high school and middle schools. The attendance records of the African American and Hispanic youth are not significantly low (in 2006, the attendance rate was 87% for African Americans, 88.20% for Hispanics, as compared to 91.00 % for White students), so truancy does not seem to be the problem in not learning – the majority of these students are in the classroom. The concern is why are they not being engaged to learn while at school?

In most years, the majority of the African American and Hispanic student populations performed at the non-passing “basic level.” A review of the data raises the question of how do students in the Kent County School System perform at the proficient/advanced levels up to the third grade and when they matriculate to the middle school or high school, there is a drastic decline in performance on the MSA and HSA tests?

In some areas, the students are showing slight improvement in their test scores. However, as a whole, there is a lot of support and intervention that needs to be provided to the students to make any significant changes happen and “*turn the curve*” to improve their performance. In examining the data, it is not okay for the trend data to be such low percentages for those African American and Hispanic students who passed at the proficient level and above. In each case, the community coalition would like to spur through intervention initiatives, a continual increase in the achievement of these students reflected by an increase in the number of students: passing the HSA and MSA tests; graduating with a diploma; not dropping out, and reporting increases in developmental assets.

The Search Institutes’ survey as mentioned above, reports the majority of our students having less than 20 of the assets – internal and external – needed for total well being. While the Search Institutes’ representatives ask for the data to be viewed as just a *snap shot* in time, it is very telling about the state of mind of our youth. There have not been any programs since the survey that have been reported to make a real difference in the perceptions of our youth. Therefore, we can surmise that if the survey was given today in 2006, the responses would be close to the same as in the original 2005 survey. The known indicators that have historically been used to assess the state of our youth also support this theory.

In the *Kent County Child Well Being Results 2005*, it reported 80.6% of third graders achieved proficient or advanced levels on the MSA tests (4th in the state), and in Math, 80.7% of third graders achieved proficient or advanced levels (6th in the state). However, there is a significant drop in the 5th grade scores. Just 61.9% achieve proficient/advanced levels (20th in state) in reading, and 49.7% in math (22nd in state). By the 10th grade, only 61.2% reach proficient/advanced levels in reading (19th in state) and only 41.5% reach proficient/advanced levels in mathematics (18th in the state).

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The Story Behind the Baseline - the Why?

In review of the Search Institute's findings on the developmental assets for African American youth in Kent County, the students ranked a high number of assets in certain asset types. However, the lower ranked areas help explain the lack of performance in school. As mentioned earlier, the developmental asset baseline data reports are only on African American student's results, due to no available specific information on the Hispanic student responses. This is unfortunate, because the survey results would be helpful in knowing the Hispanic youth's perceptions of their internal and external assets. This data would have been used along with the HSA and MSA tests results to plan a comprehensive enrichment program for them with fewer *assumptions* about their attitudes and behaviors.

Developmental assets provide a way to assess the health and well-being of middle and high school youth. The assets represent a common core of developmental building blocks crucial for all youth. The survey was administered in November and December, 2004 and January 2005 to students in grades 6 through 12 at Rock Hall Middle School, Galena Middle School, Chestertown Middle School, and Kent County High School. The data reflects the lowest rankings of external assets for the African American youth to be in significant areas that require parental involvement. Thus, the lack of parental involvement is directly impacting the youth's perception of themselves and their outlook on life. The lack of support they feel they get from school is reflective in their poor academic performance. Lastly, the feeling of not being valued in the community is the same that they feel about the school. This implies that the youth do not feel that they have any resources to support their development. The data reports that the lowest ranking for internal assets to be in *peaceful conflict resolution* and *resistance skills*, which are reflected in the high incidences of poor behavior in school. They admit to not knowing how to resolve conflict when they experience it. Another low rated area was in the ability to plan and make decisions, which is reflective of their lack of achievement in their grades and not planning for the future. Finally, the low ranking for doing homework is directly related to their poor grades and failure of core classes.

In some cases, intervention is either too late or very difficult at the middle school and high school levels. Community coalition members reported that at the elementary levels, students exhibit behaviors and low test scores that send an alarming message about developmental deficiencies. Parental participation is low to absent. Consent for Individual Evaluation Plans for at-risk students is most often denied among African American parents, who state the reason of denial as being related to "the system" stigmatizing and labeling their child. This makes it very difficult to provide the support early on that the youth need. While this project focuses on the need of the middle and high school students, future initiatives should include the needs of the at-risk African American and Hispanic elementary school students. The community coalition would like to be able to receive referrals of families of 4th grade students and/or 9 or 10 years old students whose grades and family statistics identify them as at-risk.

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One of the community coalition Hispanic members, while looking at the drop out rate of Hispanics, cautioned about taking it too seriously. She stated that the high rate is probably due to the several reasons. The Hispanic population can be very transient, because many of them are migrant workers. They work on farms, and must move in accordance to crop seasons, and demand for employment. Some families are in this country on a temporary basis - long enough to make sufficient money to return to their country. When these families move, it doesn't necessarily mean the children have dropped out of school. They may not be in this school system anymore. Some students however, drop out because of the need to help their families, and to take care of younger siblings. Others drop out because they are here illegally, and they feel a high school degree is not going to help them get a better job or help them get into college.

It is known that in order for young people to succeed in school, they need to succeed in the four places they spend their time: school, community, family, and with their peer group. Schools are the primary "preparatory" institutions, focused on cognitive development. Young people also need a variety of opportunities and positive adult support for social, physical, psychological and spiritual development. In order to be successful, contributing adult members of society, young people need to achieve these outcomes:

A perception that:

- They are safe in the world and that daily events are somewhat predictable.
- They are a 'good person' who contributes to self and others.
- They are 'making it' and will succeed in the future.
- They value and are valued by others in their family and in the community.
- They have some control over daily events and are accountable for their own actions, along with consequences.
- They are unique and intimately attached to extended families, cultural groups, communities, higher deities, and/or principles.

Demonstrate the ability and motivation to:

- Act in ways that best ensure current and future physical health for themselves and others.
- Respond affirmatively to and cope with positive and adverse situations; reflect on one's emotions and surroundings; and engage in leisure and fun.
- Learn in school and other settings; gain the basic knowledge needed to graduate from high school; use critical thinking; be creative; use problem-solving and expressive skills; and conduct independent study.
- Gain functional and organizational skills necessary for employment, including an understanding of careers and options, and the steps necessary to reach goals.
- Work collaboratively with others for the larger good; and sustain caring friendships and relationship with others.
- Respect and affirmatively respond to differences among groups and individuals of diverse backgrounds interest and traditions.

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In order to achieve these outcomes, the whole community, all four areas where young people spend time (community, family, school, and peers) need to be involved. The core assumptions of *Ready by 21* more concisely outline the role of community in youth development:

Communities need to ensure that
...throughout their developmental years
...and throughout their waking hours
All children and youth
...need constant access to a range of services, supports, and opportunities
...in settings where they spend time
...and in ways that address challenges, strengthen skills and build connections
...in order to be well –prepared for college, work and life,
Achieve to their full potential
...and get additional supports, as needed.

Achieving the result of school success itself has been shown to establish a critical foundation for achieving longer term results related to success in higher education, employment, health and family life.

Through a series of focus groups with African American and Hispanic student populations, it is continually reported that the students do not feel supported by the school environment. In a focus group of high school students held this past summer school, all of the participants reported that they preferred being in the alternative classroom rather than regular class, for various reasons. This is important because the alternative classroom is supposed to be for youth who have been sent there due to some type of disorderly conduct in the classroom. For youth to prefer going there is not the intent of the program. Some reported it gives them a chance to get individualized attention on their school work, others reported it allows them to go to sleep!

There were several other findings as a result of developing the CEP, which are worth sharing:

- Many of the students did not achieve while in middle school on the MSA tests. However, they were passed on to high school without any preparatory support. Now, the High School Assessment tests are required for all students graduating in the 2009 class and beyond. They are already starting behind in high school.
- Many of the current juniors and seniors (classes of 2007 and 2008) do not have to pass the HSA tests to graduate, and thus do not take the tests seriously.
- A majority of the students are also failing their regular classes, which is a result of poor study habits, lack of training, poor communication with teachers, etc.
- Some of the students reported during discussions in focus groups, that they do not have the tools, i.e., school supplies, computers, and tutors, to achieve in school.
- Some of the students drop out because of lack of interest in school.

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- Many of the students have poor attendance for the same reason.
- The Kent County Health Department reports an increase in substance abuse by youth.
- Discipline problems arise from lack of attention in the classroom, to defensive measures because of lack of knowledge about the subject matter, etc.
- There are not enough African American and Hispanic teachers in the school system, and furthermore, the students lack sufficient role models in their ethnic group in any capacity in the school system.

In discussion with parents of African American and Hispanic students, they reported the following concerns:

- They do not feel comfortable in interacting with the school system about their child's performance in school.
- Many do not understand the course work and feel uncomfortable in knowing how to help their child, as well as what questions to ask the teacher or school administrators.
- Some of the parents are illiterate and do not want it to be disclosed in the school setting; some of the parents are school drop outs and may not value the importance of certain requirements, i.e. HSA and MSA tests.
- African American parents have reported being uncomfortable in being involved in the Parent Teacher's Association (PTA) because of the low number of other ethnic parents' involvement.
- Hispanic students have multiple issues that need to be addressed. Some of their parents may not be legally allowed to be in this country, and thus will not interact with any officials, even if it is to the detriment of their child's education; and they do not speak English well enough or at all to communicate with the officials on how to help their child achieve.

The community coalition plans to work to resolve a lot of these issues that not only hinder our students from performing well, but also the parents from being as involved as they could be. It is time to look for alternative ways of addressing issues.

The law, which reauthorized federal investment in public K-12 education, was designed to target children from low socio-economic households, with disabilities, with limited English proficiency and from major ethnic and racial backgrounds. Now schools are only considered successful if they close the achievement gap. Kent County has not fared well in closing the achievement gap. The main focus of the law was to assure that all students were meeting academic learning standards at grade level. For this to be accomplished, additional emphasis on early childhood care and education, improving teacher quality, early intervention for college, and providing extra learning opportunities for students who need additional help are stressed. By focusing on these key elements, the achievement gap can be addressed. Through service-learning, teachers have an additional teaching strategy to use to engage and reach students who may not have been learning by other teaching methods. To get different achievement results, it may be necessary to do things differently. Service-learning is a great way to encourage

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innovative and creative hands-on approaches to teaching and learning.

The Corporation for National and Community Service collected data revealing the use of service learning.

- 32% of elementary and secondary schools have adopted service-learning.
- 35 states have adopted some form of service-learning policy.
- 25% of all higher education institutions and 50% of all community colleges have adopted service- learning programs.

The community coalition viewed the adoption of a true service learning component in the school's curriculum to be further enhancement to the community service hours the students must earn in order to graduate. Many of the students obtain the signatures for community service hours spent for tasks that do not benefit their educational experience and oftentimes the students find a supportive person to sign off on the requirement even though the service was not provided.

CEP PARTNERS

The CEP takes a holistic approach to supporting the youth in achievement of the result of success in school. A broad range of partners to the CEP are critical to fulfilling its goal. Each partner has a role to play, and will be involved in the continued enhancement and the implementation of the CEP. By working together, partners will be able to eliminate duplication of effort, leverage funds, share best practices and personnel resources to support the common vision. Partners will be added as needed to ensure that all interest have an opportunity to participate in this worthwhile cause. Current and future partners of the CEP follow:

- Youth living in Kent County will be continually recruited to ensure that they have direct input to current and future program plans and operations. Youth will be identified from age 12 to 21.
- Kent County Board of Education must approve the CEP being a resource to the Kent County Public School system (KCPS). In addition, the support that will be required to enrich the learning experience of the students will have to be designed, approved and supported by the KCPS. The high school and middle schools need to be partners in collaborating on developing the plan for improving the performance of the students in the classroom and on the HSAs and MSAs. In addition, KCPS personnel will be integral in tracking the matriculation of the students to graduation. They can also keep the community coalition informed of all unmet requirements that have to be achieved by the African American and Hispanic students to graduate with a diploma.
- Kent County Commissioners will be asked to have a representative on the community coalition to ensure that the county resources are available to support the CEP for the betterment of the entire community and school performance.

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- Kent County Library could partner to provide resources (materials, computer usage, space, etc.) for the students to produce their homework and studies.
- Parents, family members, role models are partners to ensure that their child, family member, or concerned youth is getting the best support that can be provided, and to keep the youth engaged in the process.
- Churches are partners to provide community outreach to youth to keep them engaged in the program and to provide support to the entire family throughout this process of matriculating the youth to graduation. The churches will also provide facilities in the evenings and weekends to support tutoring of the youth by school officials, community members, etc.
- Business community either independently or through the Kent County Chamber of Commerce could provide service learning opportunities, internships, jobs, and mentoring to youth who are interested in various fields which require the need to have a diploma.
- Community members partner to be mentors, tutors, and provide transportation for youth to educational sessions.
- Chester Valley Community Mediation Service can partner to train youth mediators and to assist in mediating conflict among the youth, youth and school, youth and parents, etc.
- Local non profit organizations that have missions to support at-risk youth, i.e. Share Opportunity Services/Kent Family Center, Kent Center, Center for Domestic Violence, and For All Seasons can participate in joint programs.
- National youth service organizations will be partners to provide insight into best practices in providing support services to youth in educational settings, i.e. Youth of America, Inc.
- Local Law Enforcement Personnel representing the incorporated towns and Kent County Sheriff's Department, Chestertown and Rock Hall Police Departments, and the U.S. Attorney's office will be invited to be part of the solution which will positively impact the juvenile arrests rate.
- Kent County Department of Social Services and the Kent County Health Department can ensure the youth and their families have access to available supportive services for general livelihood and health behaviors i.e. substance abuse, birth control, etc.
- Washington College and Chesapeake College can partner to provide mentoring and tutoring support by the students and faculty. Coordinated programs can be

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developed to provide the enrichment that the High School and Middle School students need and the credits that the College students need as well.

What Works and Strategies

In the research conducted for this project, several on-line resources were identified which offered a wealth of scientifically proven methods and approaches to a variety of educational areas relevant to this project. One of the most significant was the *What Works Clearinghouse* (WWC) website sponsored by the U.S. Department of Education's Institute of Education Sciences. The community coalition has signed up to be a member of the WWC, in order to be kept informed of new innovations in intervention programs.

The What Works Clearinghouse was established in 2002 to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. The WWC aims to promote informed education decision making through a set of easily accessible databases and user-friendly reports that provide education consumers with high-quality reviews of the effectiveness of replicable educational interventions (programs, products, practices, and policies) that intend to improve student outcomes.

The WWC regularly updates the WWC Technical Standards and their application to take account of new considerations brought forth by experts and users. Such changes may result in re-appraisals of studies and/or interventions previously reviewed and rated. The What Works Network (WWN) is an informal network of individuals and national organizations, whose members include educators, policymakers, researchers, technical assistance providers, program and product vendors, community leaders, parents, and journalists

In addition, What Work projects were identified through numerous discussions with the growing results based accountability community. These community based projects were considered for each indicator of this project.

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IV. CEP RESULTS BASED ACCOUNTABILITY PLANS

Comprehensive Enrichment Program Plan

RESULT: AT-RISK YOUTH SUCCEED IN KENT COUNTY'S MIDDLE SCHOOLS AND HIGH SCHOOL PLAN AT A GLANCE

INDICATOR: *ACADEMIC ACHIEVEMENT*

The percent of students that pass the State of Maryland's High School Assessment (HSAs) and the Middle School Assessment (MSAs) tests, and the percent of students that pass their scheduled classes.

BASELINE DATA:

The baseline data on the charts in the full plan was calculated from information presented on the 2006 State of Maryland Report Card for Kent County. Reflected on each chart are two additional variables for African American and Hispanic students:

- trend lines (multiple consecutive years of data) , which projects what will happen (the percent change) if the student population continues on the same pattern of performance; and
- an arrowhead dashed line that forecasts the positive percent change of "*turning the curve*" to begin making real improvement at a conservative 10% rate per year. The curve of change will increase as the results of the collective (KCPS SITs, CEP community coalition, and other stakeholders) approach is realized.

The baseline data charts are in the following order:

- the high school's HSA tests results for African American and Hispanic students compared to White students in the subject areas of Algebra, Government, Biology, and English 2; and
- the middle schools' MSA test results for African American and Hispanic students compared to White students in the subject areas of Math and Reading by grade, and by proficient/advanced, and basic levels.

STRATEGIES:

- 1.0 Enhance Educational Opportunities**
- 2.0 Develop a CEP Community Based Tutoring Program**
- 3.0 Collaborate with the KCPS SITs**
- 4.0 Collaborate with Local Colleges**

PARTNERS: KCPS teachers, Churches, Library, Tutors, Stakeholders, Media, LMB, Youth, Parents

WHAT HAS WORKED IN OTHER JURISDICTIONS OUTSIDE OF THE COUNTY:

Cognitive Tutor® is designed to teach algebra. **Dundalk Middle School Baltimore County School District, MD uses it. *Dundalk's Maryland High School Assessment (HSA) math scores rise from 49% to 86% by using the curriculum.*** In 2002, Dundalk Middle School in Baltimore County initiated a plan to improve Maryland High School assessment (HSA) test scores. Their strategy -- implement a new secondary math curriculum Cognitive Tutor® across all levels of achievement.

Anne Arundel County, Maryland Selects Carnegie Learning Software

Anne Arundel County Public Schools has purchased Cognitive Tutor® Algebra I software for 4,100 students across the district's 12 high schools and two alternative schools. The implementation will begin fall 2006. In the last year, Anne Arundel County Public Schools made a commitment to close the achievement gap between African American students and other students in the school system,

Fast ForWord Language – Reading Intervention *Fast ForWord Language* is a computer-based instructional program developed to build cognitive skills students need to improve English language proficiency and reading skills. It consists of seven game-like exercises, including nonverbal and verbal sound discrimination, phonological processing, vocabulary recognition, and language comprehension.

OUTCOMES/PERFORMANCE MEASURES

#/% of youth that have a change in behavior, knowledge, attitude, or circumstances.

Comprehensive Enrichment Program Plan

Result: At-risk Youth Succeed in Kent County's Middle Schools and High School.

Indicator: *Academic Achievement*

The percent of students that pass the State of Maryland's High School Assessment (HSAs) and the Middle School Assessment (MSAs) tests, and the percent of students that pass their scheduled classes.

Baseline Data:

The Kent County Public Schools (KCPS) have had difficulty in meeting the Achieving Yearly Progress requirements to *close the achievement gap* of at-risk students, specifically for African American and Hispanic students. The KCPS school improvement teams (SITs) are aggressively pursuing every plausible program to make progress in these students' HSA and MSA tests results. The CEP community coalition is proposing to partner with them to assist in addressing this issue through the use of effective tools and innovative new approaches to educating at-risk youth.

The baseline data on the following charts was calculated from information presented on the 2006 State of Maryland Report Card for Kent County. Reflected on each chart are two additional variables for African American and Hispanic students:

- trend lines (multiple consecutive years of data) for African American and Hispanic students, which projects what will happen (the percent change) if the student population continues on the same pattern of performance; and
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The baseline data charts are presented in the following order:

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- the middle schools' MSA test results for African American and Hispanic students compared to White students in the subject areas of Math and Reading by grade level, proficient/advanced level and basic level. The baseline data charts, by school, is provided in the appendices.

Comprehensive Enrichment Program Plan

| | African American | White | Hispanic |
|-----|------------------|--------|----------|
| '02 | 11.80% | 37.80% | |
| '03 | 7.50% | 31.30% | 20.00% |
| '04 | 15.70% | 46.40% | 33.30% |
| '05 | 5.60% | 35.60% | |
| '06 | 26.50% | 45.90% | 36.40% |

