

An Afterschool Homework Assistance Program:
Conducted by Qualified Teachers at the Louisville Free Public Library
Information 520: Grant Proposal

I. Executive Summary. The proposal is to establish an afterschool program to provide underperforming students with homework assistance that they would otherwise not receive. The Louisville Free Public Library (LFPL) services the area comprised of the Jefferson County School System. Several of the lowest performing schools to be found in Kentucky fall within this region. The situation is made worse by court-ordered school integration efforts which result in a large percentage of at-risk students being bused long distances from their homes so that they cannot turn to the Jefferson County Department of Education's on-site afterschool programs for help. The proposed afterschool homework help program would focus on disadvantaged students living far from their school but near their local branch library. The grant would hire teachers to organize and run the program using branch library facilities to supply an environment conducive to learning for those lacking such a setting elsewhere.

Similar programs have been attempted in the past using strictly library staff and have met with only partial success. The limitations of the previous programs were a lack of specialized teaching skills, such as math and science, as well as the lack of an in-depth understanding of the school system's curriculum. The ultimate goals of the program would be to remedy these shortcomings and address a crucial need of the community, augment existing school programs, demonstrate the importance of library services to the general public, and establish a lifelong relationship with a segment of youth not normally drawn to libraries and reading material.

II. Setting. The LFPL system is part of the combined Metropolitan (Metro) Government of

Jefferson County, Kentucky providing open library service for the entire Metro area.

A. Community. The Metro area was created in 2003 with a merger of the City of Louisville and Jefferson County. This combined the City of Louisville with 74 different cities, towns, communities, and neighborhoods located within the county's boundaries (Beyond Merger, p. 49). The population of the new entity is approximately 700,000 people (Beyond Merger, p. 4-9), incorporates rural, suburban, and urban characteristics and covers some 386 square miles (Louisville/Jefferson County Merger). The city and its surrounding area have a large, diverse population and a huge jurisdiction to oversee which poses both opportunities and challenges.

The Metro government is led by an executive mayor and a legislative city council made up of representatives from the various regions. The consolidation of local governments included the merger of many of the traditional services associated with city and county governments to include school systems and library services (Beyond Merger, p. 3-6).

B. Library. The most recent data shows that the LFPL's circulation is over 4 million items yearly and the number of annual visits is just under 4 million (Louisville Free Public Library Updated Master Plan, p. 11). There are a total of 456 computer terminals available for patron use with 842,504 people accessing them at various locations. The LFPL boasts 1,284,850 books in its collection and occupies a combined total of 314,886 square feet of space (Louisville Free Public Library Updated Master Plan , p. 17-25). To support this level of activity the Metro's library system has branches located throughout Jefferson County.

The hub of the system is in downtown Louisville at the main library located at 301 York Street. In addition to regular library services, e.g. books, audio, periodicals, etc., this location also handles the receiving and processing of new books and material for all the branch libraries as well as bookmobile operations (Louisville Free Public Library Updated Master Plan, p. 49).

There are 17 smaller neighborhood branches located throughout the Metro area. (See Appendix A) All the branches have a main collection area, a bank of computer terminals with free wireless access, a reference section, children's section, reproduction center, offices, and meeting rooms (Louisville Free Public Library, 2011).

C. Patrons. Patrons of the LFPL system encompass all social and economic groups within the Metro area of operations. The demographic breakdown according to U. S. Census Bureau for Jefferson County in 2000 was the following; White 62%, Black 33%, American Indian and Alaska Native 0.2%, Asian 1.4%, Foreign born 3.8%, English as second language 6.2% (Louisville/Jefferson County (balance), Kentucky, 2011). The 2010 census data is not available at this time. As for the focus of this proposal, school age children, the Brookings Institution's 2002 Beyond Merger study described them as follows:

Half of the students come from single parent households, including 80 percent of the African American children and 42 percent of the white students. More than 3,000 children enrolled in the Jefferson County public schools are homeless, a number that has increased by 50 percent since 1996, while the number of students for who English is a second language has grown 498 percent. Overall Louisville ranks near the bottom of comparable size cities in the nation for high school graduation and college attendance (p. 38-39).

The Kentucky Education Department's website has newer (2009) demographic information for the Jefferson County student body. They show a total of 95,450 students; 2,829 students attending preschool, 45,201 attending grades K - 5, 20,685 attending grades 6 - 8 and 26,735 attending grades 9 - 12. 60% of all students participate in the free or reduced cost lunch program and the high school graduation rate is a dismal 71% (Kentucky District Data Profiles, 182-183).

D. Staff. The LFPL system employs 361 fulltime personnel of which 68 are librarians. A breakdown of individual positions from the LFPL section of the Louisville Metro; FY 2009-2010 Executive Budget is attached at Appendix B. Currently there are no teachers or teacher assistants authorized in full or part-time positions on the LFPL staff.

III. Statement of Need. The State of Kentucky has recently experienced an increase in the number of schools failing to meet the federally mandated 'No Child left Behind' test standards. The local Louisville newspaper, the Courier-Journal (CJ), ran a series of articles which shows that the failures have been truly dramatic. In 2010 just 56% of the state's public schools achieved all their required test score goals, down from 71% in 2008 (Konz, 2010 Kentucky Test Scores). Groups cited by the state's department of education as doing particularly poorly were those already disadvantaged e.g. low income families, minority students, and those for whom English is a second language. Failure has been across the board in all subjects from science to social studies. Particularly troubling to educators are low scores in critical fundamentals such as math and reading (Konz, 2010 Kentucky Test Scores, Konz, Ky. Schools fall short).

The drop in federally mandated test scores has occurred across Kentucky but the rate of decline has been even more spectacular in Louisville Metro. One of the previously mentioned news articles spotlighted the fact that only 37 out of the 133 schools in the Metro area met their goals in all subjects last year. That's a 28% success rate, half of the state-wide average. 25 Metro schools are under threat of sanctions since they have failed two years running. More schools would be facing sanctions except that over 20% of the Metro schools had been exempted due to major changes in their student population during the probation period (Konz, Ky. Schools Fall Short). Another CJ article, later in 2010, focused on the most serious problem schools in the Metro. The school reporter pointed out that six of the ten worst high schools in the state are

found in the Louisville Metro area. Currently these schools are being considered for restructuring which would include new principals, new teachers and probably transferring a large number of students to other schools. It should be noted that these schools also have the highest number of low income students, both in the Metro and the State of Kentucky, which further exacerbates the problem (Konz, 6 Louisville High School Among 10 Lowest Performing). These schools are in trouble and need assistance from numerous organizations and agencies.

In conjunction with the failing schools in the Metro there is another challenge facing students and educators. The Metro has a comprehensive student integration program that requires a large number of students to be bused away from their local neighborhoods. The policy "seeks to maintain diversity by requiring schools to enroll 15 percent to 50 percent of their students from neighborhoods where the average household income is less than \$41,000; where average education levels are less than a high school diploma with some college; and where the minority population is more than 48 percent" (Konz, Calling in Help). According to the Jefferson County School District the normal bus ride in 2010 averaged about 30 minutes each way (Konz, JCPS Looks to Expert). However there have been complaints that a significant number of students have considerably longer rides (Konz, Bus Ride Times Decline). While the Metro school system is working to reduce ride times, it is safe to say that many students, especially the disadvantaged, will not soon have ready access to afterschool programs. These education problems are also occurring in a setting of reduced funding by the State Department of Education. The 2012 State budget cuts funding for textbooks, preschool, youth services, school related technology improvement programs, teacher professional development, and after-school tutoring (Sexton).

There is a clear need to increase educational opportunities for the students in the Metro area to enable them to achieve success in school. This is of special concern given that state funding

for extracurricular programs, including after-school tutoring, is being reduced or cut. The problem is further aggravated by the busing program which continues to place at-risk students outside of easy access to their school. There is a critical need for a program that focuses on disadvantaged youth who cannot access on-site afterschool support for homework, and who need both tutoring help and a suitable place to study. Acceptance and implementation of the following proposal will allow the LFPL system to fill this vital role.

IV. Proposed Program. The proposed initiative is an afterschool homework assistance program under the auspices of the LFPL (See Appendix C). The intent is to make tutors, familiar with the school's curriculum, available to children who cannot make use of afterschool programs at their school. The focus of the program will be high school and middle school students who are bused to schools outside of their neighborhoods. The LFPL afterschool program will be divided into three phases; Phase I - information collection, Phase II - concept testing, and Phase III - full implementation. The ultimate goal of the program is to improve the educational opportunities of at-risk commuter students and help them achieve success in school.

Phase I – information collection (Months 1 - 6). In order to assess how many students might participate in the afterschool tutoring, and in what subjects, a professional survey company will be contracted to develop and conduct surveys and focus groups during the information collection phase. The target population will be teachers and parents of students who live away from their schools. Those who take part in the surveys and focus groups will be asked questions such as; the number of students in need, what subject areas are most necessary, possible level of student participation, best days and times for afterschool tutoring, possible degree of parental and teacher support, transportation requirements, and any security concerns. Prior to contracting the survey company, a program administrator and two assistants will be hired.

The administration team will be given offices and resources at the main library. During this phase, the administrator will be charged with launching the program to include: conducting contract coordination, providing oversight of the survey company efforts and developing a Memorandum of Understanding (MOU) with the Metro Board of Education which will include access to lesson plans and a way for the school system to refer students to the program. Further tasks will include initiating coordination with the branch library managers, exploring the contracting process to hire shuttle buses and security personnel, buying instructional supplies and coordinating with the Metro's Human Resources Department to interview and hire the tutors needed for the concept testing phase.

Phase II – concept testing (One School Year). The pilot program will be conducted on a limited scale at the three library branches that have been shown to have the most at-risk commuter students living nearby as determined by the information collection phase. The exact number of hours daily will be based on these same results. However, for planning purposes the program is currently envisioned to run three hours for four weekday evenings and on Saturday afternoon of each school week. Each of the three branch libraries' afterschool tutoring programs would be run full-up providing tutors, instructional material, and security if in a high crime area.

During each session a shuttle bus will be available for the branch library's supported neighborhoods to pickup and drop off students without transportation. Students will therefore be able to come and go during the three hour block of time based on their needs and schedules. The tutors will then circulate among the present students and assist as needed. (Note: Presently branch libraries remain open till 8 or 9 PM on weekdays and 5 PM on Saturdays which will easily support the afterschool sessions.) Finally, each branch will have a total of four tutors with lesson plans, course material and teacher edition schoolbooks to cover the four subjects students

seem to need the most help with; (1) English, (2) Math, (3) Science, and (4) Social Studies (Konz, 6 Louisville High Schools Among 10 Lowest; Konz, 2010 Kentucky Test Scores).

In accordance with the MOU, teachers within the school system will be able to refer students to the program and will be asked to assess the progress of the students throughout the school year. Participating students and their parents will also be asked to periodically take surveys on the effectiveness of the after school program. The administrative team will need to follow-up with the families of students who have stopped using the program to see if there are other things which could be done to encourage participation. Lastly, the Department of Education will need to periodically send representatives to assess the afterschool sessions at the libraries to ensure compliance with educational standards. The results from this phase will be used modify the program (e.g. number of days, hours of operation, number and types of tutors, etc.) before moving to full implementation at all branches in the next phase.

Phase III – full implementation (Out Years). The full implementation phase is expected to establish the afterschool program in all the libraries in the Metro. While the final arrangement is subject to the results of Phase II, one idea is to have two to four tutors at each of the weekly sessions with tutors in lower demand subjects rotating between the different locations on different days. However, for planning and exploratory budget purposes, this proposal will focus on the most resource intensive option, where each of the library's tutoring teams will have four tutors, appropriate instructional materials, neighborhood shuttle buses, and security at each session as described in Phase II. Updated versions of the assessment tools from Phase II would be used to periodically evaluate the program and provide feedback to the appropriate Metro government oversight agency(s) and major program donors.

V. Proposed Budget.

Phase I – information collection (Months 1-6)

STAFF		
Program Administrator		\$35,000
Two Assistants @ \$15,000 each		\$30,000
EQUIPMENT		
Office Supplies		\$1,000
Office Equipment*		\$5,000
TRANSPORTATION		
Temporary Travel (Plane, Hotel)		\$7,000
Rental Car		\$2,000
CONTRACTING		
Survey Company		\$50,000
TOTAL FOR PHASE I		\$130,000

* Includes 3 Computers w/printers and Copier rental. Offices space, chairs, desks, phones, filing cabinets, etc. will be provided from central staff supplies.

Phase II – concept testing (One School Year)

STAFF		
Program Administrator for 12 months		\$70,000
Two Assistants for 12 months @ \$30,000 each		\$60,000
12 Tutors for 10 months @ \$20,000		\$240,000
EQUIPMENT		
Office/classroom supplies & Tutor Resources		\$5,000
Office Equipment (12 laptops)		\$12,000
TRANSPORTATION		
Temporary Travel (Plane, Hotel)		\$3,000
Rental Car		\$4,000
CONTRACTING		
Survey Company		\$20,000

Bus Company		\$32,000
Security Company		\$24,000
TOTAL FOR PHASE II		\$470,000

Phase III – full implementation (1st year of full operation / out years)

STAFF		
Program Administrator for 12 months		\$70,000
Two Assistants for 12 months @ \$30,000 each		\$60,000
72 Tutors for 10 months @ \$20,000		\$1,440,000
EQUIPMENT		
Office/classroom supplies & Tutor Resources		\$18,000
Office Equipment (60 laptops) @ \$1,000		\$60,000
TRANSPORTATION		
Temporary Travel (Plane, Hotel)		\$3,000
Rental Car		\$4,000
CONTRACTING		
Survey Company		\$20,000
Bus Company		\$136,000
Security Company		\$72,000
TOTAL FOR PHASE III		\$1,939,000

Program Totals

Phase I – information collection		\$130,000
Phase II – concept testing		\$470,000
Phase III – full implementation **		\$1,939,000
PROGRAM TOTAL (PHASE I THROUGH INITIAL YEAR OF PHASE III)		\$2,539,000

** - This will be a recurring annual cost for the out years of the program (minus nonexpendable items such as laptops). Budget reviews will be conducted at the end of each phase and at the end of each out year of the program.

VI. Conclusion. Our educational system is failing our children. This not only has a profound effect upon the individual and their future success in life but also has significant ramifications for society as a whole. Some of our most at-risk and disadvantaged students lack the means and opportunity to improve their performance. This afterschool program will provide them one way to tackle problems areas and ultimately excel. This program will provide a safe, positive learning environment where underperforming students can find ready access to assistance from qualified tutors that they would otherwise not receive.

Appendix A LFPL Branch locations

Appendix B Breakdown of individual positions from the LFPL section of the Louisville Metro; FY 2009-2010 Executive Budget

Appendix C Diagram showing the integration of the grant program into the LFPL architecture

VII. References.

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Appendix A

Louisville Free Public Library branch locations are as follows: (A detailed breakdown of each neighborhood branch resources and layouts are available at the 'Branch Locations' section of the LFPL website.)

Bon Air (2816 Del Rio Place),
Crescent Hill (2762 Frankfort Avenue),
Fairdale (10616 W. Manslick Rd.),
Fern Creek (6768 Bardstown Road),
Highlands/Shelby Park (1250 Bardstown Rd.),
Iroquois (601 W. Woodlawn Ave.),
Jeffersontown (10635 Watterson Trail),
Middletown (200 North Juneau Drive),
Newburg (4800 Exeter Ave.),
Okolona (7709 Preston Highway),
Portland (3305 Northwestern Pkwy),
St. Matthews (3940 Grandview Avenue),
Shawnee (3912 West Broadway),
Shively (3920 Dixie Highway),
Southwest (10375 Dixie Highway),
Western (604 South Tenth Street),
Westport (8100 Westport Road).

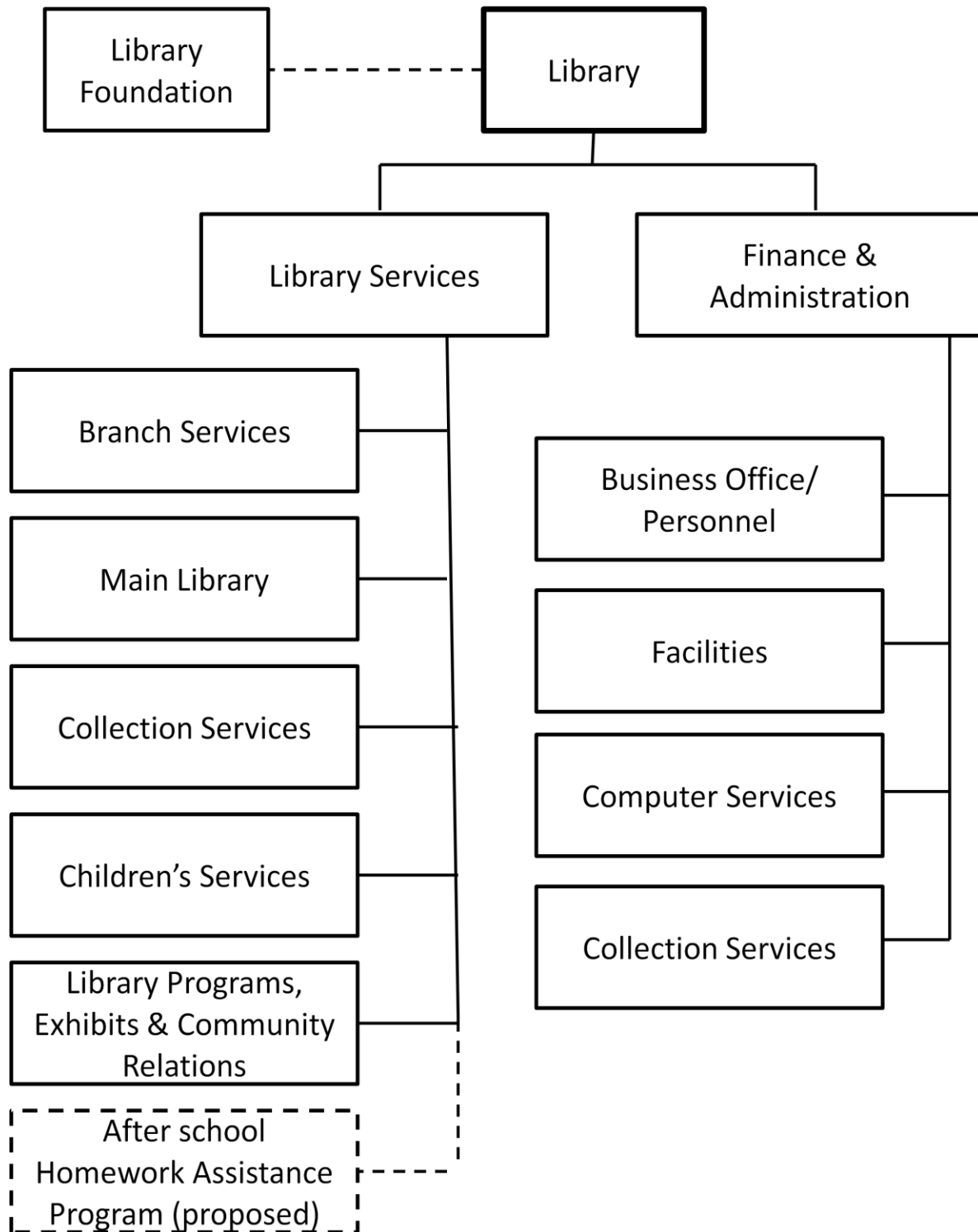
Appendix B

The following breakdown of authorized and budgeted fulltime library positions was extracted from FY 2009-2010 Executive Budget:

<u>Title</u>	<u>Number of Positions</u>
Account Clerk II	1
Administrative Assistant	2
Administrative Clerk	1
Assistant Director	2
Business Clerk	1
Business Manager II	1
Community Outreach Coordinator	1
Computer Operator	1
Computer Services Manager	1
Custodian I	1
Director	1
Executive Assistant	1
Facilities Maintenance Manager	1
Facilities Maintenance Supervisor II	2
Graphic Artist	1
Librarian I	28
Librarian II	22
Librarian III	14
Librarian IV	4
Library Assistant	77
Library Children Services Manager	1
Library Clerk	95
Library Courier	2
Library Page	67
Library Program Coordinator	1
Library Services Manager	3
Library Technician	3
Maintenance Mechanic	2
Maintenance Worker II	4
PC Analyst	3
Personnel Coordinator	1
Print & Audio Equipment Operator	1
Public Information Supervisor	1
Substitute Librarian	2
Substitute Library Assistant	6
Substitute Library Clerk	5
Systems Engineer II	2

Appendix C

Proposed Addition to Louisville Free Public Library




Certification

I certify that:

This assignment is entirely my own work.

I have not quoted the words of any other person from a printed source or a website without indicating what has been quoted and providing an appropriate citation.

I have not submitted any of the material in this document to satisfy the requirements of any other course.

Signature	Name (Print)	Date
	Timothy J. Pifer	3/12/2011