

# Chesapeake Public Schools Governor's Youth Development Academy Summary Report

Submitted by:

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Youth Development Academy Director

## **Introduction:**

Name of school divisions and some information about your student body and area (enrollment, demographics, geographic location in Virginia)

Chesapeake Public Schools is located along the Intracoastal Waterway in Chesapeake, Virginia. Chesapeake Public Schools has 45 schools—28 elementary; 13 middle; and 7 high schools—serving 39,468 students. The school division offers students a variety of educational options, including: The Chesapeake Center for Science and Technology; the Chesapeake Alternative School; Science and Medicine Academy; Technology Academy; International Baccalaureate Program; Adult Education Center; Special Education Center. 63% of Chesapeake Public School teachers have an advanced degree, and 85% of high school graduates attend two or four-year colleges or universities. For the Class of 2012, for the Class of 2012, 91.2% of our students who entered high school four years ago graduated on-time. According to the Virginia Department of Education's Cohort Detail Reports, Chesapeake Public Schools was also the leading division throughout the local area with the lowest drop-out rate at 4.4%.

## **Purpose and Theme of Your Academy:**

The theme of the Academy was “Making the Best Better.” Participants included rising ninth and tenth graders who were members of AVID (Advancement Via Individual Determination), college-readiness system for students in the academic middle who have the potential to succeed in a rigorous course of study and go on to college, but have obstacles that may inhibit their progress. Student participants were also members of our ninth grade course, Freshman Seminar, a course for students identified as being at-risk for dropping out of high school.

## **Organization and Planning:**

Initial planning committee members (include titles)

Dr. Anita James, Assistant Superintendent for Curriculum and Instruction  
Dr. Linda Scott, Director, High School Curriculum and Instruction  
Mrs. Melissa Goodwin, AVID Coordinator

Expanded committee members of subcommittees

Youth Development Academy Team:  
Mrs. Melissa Goodwin, Youth Development Academy Director  
Mrs. Lisa Roy, Youth Development Academy Assistant Director  
Mrs. Kelly Kitchens, Youth Development Academy Teacher  
Mrs. Meredith Strahan, Youth Development Academy Teacher  
Mr. Chavez Mabry, Youth Development Academy Teacher

Planning time (days, hours) prior to actual day one of the academy; Ideal planning time

Staff roles and responsibilities, include job descriptions if appropriate

- Melissa Goodwin, Academy Director: Responsible for the day-to-day logistics of the academy and overseeing the counselors and speakers. The Director worked in advance of the academy to set the agenda, finalize objectives and content, and line up speakers.
- Lisa Roy, Academy Assistant Director: Assisted Melissa Goodwin with responsibilities.
- Kelly Kitchens, Chavez Mabry, Meredith Strahan, Academy Teachers: Responsible for facilitating groups of ten students in a curriculum focused on six components: civics, financial literacy, community service, preventive health, character education and leadership. Assisted in the development of related activities.

### Staff selection process

AVID and Freshman Seminar teachers were notified of the opportunity to teach in the Academy and given a job description. Due to the late start of the Academy, the teacher selection pool was limited.

### Training of staff provided

The teachers and staff met the week before the start of the Academy to develop final activities and plan for any logistics that may have been missing from the initial planning. Staff members were all AVID and/or Freshman Seminar teachers, so training regarding working with students in these programs was limited due to the extensive training they have received during the academic school year.

### Procedure for Selection of Students

Students in AVID and Freshman Seminar were invited to attend the Academy. An invitation went home with students the last week of school. A follow up letter was mailed home a week later. Parents were called by the Academy Director to secure more students for the program.

### Suggestions of how you would do it differently

Time constraints limited the number of teacher applicants and students who were able to attend the Academy because teachers and students had previous summer obligations or plans. If we are involved next year, more time for forward planning will allow us to expand the pool to get more interested teachers and students to participate.

### Number of students selected and why; grades represented and why

Twenty-three students participated in the program. The grades represented were rising ninth and tenth graders.

### Procedure for Selection of Community Partner—reason for selection

Tidewater Community College is a partner with Chesapeake Public Schools during the academic year and was a sensible and natural choice for our Academy partner.

## Budget

<b>Staff Salaries</b>
One Director Salary: Part of regular CPS salary
Three Counselors $\$26.30/\text{hr} \times 88 \text{ hours} \times 3 \text{ people} = \$6943.20$
One Executive Assistant: Salary: $\$26.30/\text{hr} \times 108 \text{ hours} = \$2840.40$ FICA: \$217.29
Per Diem for Speakers $\$50.00 \times 7 \text{ speakers} = \$350.00$
FICA on salaries \$531.15
<b>Training for Staff</b>
Consultants for staff development $26.30 \times 6 \text{ hours} \times 1 \text{ consultants} \times 2 \text{ days} = \$315.60$
FICA for consultants \$15.78
Staff training – 2 days $26.30 \times 6 \text{ hours} \times 5 \text{ teachers} \times 2 \text{ days} = \$1578.00$
FICA for staff training \$78.90
Meals for Staff training –\$120.00
Materials for training Copies black and white \$0.00
<b>Academy Expenses</b>
<b>Awards for participants</b>
3604.00
<b>Academy materials/supplies/printing:</b>
\$552.00
<b>Food for students and staff (breakfast)</b>
\$3870.00
Room Rental \$0.00
Field Trips (travel and admissions) $\$65.00 \text{ per hour} \times 11 \text{ hours} = \$975$
Transportation of students
General Insurance (liability and limited medical) \$0.00
Parent Orientation/Conclusion Meeting: \$600.00 For food and refreshments
<b>Steering Committee Expenses</b>
2 Meetings (travel and food)

## **Administration and Logistics**

### Selection of location

To make the Academy appealing to students, a partnership was developed with Tidewater Community College (TCC). Dr. Linda Rice, TCC Provost, offered students the opportunity to learn in a college setting

### Transportation of students

Chesapeake Public Schools provided transportation for students to and from the Academy each day. In addition, transportation for field trips.

### Planning for meals/food

Students were provided with breakfast each day, alternating between hot and cold breakfast.

## **Communication prior, during, and after the academies**

### **Internal:**

#### Methods of informing staff, students, and parents of opportunity

All high school principals and assistant principals for instruction were notified about the Academy the last week of school through e-mail and phone communications. Parents were contacted through mail and phone calls.

### **External:**

#### Methods of communication

Most communications with outside sources was done through e-mail or phone contact. Our Youth Development Academy staff utilized personal connections to help us gain access to most of our speakers. This helped us reach media and gain coverage through WAVY-TV 10 as well as Chesapeake Television; communicate with local government that resulted in Mary Riley, Administrator, Bureau of Community Programs, The Honorable Rick West from Chesapeake City Council; Lori Millington from the Chesapeake Police Department; Don Roberts from WAVY-TV 10; WCTV, Chesapeake Television. Dr. Linda Rice, Provost at Tidewater Community College Chesapeake campus, visited the Academy daily to help us maximize resources from Tidewater Community College.

## **Curriculum/Content Development and Delivery**

### Format for daily content delivery and lesson plans

All days started with breakfast for staff and students. This helped build peer to peer relationships as well as teacher and student relationships. Students then had an opportunity to think about the day's activity through a journal prompt, which was focused on the theme for the day. Students participated in the day's activities and then reflected on their experiences in a second journal prompt, related to the day's activities.

### Supporting material and activities

Supporting materials and activities were developed and gathered from Youth Development Academy personal teaching resources/experiences or were provided by our community partner, Tidewater Community College.

### Methods of finding resources

Chesapeake Public Schools was supportive in this initiative and provided transportation to and from the Youth Development Academy free of charge. Tidewater Community College provided the physical space for the Academy as well as speakers.

## **Planned field trips and purpose**

Students participated in the following off-campus experiences:

Carver Intermediate School-Community Service Project

Hampton University-Learn about university admissions process and program offerings

Tidewater Community College—Learn about community college offerings and the ways in which a community college education can provide career certifications or lead to admission to a four-year college or university

Towne Bank—Financial Literacy

Tidewater Community College Regional Automotive Center—Career Development

Reality Store (Held on the Tidewater Community College Campus)-Budgeting and preparation for a stable financial life

## **Celebration with students and parents—at conclusion**

On the last day of the Academy, students and parents were invited to participate in a celebration. Students made presentations to their parents, guardians, Chesapeake Public Schools administrators, and Tidewater Community College administrators about what they learned in the Academy. Students were given backpacks filled with their school supplies for the upcoming school year as well as supplies donated by Tidewater Community College.

## **Evaluation**

### Specific approach to evaluation

On the first day of the Academy, students were surveyed using the electronic survey system, Survey Monkey. Students were presented with a Likert Scale that measured their attitudes and beliefs related to each of the Academy curriculum components. On the last day of the Academy, students were surveyed utilizing the same scale. This information will help with further development of future programs. Additionally, parents were surveyed on the last day of the Academy to help us gain insight into where we may better meet their needs and the needs of their children during the school year. Students also had an opportunity to create presentations that told their stories of the Academy. This was also valuable in helping us measure what students enjoyed and learned about their time.

## **Follow up and sustaining support for the students throughout this school year**

### Planned communication and interaction

High school principals were notified of students' participation in the Youth Development Academy and asked that students be provided an adult mentor, if such a program exists at that high school. Melissa Goodwin will meet with students for lunch bunch meetings throughout the school year to continue to build relationships with students in order to help them stay connected to school. Parents and students are invited to attend our fall college fair and pre-college fair leadership training presentation. A family activity is currently being planned for the spring semester. In addition, the Tidewater Community College partnership continues and TCC Career Coaches will be working with students and their families to further learn about college and careers.