

Service Category: Elementary Education

NOTE: This work plan is recommended only for those Foster Grandparent Programs that match Foster Grandparents with students for the duration of a school year, *or at least six consecutive months.*

Community Need:

Describe the problem at the state level (written for all): According to Kids Count, 33% of New York fourth graders scored below basic reading level in 2003, the latest year for which data is available; 21% score below basic math level (2003), and 34% score below basic science level (2000). Students who have difficulty concentrating on school work are unlikely to meet academic goals.

Describe community need at project level (city, district, county) and client served (each project writes their own):

[EXAMPLE] In XYZ County, the NY State Department of Education report to the Governor and Legislature (June 2002) indicated that 30% of 3rd graders tested in this county did not meet state standards in English Language Arts, Mathematics, and other academic subject areas. A 2003 report released by the XYZ Parent and Teacher Committee for Change estimated that one-third of the students enter the 3rd grade every year without basic reading and math skills, or the ability to focus on learning while in the classroom.

Describe how the need will be addressed, the contribution of the project toward the effort (foreshadow the service activity) (each project writes their own):

[EXAMPLE] To address this issue, XYZ County School District recommended one-on-one interventions, time, and nurturing to assist those children in the lower grades, especially K-3, that are at risk of failing.

What will change (end outcome) (written for all): Foster Grandparents can provide the individualized attention that some children need to develop good study habits and classroom behavior, and reach their academic goals.

Service Activity

Service description and beneficiaries: Children that will benefit the most from individualized support and guidance, as determined by classroom teachers, will be assigned to a Foster Grandparent. Foster Grandparents will each work with approximately *(enter number)* children in the classroom, primarily one-on-one but also in small groups. Activities will focus on helping children learn and practice appropriate classroom behavior (e.g. focusing on a task), and help them reach teacher-identified academic goals. Activities will include: *(describe typical activities).*

Scope of service (how often, how long): Foster Grandparents will spend *(enter number)* hours per week with assigned children for the duration of the school year *(at least 6 months).*

Add details if needed (each project writes their own):

Anticipated Input

Volunteer numbers/number of hours: *(Enter number)* of Foster Grandparents will serve a total of *(enter number)* volunteer hours at the elementary schools.

Training/supervision: Foster Grandparents will receive pre-service training from the Foster Grandparent Program for approximately *(enter number)* hours, and in-service guidance from classroom teachers. *(If additional training will be provided, add details here: duration, topics, and training provider.)*

Resources: Educational resources and supplies will be provided by school sites sites.
Add details if needed (each project writes their own):

Anticipated Accomplishments/Outputs: Elementary school students will receive individual assistance from Foster Grandparents during the school year.

Indicator: Number of students who receive assistance from a Foster Grandparent.

Target: *(Enter number)* teacher-identified children at *(enter number)* elementary schools will receive individual assistance.

How Measured: Timesheets and/or **(optional)** *Foster Grandparent Classroom Log*

Anticipated Impact: Intermediate Outcome: Students who receive assistance from Foster Grandparents will improve classroom behavior so they are able to learn.

Indicator: Percentage of students that have worked with a Foster Grandparent for six months who show “a great deal” of improvement in at least two teacher-identified behavioral areas (e.g. following teacher’s directions, staying on task, following classroom rules).

Target: 65% of students who work with a Foster Grandparent for six months will demonstrate “a great deal” of improvement (“5”) in at least two of the ten classroom behavior areas.

How Measured: *FGP - Student Plan and Six-Month Assessment* completed by teachers at the beginning of the Foster Grandparent’s service and after the FGP has worked with the child for six months.

Anticipated Impact: End Outcome: Students who receive assistance from Foster Grandparents will reach teacher-identified academic goals.

Indicator: Percent of students that have worked with Foster Grandparents for at least six months and have reached one or more academic goals.

Target: 75% of students who work with a Foster Grandparent for at least six months will reach at least one academic goal, or general academic goals, according to their teachers.

How Measured: *FGP - Student Plan and End-of-the-Year Assessment* completed by teachers at the beginning of the Foster Grandparent’s service and end of the school year.

Foster Grandparent Classroom Log

Month: _____ Year: 20____



Foster Grandparent Name: _____

School/site: _____ Teacher: _____

Name(s) or identification number(s) of children assisted (individually, one-on-one):

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Foster Grandparent: For each day you serve in this classroom, please write in the date, hours served, initials of the student you assisted, activities you participated in with the students, and any comments you wish to record. Turn in this log in to _____ at the end of each month. Thank you.

Date	Total hours	Initials of student(s) served	Activities	Comments (e.g. changes observed)

FGP - Student Plan and SIX-MONTH Assessment

Teacher: *At the beginning of the year, or as soon as you can reasonably assess this child's needs, please complete this plan (Column A), and discuss it with the Foster Grandparent volunteer who will be working with this student, including specific activities that will assist the student in the areas where need the most help.*

After the Foster Grandparent has worked with this child for six months, please complete this Six-Month Assessment (Column B) and return a copy to the Foster Grandparent Program. Thank you for your assistance.

Site: _____

Student Name or ID: _____

Teacher: _____

Grade: _____ Sex: M F

FG Volunteer: _____

Special need (e.g. learning disability): _____

Column A – Foster Grandparent - Student Plan Beginning Date: _____	Column B – Six-Month Assessment Six-Month Date: _____				
1. Check <input checked="" type="checkbox"/> all <u>behavioral</u> areas for which this student needs assistance:	1. For each checked area, how much improvement have you seen in this student? (circle one per checked area)				
	No Improvement 1	A little 2	Some 3	Quite a bit 4	A great deal 5
a. Following the classroom and school rules <input type="checkbox"/>	1	2	3	4	5
b. Beginning tasks without repeated prompting <input type="checkbox"/>	1	2	3	4	5
c. Paying attention in class. <input type="checkbox"/>	1	2	3	4	5
d. Working/playing cooperatively with peers (sharing and taking turns). <input type="checkbox"/>	1	2	3	4	5
e. Speaking confidently. <input type="checkbox"/>	1	2	3	4	5
f. Following teacher's directions for in-class tasks. <input type="checkbox"/>	1	2	3	4	5
g. Staying focused and on task. <input type="checkbox"/>	1	2	3	4	5
h. Helpfulness with peers. <input type="checkbox"/>	1	2	3	4	5
i. Using in-class quiet time appropriately (i.e. studying, working on a task, resting). <input type="checkbox"/>	1	2	3	4	5
j. Expressing feelings appropriately (i.e. calmly, and with words). <input type="checkbox"/>	1	2	3	4	5

FGP - Student Plan and END-OF-THE-YEAR Assessment

Teacher: *At the beginning of the year, or as soon as you can reasonably assess this child's needs, please complete this plan (Column A), discuss it with the Foster Grandparent volunteer who will be working with this student, including specific activities that will assist the student in the areas where need the most help.*

At the end of the school year, please complete this End-of-the Year Assessment (Column B) and return a copy to the Foster Grandparent Program. Thank you for your assistance.

Site: _____

Student Name or ID: _____

Teacher: _____

Grade: _____ Sex: M F

FG Volunteer: _____

Special need (e.g. learning disability): _____

Column A – Foster Grandparent - Student Plan Beginning Date: _____	Column B – End-of-the-Year Assessment Six-Month Date: _____				
Column A Foster Grandparent - Student Plan (continued) 1. Check <input checked="" type="checkbox"/> all academic areas for which this student needs assistance:	Column B – Six-Month Assessment (continued) For each checked area, to what extent has this student progressed toward these academic goals? <i>(circle one per checked area)</i>				
	No progress toward goal 1	A little progress 2	Some progress 3	Significant progress 4	Goal has been reached 5
a. General academic goals <input type="checkbox"/> Please describe:	1	2	3	4	5
b. English Language Arts <input type="checkbox"/>	1	2	3	4	5
c. Math <input type="checkbox"/>	1	2	3	4	5
d. (optional) another subject? <input type="checkbox"/> Please specify:	1	2	3	4	5

