SPRINT CHARACTER EDUCATION GRANT - DISTRICT 2010
SCHOOL DISTRICT INFORMATION

If you start an application and decide to "Save & Finish Later", be sure to save the account password that you create and use the following link to return to your application.
https://www.GrantRequest.com/SID_284

School District Name
Cedar Ridge School District

School District Central Office Address
1500 North Hill Street

School District Central Office City
Newark

School District Central Office State
AR

School District Central Office Zip Code
72562

School District Central Office Phone No.
870-799-8691

Applicant's First Name
Susanna

Applicant's Last Name
Epperson

Applicant's E-Mail Address
sepperson@crsd.k12.ar.us

Applicant's Address
1500 North Hill Street
Newark, AR 72562

Applicant's City
Newark

Applicant's State
AR

Applicant's Zip Code
72562

Applicant's Phone
870-799-8691

Title of Grant Proposal
WISE SKILLS FOR LIFE

Amount of Grant Request
13,400.00

Number of Schools to be Served in Proposed Project
3

Number of Students to be Served in Proposed Project
900

Percentage of Students on Free or Reduced Lunch (Enter a maximum of 2 numbers only; do not enter the "%" sign or the decimal point - Example: 20 precent should be entered as 20))
59

Superintendent's Grant Application Approval
All District grant applications must be approved by the School District's Superintendent. Has the Superintendent approved the submission of this grant application?
Yes

Superintendent's First Name
Dr. Ann

Superintendent's Last Name
Webb

Superintendent's Email Address
awebb@crsd.k12.ar.us

PROJECT INFORMATION

Overview
Give a general overview of the project for which you are requesting funds (200 words or less).

Our school district requests funding to support a K-12 character education program that unites school staff, builds a culture of character, creates a positive climate and involves families and the community. Wise Skills, a program from Character Counts, combines academic knowledge with teaching wisdom and principles of character across the curriculum. As the school focuses on teaching knowledge and wisdom together, students begin to see the critical connections between what they know and the choices they make. Through service learning projects that include proposing district discipline policy changes to require intervention, students will learn that real success is not having knowledge, but applying it to make healthy, positive choices and significant changes in their environment.

Need

Describe and document/justify the need(s) that the project will address (200 words or less).

Our rural school district has many needs. Of students living in the district, 23% are from families with incomes below the poverty line. 59% are eligible for free/reduced lunch which is above the state and national average. The state prevention needs assessment survey shows that there is a high rate of substance abuse among our youth. For example, of our graduates 80% have used alcohol, 62% have used tobacco and 33% have used drugs. The state department reported the district to be the lowest performing school in the county in academics as well. Only 33% of graduates continue their education. Clearly in rural areas, there is less activities for students to be engaged in, and obviously low income, low performing students need as many opportunities as the school can provide. A major component of our character education program is to develop many service learning projects to engage students in positive and productive activities.

Rationale

Provide the rationale, including evaluation results, data, or research, that supports why the project is likely to be successful (500 words or less).

According to the National Center for Educational Statistics, low-income students have less opportunity for activities and even less for programs that provoke critical thinking skills. Throughout this program, students will be engaged in hands-on interactive activities that will allow them to learn by doing. Students will be challenged to find the best alternative for problematic situations that may arise in their school or at home. The materials purchased are essential to learning because they address an array of different learning styles. Research from the National Assessment of Educational Progress shows students all learn differently. Some students are visual or auditory learners. However, some students are kinesthetic learners. These students learn best through a hand-on approach, actively exploring the physical world around them.

The strategy of of changing the environment rather than changing the individual has received much notice by psychology researchers, looking at an effective intervention for the ever growing trend toward substance abuse. Changing the environment in addition to sequential instruction of skills, is a strategy that brings about the changes needed in our program and will result in increased awareness and education.

Research from the National Center for Research on Teacher Learning shows that students who are actively engaged learn and retain more information than students who aren't. It also states that students who are actively engaged enjoy school more and are less likely to be absent.

Students would not gain the same level of learning using traditional teaching methods. Lecturing and note-taking only enable students to memorize facts about information. By utilizing these new materials, teachers give students the opportunity to take knowledge and put it into practice. If students do not apply what they have learned, they never clearly understand the relevance of the information.

Plan

Describe the plan and timeline for implementing the project (300 words or less).

Action Plan & Timeline for 2010-2011 School Year

July -Select Character Education Committee Consisting of Administrators, Teachers, Parents, Community Members & Students > Select Lead Teacher>Purchase Curriculum & Resources>Train the Trainer (1 Elementary Teacher & 1 High School Teacher)in the Wise Skills Program>Recruit Volunteers/Alumni Mentors

August -Train Selected Teachers & Volunteers & Mentors in the Wise Skills Program>Create a Character Club for Service Learning/Program Projects

September -Launch School-Wide Character Campaign>Display Signage

October -Service Learning Project #1 (School Focus)>Enforce Bullying/Substance Abuse/Discipline Policies>Character Club Begins Writing Policy Changes for Discipline on Disrespect/Bullying/Alcohol, Tobacco & Drug Use to Require Intervention

November -Teacher/Volunteer/Mentors Training #2>Implement Wise Skills Curriculum & Resources in K-12 Classrooms>Provide an Awareness Assembly with Guest Speaker>Host Family/Community Night to Meet Alumni Mentors & View Program Presentation

December -Challenge Teachers to Incorporate Material Across the Curriculum>Create Character Essay, Poetry & Poster Contests>Service Learning Project #2 (Family Focus)

January-Teacher/Volunteer/Mentors Training #3>Develop Character Messages Using Role Play/Skits & Commercials to Air On the District Owned TV/Radio Station/Website

February-Research & Develop Character Slideshows >Service Learning Project #3 (Community Focus)

March-Host Family/Community Night to Display Projects>Use Contest Winning Entries to Promote Program on the District Owned TV/Radio Station/Website>Propose District Policy Changes in Substance/Tobacco Use/Bullying/& Other Referrals to Include Immediate Intervention (Program Goal)

April-Service Learning Project #4(Community Focus)>Conduct Post Test & Analyze Data

May-Celebrate Character Education Program Success/Present Awards>Submit Reports to Grantor

Ongoing-Character Education Committee & Character Club Meet Regularly to Monitor/Adjust/Evaluate Program/ & Celebrate Success & Make Plans to Continue Program

Ongoing -Newsletters/Fliers/Emails to Family/Community

Benchmarks

Use numbers to describe benchmarks for successfully implementing the project. For example, these might include the number of teachers to be trained, the number of students to be served, the number of mentors to be recruited, the number of service projects to be completed, the number of workshops to be held, the number of parents to be trained. (150 words or less).

Served-
900 students , 105 teachers, 35 paraprofessionals, 5 administrators, combined population 3700

Club& Committee-
1 character club consisting of 15 students and 1 lead teacher, & 1 character education committee consisting of 1 administrator, 4 teachers, 5 parents, and 3 community volunteers

Program Mentors-
10 alumni mentors consisting of former students and staff

Curriculum & Resources-
All grades(13) to have curriculum and resources, a poster set per building(3),

Service Learning Projects-
4 large service learning projects, 2 mini-service learning projects

Training/Workshops-
2 teachers to attend a 3 day train-the-trainer, 40 teachers, 5 paraprofessionals, 5 administrators, 10 alumni mentors, 5 parents, and 5 community volunteers to attend 4 (6-hour) training sessions on campus throughout the school year.

Family/Community Involvement-
2 Family/Community Nights to provide program information and showcase projects, twice monthly (18) newsletters, fliers or emails sent out to family/community and aired on the district owned TV/Radio Station, (3700 people invited to attend family/community night, volunteer, and mentor

Results

Use numbers to describe the outcomes that you expect as a result of the project. For Example, these might include a decrease in student discipline referrals, an increase in volunteerism, a decrease in bullying incidents. Clearly define the assessment tool(s) you will use to ensure that student character was improved. Use numbers to describe the changes that can be expected in the outcomes targeted by the project (for example, a 35% reduction in disciplinary actions, a 40% reduction in absenteeism, a 40% increase in positive behaviors, etc.). These outcomes are the actual results of the project. (500 words or less).

The major goal of the program is to change discipline referral policies on disrespect /bullying/campus alcohol, drug & tobacco use policies. The current handbook outlines discipline measures for each of these referrals. However, it currently does not enforce/require intervention. A simple trip to the counselor's office to get help from addictions or behavioral problems could have a significant impact on repeat offenders and a school wide environmental change.

-Student handbook policies to require counselor intervention after discipline referrals for disrespect, bullying and drug, alcohol and tobacco use will increase by 100% measured by the handbook updates compared to the previous handbook.

Discipline Referrals, absenteeism and counselor visits are all tracked in APSCN a computer generated record system that will allow program evaluators to pull this information quarterly/yearly/as needed and compare it to past records. Since counselor visits require additional information to clarify visits, the program evaluator will be able to determine if intervention visits increased without including other types of visits.

- Discipline Referrals will decrease from the previous year by 20% measured by office records.

- Absenteeism will decrease from the previous year by 10% measured by office records.

- Counselor Visits for Intervention will increase by 25% measured by office records.

Each year the school participates in the state Prevention Needs Assessment Student Survey. This survey allows schools to look at their data on student alcohol, drug and tobacco use.

-Alcohol, drug and tobacco use will decrease by 10% measured by the state prevention needs assessment survey.

Each year the school invites parents and community members to events at the school such as conferences, family/community nights on various topics and for plays and other performances. Each event requires parents/community members to sign-in so that the school has a record of parental/community involvement for the state standards visits. By looking at similar events compared to the previous year, the program evaluator will be able to determine if this increased or decreased.

-Parental/Community Involvement will increase by 20% from the previous year measured by sign-in sheets at conferences and family nights.

The Wise Skills Program provides a pre/post survey to evaluate whether the program enhanced character education. It measures students☐f character education vocabulary skills and knowledge, attitudes towards their school environment and service learning, decisions about continuing service learning and their education.

-Student attitudes about their school environment and other character related ideas will increase by at least 25% measured by a pre/post survey of the student body.

Evaluation

Clearly describe your plan for evaluating the implementation and outcomes of the project. Provide a schedule or timeline for measuring and reporting issues. (150 words or less).

School Year 2010-2011
September
Students will take Wise Skills Character Survey Pre-Test.

October
Character Club will begin to write a proposal to change policies for discipline referrals for disrespect, bullying and tobacco, drug and alcohol use to include immediate counselor intervention.

October/December/March/Early May
Quarterly reports for discipline referrals, intervention counselor visits and absenteeism will be pulled from APSCN from the current and previous year to be compared.

December/April
All Parent/Community Involvement sign-in sheets will be collected and compared to similar events the previous year.

March
Character Club will have the proposed handbook changes ready to submit to the school board for approval.

March
Students will take the state Prevention Needs Assessment Student Survey and data will be compared to the previous year.

Early April
Students will fill out the Wise Skills Character Survey Post-Test.

May
All data will be analyzed to evaluate and report program effectiveness.

Note- The program director will be responsible for collecting all information from each district campus as scheduled above.

PROJECT BUDGET

Budget

Itemize all costs of implementing the project. Provide justification for all budget items. If there are any, identify matching or supplementary funds that will contribute to the project in addition to the Sprint funding. No miscellaneous categories will be accepted. (200 words or less).

Train the Trainer Conference
Registration, Flight, Hotel, Mileage & Food(1 elementary & 1 high school teacher)
$2400

Character Program Training X 4 days Teacher/Mentor/Parent/Community Volunteers
70 particpants x $10 binders
70 binders x 500 sheets x .03
$1120

Signage
Poster Sets
$150 x 3 campuses
$450
Wise Skills Program Curriculum
Including Manuals, Unit Lessons, Videos,
Teacher Support Materials, Etc.
School Package
$2000

Service Learning Travel
6 Events x $250
Gas & Bus Driver
$1500

Character Club Start Up
Includes general supplies like paper,
writing materials, banner, etc and two recruiting events with refreshments
$500

Family/Community Workshops
Refreshments & Handouts
2 Events x $150 x 3 campuses
$900
Notable Guest Speaker for K-12 AssemblyFamily/Community Invited & Other Area Schools Outside the District
$1500

Role Play/Character Skits/Commercials
To be Aired on District Owned TV/Radio Station
Props & Materials
$300 x 3 campuses
$900

Awards for Program Activities
(All Character Promotional Items such as shirts, pencils, certificates, trophies, bags, etc.)
$500 x 3 campuses
$1500

Total Request from Sprint Character Education Grant
$13,400.00

District & PTO Funds

Teacher Workshop Lunches
70 participants x $6 x 4 days

$1680

District Media Use of TV/Radio
2 announcements ran all month for 9 months
18 X $50 radio ad
18 X $100 TV ad/broadcasts of skits/commericials
$2700

Character Club Start Up PTO Donation $500

Printer/Copier/Ink/Tech Use
$1000

Personnel on Hourly Wages for Program Activities
(After School Hours)
Estimate 40 hours total x $25 plus benefits x 2
$3000

Awards Celebration Refreshments & Decorations
$500 x 3 campuses
$1500

Total District & PTOFunds
$10,380.00