

Wade Edwards Foundation
AT&T High School Success Special Grants Program
May 19, 2008
Applicant Organization Description

A 501(C)(3) charitable organization, the Wade Edwards Foundation is dedicated to motivating, serving and rewarding our young people. Established in 1996 to memorialize the life and spirit of Wade Edwards, the son of Senator John Edwards and Elizabeth Edwards, the foundation supports activities that honor the qualities of determination, responsibility, and charity in students of achievement and that encourage all students to strive for excellence.

The Foundation's primary project is the **Wade Edwards Learning Lab (WELL)**, a high school after school program that primarily serves Broughton High School in Raleigh but also offers services to the Wake County Public School district and to nonprofit organizations with related educational missions. Instructional technology nurtures the development of students to become self-directed learners, complex thinkers, quality producers, collaborative workers, and community contributors. These qualities are essential for becoming a productive citizen in the 21st century. While technology has become more prevalent as an instructional tool in the classroom and students are frequently asked to conduct homework assignments using computers, it is not always utilized effectively in the classrooms and homes of all students. Some students, teachers and parents lack the basic skills to conduct Internet research, produce compositions using word processing software, design presentations using graphic software, and manipulate data using spreadsheets and data bases.

Approximately 50% of students using the WELL do not have access to technology at home, but the **"digital divide"** extends as well to students who have technology at home but do not have sufficient skills to productively use the technology. Likewise, teachers with inadequate technology skills are at a disadvantage in today's high-tech society. When this is compounded by parents who cannot model technology competence and confidence for their children, students can quickly be left behind in a rapidly changing world. Thus, the Wade Edwards Foundation has made a commitment to focus on the digital divide issue from an educational perspective. With a state-of-the-art LCD projector, large stationary computer lab, and secondary wireless computer lab, as well as a future video editing station, **the WELL offers an excellent environment for training teachers, students and parents in the productive and effective use of technology.** With its emphasis on academics and on productively using the technology at hand, the WELL is much more than a computer center.

A cornerstone of the WELL's success is its **focus on students**, who comprise a large percentage of the staff and are key decision makers. The **WELL Student Advisory Board (SAB)** serves as the WELL's outreach organization and has a mission to promote and increase student involvement and to offer suggestions about ways to increase the facility's appeal to students. With minimal adult guidance and supervision, the group participates in fund-raisers for the WELL and is focused on becoming a highly effective service organization. Among other things, the student board produces events for Raleigh Housing Authorities Glenwood Towers and Carriage House residents; it participated in a service learning discussion panel at Broughton; and this summer its members will hold a one day summer camp for senior citizens to teach them basic computer skills.

Our **accomplishments** at this unique facility include the following:

- Among the several thousand visits made each year, the majority of visitors are students whose **free** WELL memberships allow them to use the facility's computers and study support from 3-10 p.m. throughout the school year. The **population that uses the facility is diverse** in terms of race, ethnicity, socioeconomic background, and gender.
- A **homework lab** provides tutoring in language arts, math, science, social studies, study skills, and foreign languages.
- The **Web site (www.wade.org)** has numerous useful links where teachers can post assignments and students can access recommended resource lists, and the lab has access to various special curricula such as SAS inSchool and NovaNet.
- Technology and curriculum **staff development** classes are provided **for educators.**
- **Technology classes** in a Webquest format are taught by upperclassmen to incoming freshmen during the summer months.
- Free **intergenerational evening technology classes** offer teachers, students, parents, and people wishing to increase job skills Word, Excel, PowerPoint, Windows, and Internet classes in small groups that offer individualized instruction.
- A **chess and game club** meets in the afternoons.
- The WELL hosted two **Hospice of Wake County Teens and Photography exhibit** receptions and exhibits.
- A **Thursday Forum** series brings speakers from various professions to talk with students about career options and community issues; the talk is followed by pizza and a time for students to socialize.
- **Nonprofit organizations** using the facility free of charge include the YWCA's Study Circles on Race and Ethnic Relations, the Triangle Native American Society, the Civic Education Consortium, Future Black Men of America, and many others.
- In November 2001, the Raleigh WELL staff and trustees partnered with Wayne County Public Schools and community organization to create a learning lab at Goldsboro High School modeled after the WELL in Raleigh. Goldsboro High School is a designated Title I school with **61% of enrolled students** qualifying for free or reduced lunch.
- Link 2 Learn, an **intergenerational technology project** that connects Broughton High School students and senior citizens who live at Glenwood Towers and the Carriage House, is conducted with the help of a Time Warner project grant.

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Program/Project Summary

The Wade Edwards Foundation requests an AT&T grant for **planning and capacity building to enhance and enrich its existing after-school tutoring program**. During the school year, a **homework lab** is open from 3-6 p.m. with tutoring in language arts, math, science, social studies, and foreign languages. Tutoring has traditionally been provided by volunteers who are Broughton High School Honor Society students, with some additional tutoring provided by college students; study group meetings and group tutoring are also offered. Occasionally middle school students from the Boys and Girls Club and other agencies visit the WELL to take advantage of tutoring opportunities.

This school year, however, the Broughton High School Honor Society was unable to provide the tutoring services, and we have had a gap that has been primarily filled by part-time student employees. We propose revamping our tutoring program to reenergize it and to ensure its ongoing future success. To do this, we seek funds to plan a reorganization of this program to **focus on incoming ninth graders and students moderately at-risk of failure, to link it into our summer orientation for incoming freshmen, to create new links with community partners, and to ultimately hire a part-time staff member to coordinate the tutoring program** to ensure that all students' tutoring needs are adequately met to ensure their high school success.

A study sponsored by the Charles Stewart Mott Foundation and JC Penney found that nine out of ten Americans, both parents and nonparents, think that after-school programs should be available to all youth. **After-school programs keep young people of all ages safe and out of trouble**. They have improved school attendance and do their homework more often and better, learn to respect people different from themselves, and develop better conflict resolution and social skills. The WELL provides students a safe haven where they are encouraged to spend their after-school time productively. **Tutoring is one way to support effective use of time**.

In addition to reorganizing our existing tutoring program to ensure its efficacy and success, we will also integrate the tutoring program with the WELL's summer Jumpstart technology orientation, a three day program offered at no charge to all incoming Broughton freshmen. In the Jumpstart program (a kind of summer camp for rising 9th graders), students become familiar with some of the requirements of their curriculum, they develop preparation for freshman year by becoming familiar with basic research and computer skills, and the WELL staff introduces its services to a large portion of each new freshman class. Students brainstorm and discuss many ideas, then work on their project, with subgroups managing different aspects of the project, culminating with a Power Point presentation on the final day of the program.

The goals of the summer program are three-fold: to provide a friendly introduction to a higher level of education, orienting the students to high school in a non-threatening way; to provide the framework for the freshman project that will be worked on and referred to throughout the year; and to familiarize students with the many services the WELL provides: a full computer lab where they can work on group projects, a wi-fi lab, tutoring services, study hall, and friendly mentors are only a few of the services that Broughton students can take advantage of throughout their four high school years, all just across the street from campus.

We will also use the planning grant to discover new ways to encourage more ESL (English as a Second Language) students to participate in after-school tutoring and to enhance the WELL's links to Broughton High School's status as an International Baccalaureate (IB) magnet school. The IB program's vision mandates that students share an academic experience that emphasizes critical thinking, global and intercultural understanding, and exposure to a variety of points of view. The IB program encourages students to make connections between what happens in the classroom and the world and offers a holistic view of knowledge.

One of the tenets of the IB program is service. The WELL provides students many opportunities for service throughout the year, and **peer tutoring has been one of those service opportunities**. When tutoring is provided by fellow students, however, struggling students are sometimes reluctant to ask their peers for help. **Addressing this challenge will also be one of the goals of our planning project**.

Finally, we will use the planning grant to solidify our relationship with and offer services to **Interact**, which is a community organization that addresses the needs of victims of domestic violence and sexual assault and their families. Family members frequently include students who are in critical need of tutoring and after-school services.

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Program/Project Summary (continued)

Staff members involved in the project include:

WELL director Steven Killion holds a UNC-CH PhD. He taught college writing and British Literature for over fifteen years at UNC-CH and Marist College. Always interested in effective uses of technology in education, he joined the WELL in August 1997. He oversees programming and facilities, computer network and lab operations, including after-school and summer programming, educational offerings to students, parents and instructors, and coordinating resources with other non-profit organizations.

Wade Edwards Foundation director Sarah Lowder has twenty years of experience in nonprofit program development and administration in arts and education organizations. A former program director and grants officer for the Wake Education Partnership, she also served as executive director of Kids Voting Wake County before joining the Foundation in June 2000. She manages finances, acts as a community liaison and seeks partnerships with other agencies, helps to create new programs, and directs public relations efforts.

A key component of the WELL's success is its **focus on students**, who comprise a large percentage of the staff and are key decision makers. Student staff members and the **WELL Student Advisory Board** are cornerstones of the WELL's programs.

Partners in the project include:

Broughton High School has been a key partner and supporter since the WELL was established. Broughton students visit the WELL each day, and teachers attend technology and curriculum staff development here. Broughton is a partner in our Link 2 Learn project and many other ongoing projects. Its administrators, teachers, students, and parents support the WELL with donated volunteer time as well as materials. Faculty and staff work with WELL staff to develop programs and initiatives.

Carolina Global Schoolhouse has been a long-time partner with the WELL. Karen Noon manages the Link 2 Learn project that we conduct with Broughton and Raleigh Housing Authority. This project brings together low-income senior citizens with high schools students who teach the senior citizens to use the Internet and various computer applications. This project is now a mainstay of the WELL's community offerings. We will ask Karen for input during the planning phase for the revamp of our after school tutoring program.

Interact, is a private, non-profit, United Way agency that provides safety, support, and awareness to victims and survivors of domestic violence and rape/sexual assault. Interact's new facility is within walking distance of the WELL, and staff members of both agencies have discussed the possibility of collaborating to provide tutoring services and after-school programs to Interacts' clients. We will formalize this relationship while we are redesigning our after-school tutoring programs.

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Project Implementation: Timeline

September 2008:

Steven Killion and Sarah Lowder hire project director

October-November 2008:

Project director meets with Broughton faculty and staff: principal, guidance staff, teachers, International Baccalaureate staff, ESL (English as a Second Language) staff, and community service staff to discuss plans for reorganizing tutoring program and to create a committee to develop a revamped WELL tutoring program.

Project director works with guidance office to develop guidelines to track WELL client needs and outcomes.

Project director meets with WELL student advisory board and other WELL students to solicit student input on tutoring, in particular regarding incentive program for tutoring participants.

Project director meets with Interact staff to determine best ways to incorporate Interact clients into WELL's tutoring programs.

Project director creates committee comprised of students, teachers, and parents to determine goals and objectives and process for creating a revamped after-school tutoring program.

November 2008 – May 2009:

Committee meets each month to assist project director and to plan tutoring program for 2010 school year.

Project director meets regularly with Steven Killion for guidance in coordinating plans for summer freshmen orientation with plans for 2010 school year tutoring program.

Project director meets regularly with Sarah Lowder to coordinate progress reports to AT&T and to discuss other potential sources of revenue for implementing project during 2010 school year.

Project director creates incentive program for tutoring participants.

Project director creates special program module to attract ESL (English as a Second Language) students to participate in the program

July – August 2009:

Steven Killion and WELL student staff conduct summer orientation for incoming freshmen with focus on linking summer program to fall tutoring services.

WELL staff and project director recruit and hire volunteers and paid contract staff for fall tutoring

Project director creates training materials for tutors and provides orientation for tutors.

September 2009:

Launch revamped after-school tutoring program for 2010 school year.

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Project Implementation: Budget

CASH EXPENSES:

A. Operation And Implementation:

Project Director: (Contractual): **\$20,000**

400 Hours @ \$50/Hour [approximately 8 hours per week for 50 weeks]

Meet with Broughton High School faculty members (principal, guidance staff, teachers, International Baccalaureate staff, ESL staff, and community service staff) to plan and organize tutoring program, including determining best process to track student progress and courses in which tutoring is most necessary for long-term student success.

Work with Interact staff to incorporate its clients into tutoring program.

Determine whether tutors should be high school students, college students, retired teachers, community and parent volunteers, or a combination thereof.

Work with WELL Director Steven Killion to blend the updated tutoring program with the WELL's summer orientation for incoming 9th graders, and with Wade Edwards Foundation Sarah Lowder to ensure that all administrative requirements of the AT&T grant are met.

Create program module to attract ESL (English as a Second Language) students to participate in the program

Create tutor training materials.

Recruit volunteers and paid contract staff for tutoring.

Create incentive program for tutoring participants.

Create promotional materials to ensure parents, teachers, and staff are aware of the tutoring opportunities. Consider creating a catchy new name for the program.

PROGRAM SUPPLIES **\$10,000**

Office Supplies & Printing **\$7,000**

For committee, training materials for tutors, and promotional materials
Office supplies to include pens, paper, computer diskettes, toner cartridges, etc.

Refreshments for committee and other meetings: **\$3,000**

Total Cash Expenses: **\$30,000 [Requested from AT&T]**

The Lucius Wade Edwards Private Foundation will provide an in-kind donation of Foundation and WELL staff for grant administration and program development, plus use of the computer lab, study hall, and all computers and other technology. [Many cash expenses related to the activities of the Wade Edwards Learning Lab are paid out of the Lucius Wade Edwards Private Foundation, a small family foundation. The mission of this private foundation parallels that of the Wade Edwards Foundation, which is a 501 (c) (3) entity.]

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Project Measurement/Outcomes**

WELL staff currently has limited access to concrete data that supports the success of its programs. Much of our documentation involves anecdotal or observational evidence. We will use the AT&T grant to enhance our ability to track student success and outcomes. The project director will work with Broughton High School staff to develop ways to track student success.

We will also work with Interact staff to track success of any of its students who participate in WELL tutoring programs.

During the planning phase of this project, the project director will determine specific measurements to achieve goals of after-school tutoring. Targeted outcomes of the program include:

For the students:

- One on one instruction
- Instruction tailored to specific learning styles and needs
- Instruction free of competition – students can progress at their own pace
- Increased praise, feedback and encouragement
- Development of new interpersonal skills through interaction with tutor

For the Tutors:

- A sense of pride and accomplishment for having helped someone else
- Increased academic mastery (especially in cross age and peer tutor situations)
- Increased self esteem and confidence
- Enhanced sense of connection to their community
- Valuable career related experience

For the Teachers:

- More time to focus on technical and professional tasks
- Increased monitoring of individual students
- Personal gratification in witnessing the success of their students

Project measurements:

Increased participation by moderately at risk students, particularly 9th graders, in after school tutoring

Increased participation by ESL students

Increased participation via closer collaboration with both Broughton High School and other community agencies

Long term, increased success in core courses such as mathematics and language arts

Long term, increased rates of graduation among moderately at risk students

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Project Communication

Prepare promotional materials that outline the benefits of new tutoring program to the students and community.

Advertise tutoring program to teachers, students, parents. Provide detail about subjects covered and how often it will be available to students.

Recruit WELL Student Advisory Board members' assistance to help promote the new program among their peers.

Advertise in school newspaper, WELL newsletter, on daily announcement bulletin, on Broughton in-house video, at local public library, and via other community channels.

Provide a special link at www.wade.org.

Advertise at PTA meetings and workshops.

Provide information in and on local print and broadcast media websites and publications.

GOVERNING BOARD

The Wade Edwards Foundation Board of Trustees

The board of trustees is the Wade Edwards Foundation's governing board. It is comprised of ten members, nine of whom have served since the foundation's inception in 1996. Walt Sherlin was added in 2000. These members oversee the financial and program management of the Wade Edwards Learning Lab and affiliated programs. The board is considering adding additional members in 2002 to provide additional resource development assistance and to ensure that the board fully represents the population the foundation serves. In addition, as new programs are developed, we anticipate that our board of trustees will expand to include representation from the areas of the state in which future programs are located.

The trustee board is comprised of the following members:

U.S. Senator John R. Edwards, Chair
Elizabeth Anania Edwards, Vice-Chair
Catherine E. Edwards, Broughton High School graduate
F. Eugene Hafer, Hafer McNamara Caldwell & Curtner PA, Secretary and Treasurer
Jim Jenkins, News & Observer
David F. Kirby, Holt & Kirby LLP
Ellan J. Maynard, community volunteer
Hargrave McElroy, Broughton High School
Dan J. McLamb, Attorney
Walter C. Sherlin, Wake County Public Schools

The Wade Edwards Foundation Board of Advisors

The purpose of the Board of Advisors is to help the trustees and staff in accessing community members who can assist with program decisions and resource development.

The original eight members of the Advisory Board have been involved since the Foundation was established:

Edna Earle Blue, community volunteer
Julius Chambers, Chancellor, NCCU (retired)
Dick Daugherty, Executive Director, NCSU Research Corporation (retired)
Dr. Bill Friday, President Emeritus, UNC-Chapel Hill
Jim Goodmon, President & CEO, Capitol Broadcasting Company
Dr. Talbert O. Shaw
G. Smedes York, President, York Properties

The following were added in early 2000:

Hugh W. Allen, Regional President-Carolina East, First Union
Representative Philip A. Baddour, Jr., Attorney at Law, Baddour, Parker, Hine & Orander, P.C.
Erskine B. Bowles
Joyce Fitzpatrick, President
Phillip J. Kirk, Jr., President
The Honorable H. Martin Lancaster
Bill McNeal
Gordon Smith III, Vice President-Investments, Salomon Smith Barney