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***I swear I will not dishonor
my soul with hatred,
but offer myself humbly
as a guardian of nature,
as a healer of misery,
as a messenger of wonder,
as an architect of peace.***

-- Diane Ackerman, "School Prayer"



Introduction

The SML Good Neighbors programs experienced a year of growth and expansion during 2010. The *Summer School Sack Lunch and Weekend Backpack Program* begun in 2007 continued in 2010; the *Summer Day Camp Enrichment Program* begun in 2008 continued in 2010; and, a new program – the *In-School Mentoring Program* - was started. Many additions and modifications were made in the day camp program and these are described in this annual program report.

The SML Good Neighbors website provides detailed information about the organization and programs of Good Neighbors. Readers are encouraged to search that site at: www.smlgoodneighbors.org. Observations and reflections about the summer day camps are found at: www.russbaskettblog.blogspot.com and on the SML Good Neighbors **Facebook** page.

The three (3) programs listed above are managed and coordinated through the administrative structure shown below. Currently, all of the positions listed in the organizational chart below, with the exception of the Camp Director, are filled by volunteers.

Volunteers who get involved with this program make a significant commitment to be at the school every week for at least a few hours one day per week. The need is great and volunteers can commit to being at the school more than once per week and the schools can use more Good Neighbors volunteers.

Summer School Sack Lunch and Weekend Backpack Program

This program began in 2007. It provides sack lunches, five days per week, for three weeks to the children attending summer school at Moneta Elementary, Body Camp Elementary and Huddleston Elementary schools in Bedford County. These same children also get a backpack with food for six meals and a new book each Friday of summer school. Good Neighbors also serves children in three (3) schools in Franklin County: Dudley Elementary, Burnt Chimney Elementary and Windy Gap Elementary. Franklin County summer school lasts just two weeks and for only four days each week. Sack lunches for these children are provided by *Feed the Children* rather than Good Neighbors. However, Good Neighbors does provide weekend backpacks with food for six meals and a new book each of the two Fridays of their summer school. The majority of the children served by this program qualify for the free or reduced-cost school lunch program.

The program is administered by Colleen McNulty with the help of 20 to 30 volunteers who pack and deliver lunches and backpacks to the schools. The backpack food was purchased at slightly above cost through Shoprite grocery. Lunch food was purchased from Southwest Virginia 2nd Harvest (Feed America) Food Bank. Books for the backpacks were purchased from a variety of sources by Charlotte Maxey, a member of the Good Neighbors board. For the past three summers, backpacks have been purchased at cost through Westlake Signs and Designs.

This is a large and logistically complicated program that requires considerable storage and assembly space. It also requires a very detailed calendar. Storage and assembly space for the sack lunches was provided by Lake Christian Ministries; storage and assembly space for the backpack program was provided by Trinity Ecumenical Parish.

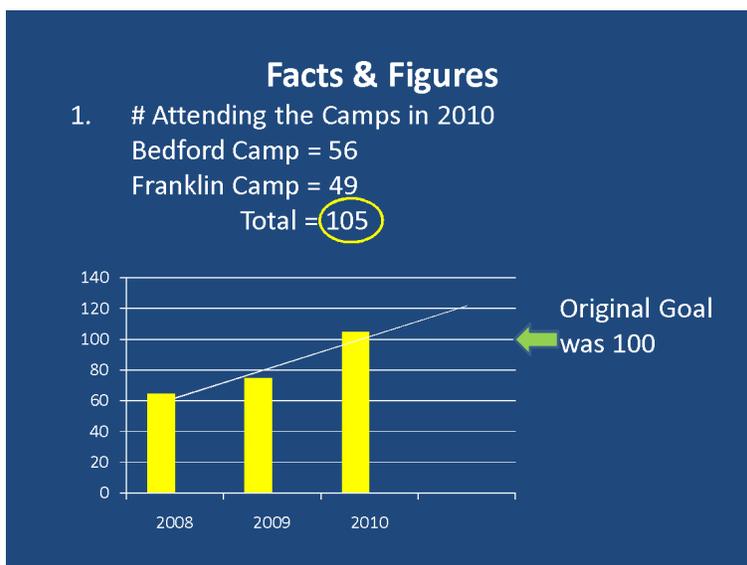
Approximate 225 children in the six elementary schools received the weekly backpacks with food for six meals and a new book. This converts to food for approximately 3,500 meals and 575 new books. The summer school sack lunch program for the children at the three Bedford county schools required the packing and delivery of 1,905 lunches.

The Summer Day Camp Enrichment Program

Two, four-week day camps were provided in 2010. The Bedford County camp was held at Moneta Elementary School from June 14th through July 9th. The Franklin County camp was held at Trinity Ecumenical Parish from July 19th through August 13th. Operation of these camps required the work of many dedicated volunteers and, central to camp success, the *creative and professional work of the college interns*.

This was the third summer for these enrichment programs. Building on the experiences of 2008 and 2009, several changes and additions were made in the program. These are described later in this report. It is significant to note that we have met and exceeded our original goal for the number of children served by these camps as illustrated in the graph on the next page. The original goal was to serve 50 children in each of the two camps for a total of 100. In 2008, 65 children participated, 75 participated in 2009 and 105 in 2010.

The trend line in the graph suggests that we may expect up to 120 children in 2011; 60 in each camp. These children are rising 1st through 4th graders. We believe this is the maximum number of children we can accommodate with our current staffing level and the spaces available for the camps.



Characteristics of the children participating in 2010

*Male = 49 (47%)
*Female = 56 (53%)

*Caucasian = 83 (79%)
*African American = 15 (14%)
*Hispanic = 5 (5%)
*Asian = 2 (2%)

What was NEW in 2010?

The 2009 program was excellent. But, we believe that to keep the program dynamic, exciting and even more effective, we must always be open to new ways to accomplish our objectives. In 2010 we did introduce some new procedures, some new content and refined some of our previous activities. In every instance, before moving forward, we always ask the question – “is this consistent with and does it support our mission and objectives?” If the answer is yes, we begin the planning process. Some of “what was new in 2010” is listed below.

1. *We hired a camp director* – in 2008 and 2009, a volunteer (Russ Baskett) filled this position. The board agreed that, to sustain the program, a paid position should be created. This is a 10 week position from early June to mid-August. The camp director is the on-site person that coordinates the daily activities and serves as the site administrator dealing with the hundreds of supporting details related to feeding, volunteer coordination, meeting with families, troubleshooting logistical problems, assisting the interns as needed, working with difficult children, etc. We were successful in recruiting Shearer Rumsey to this position. Shearer is an experienced teacher and has a special passion for environmental/nature education. She did a terrific job for us as evidenced by the comments of the interns, children, families and volunteers.
2. *We created the “lead intern” position.* One of our returning interns, Hannah Sizemore, was selected for this position. Because she had worked in the program in 2009, she understood our curriculum, our daily rhythms, our basic values and the special roles

of interns. Hannah was wonderful as the team leader. Her experience and leadership greatly reduced the anxiety of the new interns. She played a central role in recruiting new interns, planning daily activities, supporting the other interns and serving as the primary contact for the program director and camp director. In a sense, she also functioned as the assistant camp director. We all agreed that this addition was a significant part of the nearly seamless operation of the camps in 2010. It was a very positive addition.

3. In addition to Hannah, we had *one other returning intern*, Angela Massino. Again, having interns who understand Good Neighbors programs and who are experienced in working with the children greatly enhances the effectiveness of the program. Angela made so many contributions to our program, including making two videos for our website. She is loved by the children, by the other interns and is a very bright light to all of us who work and lead the program.
4. *We partnered with Unbridled Change* as part of our Peace Education week and to provide in-service training for the interns to help them learn about their individual gifts and approaches to living in community. Their small group work with the children, assisted by three horses, was very effective in introducing the children to team-building activities and solving problems cooperatively. This is an amazing program led by Michelle Hollin-Brooks. Details about their programs can be found at: www.unbridledchange.org or find them on Facebook.
5. *The time with the staff of the Roanoke Children's Theatre was doubled.* They came to the camp each Friday afternoon as they had done in 2009. The afternoon was used to teach the children basic theater arts skills. It is a very interactive approach and the kids (most of them) loved the experience. This year, many of the skits focused on non-violence and the peaceful child. We believe this is an important part of nurturing communication skills in the children, along with reading and writing. This year, the RCT staff also came every afternoon of the fourth week of camp. The additional time was used to teach and prepare the kids to be part of a new musical production – “Cooking It.” It was great theater and the content was all about healthy food, healthy eating and learning how to choose. It was light-hearted, starring Brock Broccoli, Brussel Sprout and Refined Sugar. There was singing, dancing and acting. The production was presented during a special celebration on the last day of camp for families, friends and volunteers. It was a big success; we had a full house at both camps!
6. During the Bedford Camp *we took a field trip to Roanoke.* The children saw a play at the Roanoke Children's Theatre – “Junie B. Jones” – and had a short tour of the Taubman museum. It was a great experience for all of us, including several family members who joined us. This was a first for Good Neighbors.

7. *The enrichment activities for the Peace Education week were greatly expanded.* Elizabeth Brown, one of our interns, developed and coordinated these new activities. Peace Education has been one of our central themes from the beginning of the program. The activities developed by Elizabeth were exceptional. More about this is discussed in the curriculum section of this report.
 8. *We added a “family night” on Friday of the first week of each camp.* The interns organized these evenings to inform the parents about the program and give them a chance to see what their kids were doing at camp. They were a hit with the families.
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The Good Neighbors Curriculum

The history of SML Good Neighbors curriculum development was described in both the 2008 and 2009 annual reports. Those discussions are not included in this report but are available from Russell Baskett at: rbaskett@jetbroadband.com. Suffice it to say that the curricular objectives, concepts and principals developed by the original planners were continued in 2010. We do believe that our program continues to improve each year. We learned much in 2008 and 2009 that impacted our planning for 2010. Additionally, we continue to identify resources and resource people that enrich the daily/weekly themes of the enrichment programs. Two enrichment themes (weeks), in particular, were expanded and given much greater depth. These themes were: *Peace Education* and *Healthy Living*.

Peace Education –

Peace education was one of the over-arching threads that were woven in to the curriculum from the beginning. One of our primary objectives was to teach and model peaceful living, non-violent conflict resolution and respecting/valuing others. Although we included these principals in previous camps, the 2010 program truly took this theme to a new and higher level. Two major developments made this possible.

First, we formed a partnership with *Unbridled Change*, a non-profit organization that works with children and adults to help them learn how to work peacefully in community, how to manage their anger *and* how to solve problems cooperatively. The staff brought three horses to camp and spent an afternoon working with the children in small groups to give them the experience of working together to solve problems or complete tasks. The horses were not ridden; the children were given tasks to complete that required them get the horses to behave in specific ways. It was a great experience and will be expanded in 2011. It is worth mentioning that the interns went through a similar experience as part of their in-service training. They were unanimous in stating that the experience made a big difference in their working and living relationships with each other.

Second, we were very fortunate in 2010 to recruit Elizabeth Brown as one of our interns. Elizabeth has experience in peaceful conflict resolution since her parents are involved in that work with congregations. Elizabeth took the lead in designing/developing the afternoon enrichments for the second week of each camp. The results were amazing. It is not possible to describe the impact of the programs; you have to experience the activities that the interns led the children through. My reflections on the peace education work can be read at: www.russbaskettblog.blogspot.com. Especially read weeks 2 and 6 and the October 8, 2010 blog – “Planting Seeds in Fertile Ground.”

Third, Pat Wilhelms, artistic director of the Roanoke Children’s Theatre used the theme of the “peaceful child” in teaching basic theater skills to the children. They were learning about acting using peace stories as their subject. This, too, was very effective.

Healthy Living –

The afternoon enrichments for the fourth week of both camps were facilitated by Roanoke Children’s Theatre. During that week, the children learned dance, songs and other acting skills as part of a new musical play – “Cooking It.” The content of the play is about healthy food choices and healthy food. It was great fun, the children loved it and they learned much about good nutrition through the characters of Brock Broccoli, Brussel Sprout and Refined Sugar. The final production was given on the last day of camp for families, friends and volunteers. The play was a big hit and the message for the kids and their families was excellent.

The enrichments for the first week were much like the 2009 program; “All I See is Part of Me.” This is about environmental/nature education and how humans are a “part of” all that is rather than “apart from.” We worked with the Skelton 4-H staff for the first camp but for the second camp Shearer Rumsey, the camp director, organized much of the program and facilitated much of the teaching. We all agreed that the second camp was more effective.

The enrichments for week 3 were much like the 2009 program and focused on the diversity of cultures in other countries. This exposure to global education is aimed at helping children understand that children in other countries have different customs, live differently, have different religious traditions, different languages and, many live in poverty. The 2010 program focused on Haiti, Malawi, Tanzania, Guatemala, Anaktuvuk Pass, Alaska and Japan.

The table that follows describes the curricular themes, daily schedules and enrichments activities for the 2010 program.

Week 1 – Living in the Natural World

Afternoon Enrichment

Monday – *Nature and All That’s in It*
 Tuesday - *Everything in Nature is Important*
 Wednesday – *Everything in Nature is Good*
 Thursday – *Caring for Everything in Nature*
 Friday – *How I Live is Important in the Natural World*

Week 2 – Importance of Family

Monday – *Dealing with Jealousy*
 Tuesday – *Dealing with Conflict*

Wednesday – *Truth Telling*
 Thursday – *Forgiveness*
 Friday – *Theme determined by interns*

Week 3 - Who is My Neighbor

Monday - *How we treat Other People*
 Tuesday - *Love Your Neighbor as Yourself*
 Wednesday - *Care for Those Who Are Different than You*
 Thursday - *Being a “Good Neighbor”*
 Friday - *Themes determined by interns*

Week 4 - Living in the World

Monday - *Living peacefully with others*
 Tuesday - *Does everyone look the same?*
 Wednesday - *Do people everywhere live like me?*
 Thursday - *Does the way I live make a difference in the world?*
 Friday - *Themes determined by the interns*

Nature/Conservation/Environment–
 Staff from Skelton 4H Center
 Nature/Conservation/Environment-
 Staff from Skelton 4H Center
 Nature/Conservation/Environment-
 Staff from Skelton 4H Center
 Nature/Conservation/Environment-
 Staff from Skelton 4H Center
 Actors Workshop – Roanoke Children’s Theatre

Afternoon Enrichment

Staff and animals from Unbridled Change will be at camp for three (3) hour program that focuses on “Peace” issues. This is part of Peace Week activities.
Tuesday through Thursday – interns will develop activities that build on the Unbridled Change introduction and stress peace, nonviolent conflict resolution, community – use drama, music, dance, games, writing, stories...

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Actors Workshop – Roanoke Children’s Theatre

Afternoon Enrichment

Global Education/Cross Cultural Education
 How do people live in Haiti? – Marion Wagner
 Life in Malawi or Tanzania – Pastor Bouknight or Pidge Morgan
 Life in Guatemala - David Fox
 Anaktuvuk Pass, Alaska – a small village in the Arctic Circle. (Sally Johnston)
 Actors Workshop – Roanoke Children’s Theatre

Afternoon Enrichment

Focus on “Healthy Living”
 The Roanoke Children’s Theatre will be with us every afternoon this week. The children will rehearse and perform the musical play, “Cooking It.”
 as above
 as above
 as above
 Closing celebration with families and performance of the play – “Cooking It”

A Typical Day – the Daily Rhythms

8 a.m. – gathering, breakfast, activities to engage the children

9 a.m. – songs and community-building exercises and activities

9:30 a.m. – Story time... stories that illustrate our daily theme. Small groups by age or large group

10 a.m. to 12 noon – **Cycles**... reading buddies, art, music, recreation; 1/3 of the children read to their *Reading Buddies* while the others are with interns doing art, music, playing games, etc. Groups rotate every 30 minutes. On Tuesdays, the “Read with Dogs” volunteers are at camp.

Noon – lunch

12:30 – free play (except Friday)

1 to 2:15 – afternoon enrichment

2:15 to 2:45 – Writer’s Workshop

3 p.m. - dismissal

NOTE: At the first camp – during week 1 – the children will have a field trip to Roanoke. We will attend a play at the Children’s Theatre and have a tour of Taubman Museum. This will be on Thursday, June 17th. This will not take place during the second camp.

*In planning the daily activities, find resources and activities that support the daily themes. This can be done for the morning story times, the art and recreation activities during “cycle time” and for writer’s workshop time.

Outcomes Assessment

A separate, detailed report that evaluates the impacts of the Good Neighbors enrichment programs was distributed to the board, our advisors and partners in November 2010. This report is also found in the “Reports” section of the Good Neighbors website at: www.smlgoodneighbors.org.

The statements below are taken from the introduction and closing statements of the assessment report. The report is very enlightening and we hope that those interested in the impacts of this program will read the complete text.

Assessment of program effectiveness is an important annual activity. These assessments are necessary for the planning of subsequent programs, modifying existing programs and keeping our partners

informed about the strengths and weaknesses of the programs. These reviews also help us plan for future growth and the addition of new programs.

The data presented in this report gives a snapshot of some of the key components of the 2010 SML Good Neighbors Summer Day Camp program. A comprehensive description of the programs is found at: www.smlgoodneighbors.org.

In all categories surveyed, the outcomes of the Good Neighbors programs are positive. Reading data from the schools, data from personal interviews with the children and surveys completed by family members indicate that the content of the program is supporting the stated objectives of SML Good Neighbors.

- *Children in the Good Neighbors enrichment program are less likely to experience a summer slide in their reading levels as compared to children who do not participate.*
- *The overwhelming majority of the Good Neighbors children respond positively to all questions about the reading program, writing program, conflict resolution program and the work with the Roanoke Children's Theatre. These results confirm that we have succeeded in integrating learning activities, including character development, with having a good time. It was our goal for the children to have a positive experience and to find a balance between being like school and being like a traditional camp. It appears that we are achieving this goal.*
- *The family evaluations of the program were also very positive. Using a rating scale of 1 to 5, every question received 4.9 or above. And, the written comments gave us even greater insights in to the impacts of our program.*

SML Good Neighbors, Inc. is committed to providing summer enrichment programs for young children from lower socioeconomic families who live in the rural areas near Smith Mountain Lake in Bedford and Franklin counties. Nearly all of these children are rising 1st to 4th graders who qualify for the free or reduced-cost school lunch program. The data reviewed in this report describe the outcomes of key components of the program and will guide the planning of programs for the 2011 program as we identify areas that need to continue, areas that require change, and areas where new programs need to be added.

The remainder of this report describes the major components, resources and procedures required to provide the enrichment day camps.

The Internship Program

College interns are the primary facilitators of the Summer Day Camp program. They are assisted by the Camp Director, Program Director, volunteer Camp Facilitators, Reading Buddies and Intern Assistants. The interns spend their entire day from 8 a.m. to 3 p.m., Monday through Friday, in constant contact with the children. The interns are absolutely essential for the success

of the Day Camp programs. Selecting interns with characteristics and personalities that match our mission and goals is extremely important. For a complete [job description](#) and other details, go to: www.smlgoodneighbors.org and review the internship section.

One of the primary objectives of SML Good Neighbors as stated in our *Mission, Goals and Objectives* statement is - **to provide opportunities for leadership training and vocational exploration for young adults through service-learning internships**. This objective was developed by the original planners of the Good Neighbors programs and has been given high priority from the beginning. It was, and continues to be, our belief that the success and consistency of the enrichment program is dependent on the relationships formed between the children and the interns, and by the professional, creative work and leadership they provide. Therefore, attracting the brightest and best college students has been one of the major tasks of the program director. For more history on these efforts, refer to the 2008 and 2009 Annual Reports. These reports are available from Russell Baskett at: rbaskett@jetbroadband.com.

2010 Intern Selection

As in 2009, recruitment of interns was focused on colleges with either a *Bonner Leaders* or *Bonner Scholars* program. Additionally, our partnership continued with three (3) programs at Virginia Tech: the Honors program, the Service-Learning program and the YMCA program. Our experience in 2009 confirmed that these programs provided a pool of excellent young women and men with intellectual abilities, commitment to service, and values consistent with those of Good Neighbors. For additional information about the Bonner programs go to: <http://www.bonner.org/campus/blp/home.htm>

As in 2009, we had six (6) intern positions available in 2010. We were very fortunate to have two of the 2009 interns who wanted to return for the 2010 program: *Hannah Sizemore* and *Angela Massino*. Both Hannah and Angela had been excellent teachers, leaders and role-models for the children and we were excited about their return. Because we had experienced interns returning, we created a new position – the *Lead Intern* – and asked Hannah to take on that leadership role. She functioned as the team leader and worked closely with the camp director and program director in coordinating the work of the interns and in planning the daily/weekly activities of the camps. NOTE: This addition was a major success. Having an experienced, lead intern helped make the program operation almost seamless. And, it provided a great leadership training opportunity for Hannah. This position will continue in 2011 with the return of Elizabeth Brown, one of our outstanding 2009 interns.

Since we had two (2) returning interns, we only had four (4) additional positions to fill. The intern selection committee - Russell Baskett, Judy Wolfe, Larry Broomall, Cinda Sorenson and Hannah Sizemore - interviewed eight (8) candidates for the four remaining positions. Four

of these candidates were from Virginia Tech, two from Lynchburg College, one from the University of Richmond and one from Ferrum College. The four candidates offered a position accepted. The committee agreed that three of the four applicants not accepted would also have been good interns. We were blessed to have applicants of such high quality. The chart below lists the six (6) interns who served in 2010.

Intern	College	Current Class Standing	Major	Career Plans
Alice Ann Mahoney	Virginia Tech	Junior	Spanish/Philosophy (honors program)	Law
Jake Losse	Virginia Tech	Senior	Human Nutrition, Foods and Exercise (honors program)	Health and fitness agencies
Nalina Nop	University of Richmond	Sophomore	Undeclared (Bonner Scholar)	Undecided
Angela Massino	Lynchburg College	Senior	Communications (Bonner Leader)	"Agent of Change" – nonprofit/service
Hannah Sizemore	Lynchburg College	Graduated in 2010	International Relations (Bonner Leader)	Open/undecided
Elizabeth Brown	Lynchburg College	Junior	Health Promotions & Psychology (Bonner Leader)	School Counselor

2010 Intern In-Service Training

The interns arrived one (1) week prior to the beginning of the first camp. This time was used to help them get settled in the community and to begin building relationships among themselves and with many of the people in the community who would be working with them. Additionally, they spent many hours in *in-service training programs* to prepare them for their work with the children, assist them in planning their work and to familiarize them with the Good Neighbors curriculum and its goals and objectives. The table on the next pages is the schedule for the 2010 In-Service week.

DAY	TIME	LOCATION	ACTIVITY	FACILITATOR(S)	NOTES
Sunday	12 noon	TEP	"Safeguarding Children"	Wendie and others	Interns not required at this session
	5 p.m.	Bethlehem UMC	Social time with interns, camp director and board		Time to get acquainted, icebreakers

Monday	9 a.m.	TEP	Intro to Curriculum	Russ	Focus on weekly, daily themes, concepts
	9:30		Daily schedules & rhythms	Hannah, Russ	
	10 a.m.		Working with challenging kids	Chris Brinkerhoff	Special Ed teacher
	11:30		Resources for planning daily activities	Hannah, Shearer, Russ	
	12 noon		Lunch		
	2 p.m.	Bedford	Background Checks	HR Staff, BCPS	Hannah and Angela don't need checks
	6 p.m.	Rock Mount	"Feed the Children" training	Rev. Rose Paige	Learn about forms and procedures for feeding program provided for Franklin Camp.
Tuesday	9 a.m.	TEP	Writer's Workshop training	Jim Mullens	Discuss ways to encourage and help children tell their stories in age-appropriate ways. What are our objectives?
	12		Lunch		
	Afternoon	TEP	Work session – planning the activities for week one.	Hannah, Shearer, Russ	Russ will provide a planning guide/template for daily planning
	Late afternoon		Visit local libraries		Meet the staff and learn about library resources at both the Westlake and Moneta Libraries
	5 p.m.	TEP	Brown bag/orientation for volunteers/Safeguarding Children training	Russ, Shearer, Hannah	Orient Reading Buddies & other volunteers. Talk about programs
Wednesday	10 a.m.	TEP	Attend GN Board meeting for introductions	Interns, Camp Director	
	10:30	TEP	Planning time for camp programs		
	12 noon		Lunch		
	1 p.m.	Skelton 4-H Center	Orientation and planning for the M through Th afternoon enrichment program	Rayna Wheeler	Theme this week is "Everything in Nature is Important" 4-H staff will be the primary facilitators. Interns will assist.
	Evening		Social		Host family?

Thursday	9 a.m.	Moneta E.S.	Tour facilities, meet principal and her staff. Organize camp materials at the school, decide how space will be used. Make shopping list.	Hannah, Shearer	This can also be a time to work on organizing children in to three groups by age.
	12 noon	Roanoke	Lunch and shop for camp supplies		
	2 p.m.	Roanoke Children's Theatre	Meet with Pat Wilhelms, Artistic Director for the Children's Theatre. Discuss the Friday afternoons enrichment activities and the week four M-F enrichment – "Cooking It" musical that the children will learn and present		
	Evening	???	Social time		Hopefully, interns will have an invitation to a lake home
Friday	9 a.m.	Moneta E.S. Library	Reading Workshop		Great PowerPoint program that helps us work more effectively in our reading mentoring
	Noon		Lunch		
	1 p.m.	TEP	CPR/First Aid training	Chuck Murphy	
	3 p.m.		Classroom management discussions	Jim Mullens, Shearer	General discussions to help us understand what to expect from the children, set boundaries, have fun but maintain control. Discussions on how to deal with a difficult child.
	5:30	"Hot Shots"	Fun and Games for interns, camp director/board/spouses		
Saturday	2:30 - 5:30	Unbridled Change	Community building activities for the interns	Michelle Holling-Brook	Michelle will facilitate activities using horses to build community. Deal with issues, etc.
	Evening		Unscheduled		Invitations?
Sunday	Entire day is open.				For those wanting to attend church, a list of churches will be available.

2010 Intern Support

As in 2008 and 2009, the interns lived together. In 2010 the interns lived in a large, six-bedroom home in Bedford County provided by a local developer. This was provided at no cost to Good Neighbors.

Five of the interns were paid a stipend of \$2,000. The lead intern was paid \$2,500 for the 10 week program. Interns had one week off between the two camps.

Evening meals were prepared by volunteers and delivered to the camp sites, Monday through Thursday. Since interns were free Friday through Sunday evenings, they provided their own meals or were hosted in the homes of families in the area. Good Neighbors maintains a charge account at Shop Rite grocery and the interns could purchase food for the meals not provided by volunteers at that grocery. They also purchased gasoline at Shop Rite for their driving associated with the camps.

The interns praised the support they received by Good Neighbors and by the community. Few changes will need to be made in 2011. It will be necessary to locate a different home for their use since the one used in 2010 will not be available.

Concluding comments about the 2010 interns

The 2010 interns formed a wonderful community and their friendships have continued beyond the summer. Individually and as a group they exhibited the characteristics we were seeking in the selection process. Remarkably, no interpersonal issues of consequence developed during the ten weeks they lived and worked together – 24/7. This speaks to their level of maturity and character as young adult leaders. The statements that follow are a partial list of the observations made by those of us working closely with them.

- Developed a community that worked together to meet objectives
- Worked independently - requiring general support, not micromanagement
- Used their individual gifts to bring creativity to the program
- Good problem-solvers
- Worked in a collegial manner to address issues and develop strategies to solve problems
- Asked for help when needed
- Accepted suggestions and recommendations and were not defensive

- In general set appropriate boundaries with the children; they were the adults not playmates.
 - Understood the weekly/daily objectives of the program and planned accordingly and creatively.
 - Extremely responsible and conscientious
 - Able to work independently. Developed a division of labor and cross-training that kept the program dynamic
 - Very competent, ethical and compassionate adults - individually and as a group
-

The 2010 Summer Day Camp Volunteer Program

The camp program requires large numbers of volunteers every week. Most of these serve as *Reading Buddies* – 12 to 15 per day. We ask these volunteers to serve for one week, about two hours each day.. Therefore, over the course of eight weeks we need 100 to 120 *Reading Buddies*. We also try to have three *Intern Assistants* each day. These volunteers serve for one week and assist the interns for six hours each day. And, one or two *Camp Facilitators* are needed every day. They assist the *Camp Director* and interns in coordinating the opening and closing each day, serving meals, cleanup, etc. Camp Facilitators commit to serving one week.

Volunteer Recruitment –

Janet Hill, a member of the Good Neighbors board, manages the volunteer program as the *Volunteer Director*. She is assisted by a coordinator at each partner church. Partner churches are assigned specific weeks to provide volunteers for the camps. Additional volunteers are recruited from civic groups and the community. A large database is maintained to manage the volunteer program.

All volunteers who work directly with the children must have *background checks*. In 2010, these checks were processed by the Bedford County School Board Office of Human Resources and The office staff of Trinity Ecumenical Parish. Since we did not use a Franklin County school in 2010, their HR office was not involved.

- Bedford County required – a criminal background check with fingerprints through the Virginia State Police and, a check by Child Protective Services of the Virginia Department of Social Services

- TEP required a criminal background check (without fingerprints) through the Virginia State Police.

Additionally, all volunteers were required to attend a *Safeguarding Children, Interns and Adult Volunteers* program. This was coordinated by Wendie Dungan and the Program Director.

All of these programs functioned with few problems. Policies had to be followed closely to make certain that Good Neighbors was in compliance with HR policies. We had a good working relationship with the Bedford office and reached agreement on key issues.

1. A volunteer could begin work as soon as their application was initiated and fingerprints taken at the school board office. It was not necessary to have the report back from state offices.
2. Bedford County would accept background checks that had been completed by the Franklin County HR office in 2008 if the volunteer also worked in 2009. Good Neighbors provided the names of those volunteers and the Bedford office confirmed directly. This was a variance from normal policy and was greatly appreciated
3. Background checks processed by TEP would not be acceptable by Bedford County schools
4. TEP would accept background checks from both Bedford and Franklin County schools

Volunteer Training -

Reading Buddies were provided written materials describing the program, and guidelines for reading with a child. Discussions were also provided during the Safeguarding Children program. Reading Buddies were also invited to attend the Reading Workshop facilitated by Bedford County school staff for the interns. *New in 2010 was a special evening program held at TEP* during the in-service week. All volunteers were invited to this brown-bag program and were briefed about the program and their roles as Reading Buddies. This meeting was facilitated by the Camp Director and interns. These efforts reached many but not all of the volunteers. Reading Buddies were also given a presentation by the camp director on their first day at camp on these same topics and about the procedures being followed at the camps. In general, these efforts were adequate.

Intern Assistants and Camp Facilitators were given no special training. They were oriented on their first day at camp.

Comments and Recommendations – Volunteer Recruitment & Training

The volunteer recruitment process works well. It will be strengthened as our church and community partnerships are enlarged and strengthened. Janet has developed a very solid program for recruitment and management.

The training of *Reading Buddies* is adequate, but could be expanded. More options/opportunities for training will be offered in 2011. *Intern Assistants and Camp Facilitators* would benefit from orientation training. We have not provided that training in the past, but will offer training for the 2011 program. These programs will:

- Introduce these volunteers to the Weekly/Daily curriculum and themes
- Review the enrichment activities for each day and the week
- Discuss the tasks and responsibilities involved
- Introduce them to the interns and talk with them about their role(s)

The Camp Locations

The Bedford County camp was held at Moneta Elementary School. We had the use of the cafeteria, kitchen (storage only), gymnasium, four classrooms, the art room and the playground. These facilities were excellent for the camp. The principal, Barbara Rezzonico, was a great help. She worked with us on issues related to the space and was also a great advisor on issues related to the children. The office staff was always pleasant and helpful and the custodial staff was very supportive. We tried very hard to be Good Neighbors during our time in the school and believe we achieved that goal. The school is located in a very good location and we will be using it again in 2011.

The Franklin County camp was held at Trinity Ecumenical Parish. TEP very generously agreed to let Good Neighbors use the church for a four-week camp again in 2010. We used most of the lower level (not the large storage room), all classrooms on the main level, the fellowship hall, and the kitchen for storage and serving. The parking lot on the lower level was used for recreational activities.

Pastor Gary Scheidt and his staff were extremely warm and welcoming. And, they were indispensable in solving technical or logistical problems. The layout of the space worked well for our program. We were concerned that the lack of a grassy playground might be a problem. This was not the case. Outdoor activities were designed for the asphalt and worked very well.

TEP was a great facility for the camp. The volunteers found it very easy to use, the interns thought it met our needs and the resource people who help us found it a good fit. At the end of camp we agreed that TEP was excellent as a camp site. And, the children seemed to have different behaviors in a church than in a school; it was somewhat calmer. Although TEP is a very good facility for the program, we believe a larger facility will be needed as the number of children approaches 60. We are working with Franklin County to develop a plan to use a school in 2011

Selection of Children

Although the general format for recruiting children developed in 2008 and 2009 was used for the 2010 program, several procedural changes were made to make the process more efficient.

First, children who attended the 2009 camps were sent a special invitation – ***Please... Save My Place*** - to return in 2010. Families then called the Program Director to secure a place. We specifically recruit children who are rising 1st through 4th graders, but, we included rising 5th graders if they had attended a camp previously.

Second, the principals of the six schools we serve provide mailing labels for children who were rising 1st through 4th graders using the criteria provided by Good Neighbors. Priority is given to children who qualify for the free or reduced-cost lunch program. Additionally, the principals recommend other children they believe will benefit from the Good Neighbors enrichment program. Since the free/reduced-cost data is protected, Good Neighbors does not know the identity of the children who qualify.

Third, Good Neighbors mails a cover letter and application form to the home of each child using the mailing labels provided by the schools. The completed application forms are returned to the school office or mailed directly to the Good Neighbors *Registrar*. As applications are received, a complete set of registration forms is mailed to each applicant. Included with the forms is a return envelope addressed to the Good Neighbors *Registrar*. Postage is included on the envelope. This was a new procedure in 2010 and it greatly improved the rate of completed form return and simplified the process for the registrar. In 2011 a confirmation card will be sent to the families to confirm that their child is registered. The registrar enters all registration information in the database and also contacts families who need to provide additional information.

Fourth, new in 2010, a section was added to the Good Neighbors website – “for Teachers and Parents.” In that section is an application form that can be printed and mailed to the registrar.

Fifth, in the event that spaces are still available by mid-May, the principals are asked for additional recommendations.

The procedures described above worked very well in 2010. We did learn that more children register than will actually attend. For example, 65 children registered for the Bedford camp but only 56 participated.

Transportation of Children

The transportation model developed in 2009 was used in 2010 with minor changes. Wendie Dungan continued as the transportation coordinator. The policies and procedures are listed below.

1. Families are responsible for getting their children to and from the camps
2. Our transportation coordinator (Wendie) analyzes the addresses of children and helps develop carpools for families living close to each other
3. Gas cards are offered to families to help pay for gasoline. Two, \$30 gas cards are given to families who bring kids to camp. Cards are available on Friday of week one and Friday of week three. If a driver brings only their child, they will get one gas card each time. If they bring children from other families, they will get a card for each of those families as well.
4. Good Neighbors will use volunteers to pick up children who still cannot get to camp even with the gas card program.

The transportation plan was very effective and cost thousands of dollars less than contracting for busses or leasing vans and paying drivers would have been. We are not aware of any children who could not attend camp because of transportation issues. This plan will be used in 2011 but will be supplemented in Bedford County by additional transportation resources provided by the Century 21 grant.

The Lunch and Breakfast Program

Bedford County –

The nutrition committee, chaired by Colleen McNulty, purchased, packed and delivered breakfasts, lunches and snacks to the Bedford camp. This is simple food since we cannot

prepare hot meals. Most of this food was purchased from 2nd Harvest Food Bank (Feed America). We were pleased with the food program, the children complained very little and we were able to include more vegetables than in 2009.

Franklin County –

Food for the Franklin County camp was very similar. However, the food was provided at no cost to us by the Feed the Children program. This is a USDA funded program that serves several agencies in Franklin County during the summers. It is coordinated by Rev. Rose Paige. Volunteers from Good Neighbors picked up the food each week at Rocky Mount elementary school where it was packaged and stored in refrigerators and freezers. This program also worked well.

The Weekend Backpack Program

This program was first implemented in the summer of 2007 for children in summer school. It continued in 2008 and 2009 in the Summer Day Camps as well as summer school. It was included in the 2010 program with no changes.

Each Friday, every child is given a backpack (book bag) that contains food for six meals and a new book. They return the bag the next week and it is repacked with food and a book for the next week. At the end of the program the children keep their backpacks.

Colleen McNulty orders the food for this program from Shoprite grocery. Lewis Creasy, owner of Shoprite, provides this nonperishable food at a very good price. It is stored in the lower-level of Trinity Ecumenical Parish. Each week a group of volunteers packs the backpacks and delivers them to the camp. Reading Buddies and interns select books to be put in each child's backpack. Charlotte Maxey, a member of the board, purchases the books that are used for this program. Every effort is made to select books appropriate for each child's reading level.

This continues to be a very successful and popular program. Many families have confirmed that this extra food is appreciated and needed. And, most of the children are excited about getting a new book each week. They quickly check their bag when they get it to see what book they were given. It is an expensive part of the Good Neighbors program, and requires many hours of volunteer time. We believe it is a good investment and hope that it feeds their hunger, their mind and their spirit.

Closing Comments

The 2010 programs were successful and the program continues to grow. This report does not review all of the history of Good Neighbors but much of this information can be found on the Good Neighbors website. Additionally, digital or printed copies of the annual reports from 2008 and 2009, and the 2010 Outcomes Assessment report can be obtained from Russell Baskett at rbaskett@jetbroadband.com.