

SML Good Neighbors, Inc.

2009 Report on the Summer Day Camps and Summer School Sack Lunch and Weekend Backpack Programs

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May God bless you with discomfort at easy answers, half truths, and superficial relationships; so that you may live deeply within your heart.

May God bless you with anger at injustice, oppression, and exploitation of people; so that you may work for justice, freedom and peace.

May God bless you with tears to shed for those who suffer from pain, rejection, starvation, and war; so that you may reach out your hand to comfort them and to turn their pain into joy.

And may God bless you with enough foolishness to believe that you can make a difference in this world; so that you can do what others claim cannot be done.

---A Franciscan blessing



Introduction

This report summarizes the 2009 summer programs of SML Good Neighbors. Most of this information concerns the Summer Day Camps and the support required for their operation. Some observations and data about the Summer School Sack Lunch and Weekend Backpack program are included. The details of other essential elements that support the Day Camps and

Lunch programs are not included in this report and should be the subject of additional reports. These include the volunteer program, fund-raising, finance, grants, PR and special events.

Many new programs and activities were added to the Summer Day Camps this year. These additions resulted from our experiences in 2008 and the recommendations coming from that first year's experiences. The 2008 report is available and can be requested from Russell Baskett at : rbaskett@jetbroadband.com.

Summer Day Camps

Two Day Camps were provided in 2009. The Bedford County camp was held at Huddleston Elementary School from June 15th through July 10th. The Franklin County camp was held at Trinity Ecumenical Parish from July 20th through August 14th. 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.

The Internship Program

Intern Recruitment, Selection and Training:

College interns are the primary facilitators of the Summer Day Camp program. They are assisted by the Camp 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. Therefore, the interns are absolutely essential for the success of Day Camp programs. Selecting interns with characteristics and personalities that match our mission and goals is extremely important. For a job description and other details go to: www.smlgoodneighbors.org

2009 recruitment –

In contrast to 2008, recruitment of interns was focused on only a few colleges and universities. Colleges with a Bonner Leaders or Bonner Scholars program were identified. The Bonner programs place heavy emphasis on service and their goals are consistent with the goals of Good Neighbors. For information about the Bonner Foundation go to: <http://www.bonner.org/campus/blp/home.htm>. The following quote from their website makes it clear why we focused on these students.

“The mission of the Bonner Scholars and Bonner Leaders Programs is to transform the lives of students and members, the life of their campuses, their local communities, and the world through

service and leadership. The Bonner Program is designed to heighten the overall education students and members receive by asking them to engage in ongoing service work and helping them develop the experience, skills, knowledge and values necessary to make that work meaningful and lasting.”

Contact was made with Lynchburg College, Ferrum College, Guilford College and the University of Richmond. All of these colleges have Bonner programs. Presentations were made to students at Lynchburg College and Ferrum College. Larry Broomall and Russ Baskett participated in the Nonprofit and Intern Recruitment Day at Guilford College and met with staff from the Service Learning and Bonner programs at the University of Richmond.

Good and productive contacts were established in 2008 with three (3) programs at Virginia Tech and these were continued in 2009. These contacts are Sandy Wirt, program director for the YMCA program at VT, Michael Blackwell, Assistant Director of the Honors Program at VT, and Michele Deramo, Director of the Service-Learning Center at VT. Additionally, email communication with appropriate offices at several other colleges and universities were made. These included Radford University, Sweet Briar College, Mary Washington University, Hollins University and Washington and Lee University.

The 2009 recruitment procedures followed the recommendations made in the 2008 report as listed below.

<p>Begin contacts with colleges/universities in November Focus on the Bonner Scholar Programs at Lynchburg College, Ferrum College, Guilford College and the University of Richmond Since Hollins University and Sweetbriar College have already made contact, arrange personal visits to those campuses Ask Larry Broomall to promote the Good Neighbors program at Washington and Lee University and Sweet Briar College</p>
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The recruitment efforts were successful. We were disappointed that we received no applications from Ferrum College and the University of Richmond. However, the pool of applicants we did receive was excellent.

2009 Interviews and selections –

Eight applicants from four colleges/universities were interviewed for the six intern positions; three from Lynchburg College, three from Virginia Tech, one from Radford University, and one from Sweet Briar College. The interviews were held at the colleges by a committee composed of Jeanne Wagoner, Judy Wolfe, Larry Broomall and Russell Baskett. The interviews

were held in April 2009. After completion of the interviews, positions were offered to six of the candidates and all six accepted. These six students represented a diverse background of experience and interest. Three of the selected interns were in the Bonner Leaders program at Lynchburg College.

<i>Intern</i>	<i>College</i>	<i>Current Class Standing</i>	<i>Major</i>	<i>Career Plans</i>
Megan Hope	Virginia Tech	Junior	Math	High School Teacher
Audra Vasiliauskas	Virginia Tech	Senior	Literature & Classical Studies	University Teaching/Research
Anna White	Sweet Briar College	Junior	Liberal Studies	Elementary Education
Angela Massino	Lynchburg College	Junior	Communications	“Agent of Change”
Hannah Sizemore	Lynchburg College	Senior	International Relations	Peace Corps and then...
Tyler Curtis	Lynchburg College	Graduated in 2009	Sociology/Anthropology	Currently in grad school at Illinois State U. Will receive International Masters degree (Sociology/Anthropology) after one year at ISU and two years in the Peace Corps

Comments and Conclusions-

The intern recruitment and selection process was very successful. The hours spent on recruitment efforts were much less than 2008. This decrease resulted from our learning experience in 2008. As a result of the 2009 efforts, a strong partnership is developing between SML Good Neighbors and Lynchburg College, especially with the leadership of the Bonner

program. Because of this, we will focus even more attention on recruitment of students from Lynchburg College. Our experience with the Bonner students as leaders in the 2009 Day Camp program convinced us that recruiting from this pool of applicants is a very good approach. We will also continue working with the colleges and universities listed earlier, but will not attend the recruitment day at Guilford College. This program occurs too late in the Spring and has not been productive. The timetable beginning in November appears to be good and we hope to have the opportunity to speak directly to more students as we recruit for 2010.

2009 Intern Orientation and 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 their community 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 familiarize them with the Good Neighbors curriculum goals and objectives. The table on the next page is the schedule of activities for that week.

In-service Training Week

Day/Date	Activity	Presenter	Location	Time
Sunday – a.m.	Worship (optional)			
Sunday – p.m.	“Safeguarding children...”	Gary/Wendie/ Russ	TEP	12 noon

Sunday – p.m.	and – “Reading Buddies” orientation Potluck with BOD, Advisors, Interns		TEP	6 p.m.
Monday –a.m.	Curriculum review	Baskett/Carr	TEP	9 to 10:30
Monday –a.m.	Background Checks	Shannon	HR, Bedford Cnty	11:00
Monday –p.m.	Health Weights...	Susan Prilliman	Bdfrd. Ex Off.	1 to 4
Monday –p.m.	Training/”Feed the Children”	Rev. Rose Page	Rocky Mount.	7 p.m.
Tuesday –a.m.	Writing Workshop	Monique Dufour	TEP	9 to 1
Tuesday –p.m.	Visit libraries	Russ Baskett		1:30 to 3
Tuesday – p.m.	Circle Practice	Russ and others	Cabin	3:30 to 5
Tuesday – p.m.	Social at the Wolfe’s	Interns & Wolfe’s	Wolfe’s home	6 p.m.
Wed - a.m.	Prepare shopping list	Interns/Russ/others	TEP, Classroom C	9 a.m.
Wed - p.m.	Nature Ed Training	Sarah Marmet	4-H Center	1 to 5 p.m.
Wed - p.m.	Social	BOD, Interns	”Hot Shots”	5:30 -
Thursday – a.m.	Tour Huddleston E.S. Organize Materials	Gus Exstrom Interns/Russ	Huddleston E.S. “	9 a.m.
Thursday – p.m.	Open/shopping – camp supplies	Interns/Russ/others	Roanoke or Lynchburg	1 to 6
Friday – a.m.	Reading Workshop	Angie Bower	Moneta Library	10 to 12
Friday – p.m.	CPR Training	Chuck Murphy	TEP	1 to 3
Friday – p.m.	Classroom Mgmt.	Barb Sciacca	TEP	4 to 5 p.m.
Saturday –	R & R Planning/prep/shopping	Interns and help if requested		
Sunday – a.m.	Sunday worship (optional)			
Sunday – p.m.	Blessing/Commissioning/Social	Pastors	TEP	2 p.m.
Sunday – p.m.	Final planning, 1 st week	Russ/interns/others	Cabin	5 to 6:30 or earlier

Comments and Conclusions –

The week of planned in-service training was just about right. Monique Dufour became ill and was unable to facilitate the writing workshop. However, she provided written guidance and

suggestions that we used during that workshop time. This was adequate but it would have been more complete if she had been with us.

Based on experiences during the camps, we plan to add additional instruction that will affect not only the “Writers’ Workshop” portion of the daily program but also the classroom management and reading portions of the day. Chris Brinkherhoff, one of our Reading Buddies, is an experienced Special Education teacher (retired) and proved to be a wonderful consultant in helping us evaluate some of the children and helping develop strategies for improving our work with them. This took place during the Franklin County camp. Based on this experience, we will add one session to the in-service training. This session will include:

- Use of the *San Diego Quick Reading Assessment* instrument to test each child for their reading level on the first day of camp. Hannah Sizemore, one of the interns, found and used this test during the Franklin County camp. It was extremely helpful in dealing appropriately with several of the children.
- Approaches to working with ADD and other special-needs children
- Developing plans and strategies appropriate for the challenging children in the camp setting

We will ask Chris to help plan and facilitate this in-service training.

The interns were asked to evaluate the in-service week. They were positive about the value of this week. Some of their statements were:

Although not all the sessions ended up being useful, the time allowed the six of us to get to know each other so working together was much easier.

It was very helpful in getting acclimated to the program and getting comfortable with each other. It would be helpful if we planned and practiced a mock day of each week at camp.

With the assistance of our partners at Lynchburg College, we anticipate further analysis of the in-service week and appropriate modifications to support our interns.

Intern Support –

As in 2008, the interns lived together in the cabin on the Lunsford Farm. Use of the cabin was generously provided by Charles and Linda Lunsford. The interns were each paid a stipend of \$2,000 for the 10 week program. They had one week off between the two camps.

Evening meals were delivered to the cabin, 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 purchased food for those meals not provided by volunteers. They also purchased gasoline at Shop Rite for their driving associated with the camps.

Comments and Conclusions

The support of the interns was excellent. In their evaluation of the program they praised the living environment and meal program. There will be some changes in 2010 but, overall, their support appears to be very good. In 2010:

- We will seek a different home for the interns. Although the Lunsford's' have loved having the interns on their farm, they have determined that Good Neighbors will need to make other arrangements next year. This is not the result of bad or negative experiences. We will look for a home to lease for 10 weeks that is conveniently located for work at the two camps. This will be included in the 2010 budget.
- We will ask the volunteers providing evening meals to reduce the amount of food delivered. The interns loved the food but had so many leftovers that storage became a problem and they hated being wasteful. We will ask volunteers to remember that they are providing food for six people and request a cut back on desserts. Additionally, the interns suggested that it would be nice if those providing food stayed to share the meal with them.

Concluding Comments about the Internship Program

One of the four (4) major objectives of the SML Good Neighbors program is:

*To provide **opportunities for leadership training and vocational exploration** for young adults through service-learning internships.*

This remains one of our central objectives and we believe the 2009 program supported that objective. Intern evaluations of the program are included in the appendices at the end of this report and support this statement.

Mature, creative, intelligent and compassionate interns are essential for the success of the camp program. The significance of their loving presence in the lives of the children is immeasurable. The interns function as teachers, counselors, friends, and role-models for the children and they are with them from 8 a.m. to 3 p.m. every day for four weeks. The camp program could not exist without their full-time presence.

The 2009 interns were remarkable. All of us who worked with, and supported, them agreed with this statement. These included intern assistants, camp facilitators, reading buddies and school officials. Below is a partial list of the characteristics we observed in these interns.

- Developed a community that worked together to meet objectives
- Worked independently - requiring general coaching, 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 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 everyday. 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 Coordinator*. 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 2009, 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 2009, 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 Camp 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. 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. These efforts reached many but not all of these volunteers. Reading Buddies were also given a presentation 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 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 needs expanding. More options/opportunities for training should be developed. And, as we do more testing of the children, volunteers need to be given better information about the children they mentor. This will allow better understanding of the children and will assist the volunteers in directing children to books of the appropriate reading level. Additionally, Reading Buddies would benefit from basic knowledge about working with special-needs children. As our experience and training

evolves, we will inform and coach volunteers or match volunteers with children in a more deliberate fashion.

Intern Assistants and Camp Facilitators would benefit from orientation training. We have not provided that training in the past. Beginning with 2010, we will plan training programs for these volunteers. 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 Sites

The Bedford County camp was held at Huddleston 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. Logistically, it was sometimes challenging because of the distances between areas. The principal, Gus Exstrom, was a great help. He worked with us on issues related to the space and was also a great advisor on issues related to the children. More than half the camp children attend Huddleston Elementary School and his knowledge of their needs was invaluable. 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 a long commute for some, but it is an excellent site for the camp and we hope to be able to use it in 2010.

The Franklin County camp was held at Trinity Ecumenical Parish. Because of several complications, it was not possible to use a Franklin County school in 2009. TEP very generously agreed to let Good Neighbors use the church for a four-week camp. 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; better than a school. And, the children seemed to have different behaviors in a church than in a school. It was somewhat calmer. This may have been because we had more experience, it was a different group of kids or because people tend to behave differently in a church. No matter the reason, we plan to request the use of TEP for a 2010 camp.

Selection of Children

The format for recruiting children developed in 2008 was used in 2009. The five schools we serve developed lists of children in K through 3 to invite. These are the children entering grades 1 – 4 in the Fall. We asked them to give priority to children qualified for the free/reduced-cost lunch program. We also asked them to consider children they thought would benefit from our enrichment program.

We provided the schools with stamped envelopes with application materials. The number provided was established by the principal. The schools then applied address labels to the envelopes and mailed them. As applications were returned to the schools we collected them, entered information in our database, and mailed registration packets to the families. Completed registration forms were returned to the schools. We collected these forms and entered this information in our database as we developed our roster of campers.

The system worked well, but require many steps and, it requires many volunteer hours to prepare forms, stuff envelopes, deliver and collect forms etc. To be successful in recruiting children, direct help from the principals is required. Families need reminders to think about the program and complete the forms. Sometimes phone calls have to be made. In general, the principals were great partners in this effort. Approximately 400 applications were mailed; registration packets were sent to approximately 100 families. All families who completed applications were sent registration packages. Approximately 90 children registered for the camps and 75 children actually attended the camps. The number attending was about 18% of the number invited.

Comments –

Although recruitment of children was successful, we believe additional approaches need to be developed to recruit more children. In the five schools we served in 2009, there are more than 600 children qualified for the free/reduced-cost lunch program. We served only 75. We believe that our current model can accommodate 50 children per camp or a total of 100. Forty-two children attended the Bedford camp and 33 attended the Franklin camp. To reach the goal of 100, the following are suggested:

1. Allow children entering 5th grade in the Fall to attend camp. Children who attended in past years should be eligible and others recommended by the school principals.
2. Include Windy Gap Elementary School in the recruitment. This is a new Franklin County school and many of its students were taken from Burnt Chimney and Dudley E.S.
3. Expand the transportation program started in 2009. If additional funding is found (grants), use the funds to increase gas card amounts, and consider leasing a van(s) and hiring drivers to pick up children as needed.
4. Use the 2009 database and send applications directly to children who attended in 2008 or 2009. These names should be shared with the schools to avoid redundancy.

Transportation of Children

Because of the expense, we did not contract for school buses in 2009. In Bedford County alone it was estimated that operating three (3) simple bus routes would cost \$10,000. Wendie Dungan proposed a simple, innovative plan that we adopted and used. It is described by the following points.

1. Families are responsible for getting their children to and from the camps
2. Our transportation coordinator (Wendie) will analyze the addresses of children and help develop carpools for families living close to each other
3. Gas cards will be offered to families to help pay for gasoline. Two, \$25 gas cards will be given to families who bring kids to camp. Cards will be 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.

This program was very successful. The cost of gas cards to Good Neighbors was approximately \$3,000. In Bedford County, a complicated schedule was developed to pick-up one or two children by volunteers. It was complicated because two, unrelated adults who had background checks had to be present in the pick-up vehicle. Since there was both morning and afternoon scheduling it was complicated. But, it worked! Additionally, Wayne Gibson, who is a regular bus driver for Bedford County, drove a minivan for three of the four week camp at Huddleston E.S. and picked up four children. It is estimated that 4,000 miles were driven by the volunteers and Wayne to transport these few children. Gasoline for the minivan was charged to the Shop Rite account.

In Franklin County, volunteer drivers were not needed, only gas cards were used.

It is suggested that this plan be used in 2010 and expanded as resources allow. Paid, county bus drivers using leased vans would allow more children access to camp. It is my opinion that **effective transportation is our greatest challenge** in making our enrichment programs available to many of these poorly-served children.

The Lunch and Breakfast Program

Bedford County –

The nutrition committee, chaired by Colleen McNulty, purchased, packed and delivered food for the breakfasts, lunches and snacks at the Bedford camp. Breakfast options included cereal, pop tarts, cereal bars, milk and juice. Lunch consisted of a sandwich – PBJ or lunch meat- or “hot pockets”, fruit cup or applesauce and milk, white or chocolate. Snacks were very simple – goldfish or animal crackers, pretzels, etc. and juice or milk. Most of this food was purchased from 2nd Harvest Food Bank.

This simple meal program worked very well and most of the children were ok with the food. We hope to look at other options as outlined in the report to the Virginia Cooperative Extension. That report is in the appendix. Contact has been made with Virginia Tech to begin discussions.

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. However, as described previously, we hope to develop a different approach with the help of Virginia Tech.

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.

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 orders the food for this program from Shoprite grocery. Lewis Creasy, owner of Shoprite, provides this 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 deliver 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 has been 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.

The Good Neighbors Curriculum

Before the 2008 camps began, a Good Neighbors curriculum was developed with the assistance of a consultant from Eastern Mennonite University. A digital copy of that curriculum is available from Russell Baskett at: rbaskett@jetbroadband.com. Our goal is to provide programs that model and teach Good Neighbors Values. These values include living peacefully through nonviolent conflict resolution, understanding the value of all of creation and the interdependency of everything in creation; understanding and embracing diversity in the world; learning that people and cultures in other parts of the world are not like ours and that is to be respected and appreciated. We also want our program to model the personal values of integrity, loyalty, honesty and compassion.

We believe that many of these goals can be addressed through the use of stories. So, among the strategies developed were the reading of appropriate stories to the children during Story Time each morning, the Reading Buddy program that helps children develop their own reading skills and love of stories, and allowing children to write their own stories. The last idea led to the Writer's Workshop program for the children. In addition to these components, a daily enrichment program was developed to give the children exposure to people and ideas that fit the weekly themes, stimulate the children and expand their horizons.

We discovered in 2008 that our detailed curriculum was a good resource but was difficult to implement with the age and ability levels of the children. Therefore, it became a guide that was used as a framework and source of ideas. The interns were asked to supplement the curriculum guide, use appropriate ideas in the guide and develop other resources to achieve our objectives. In many ways the 2008 experience was good. But we recognized that changes needed to be made. The largest problem was the afternoon enrichment program. It required much more program planning by our leadership. The other thing we learned in 2008 was to have every minute of the day programmed and to follow a very consistent schedule. That is, there needed to be a daily rhythm that was followed meticulously.

In 2009 we expanded the program planning. In particular, the afternoon enrichment program was planned in greater detail. The following tables provide an overview of the weekly and daily themes that were followed, the afternoon enrichments and the daily rhythm that was followed.

The Weekly & Daily Themes, Enrichment Program and Daily Rhythms

Week 1 – Living in the Natural World

Monday – *Nature and All That's in It*

Afternoon Enrichment

Nature/Conservation/Environment– Staff from

Tuesday - <i>Everything in Nature is Important</i>	Skelton 4H Center Nature/Conservation/Environment – Staff from Skelton 4H Center
Wednesday – <i>Everything in Nature is Good</i>	Nature/Conservation/Environment – Staff from Skelton 4H Center
Thursday – <i>Caring for Everything in Nature</i>	Nature/Conservation/Environment – Staff from Skelton 4H Center
Friday – <i>How I Live is Important in the Natural World</i>	Actors Workshop – Roanoke Children’s Theatre

Week 2 – Importance of Family

Afternoon Enrichment

Monday – <i>Dealing with Jealousy</i>	<u>“Healthy Living: taking care of yourself”</u> Using resources from the Virginia Cooperative Extension’s <i>Healthy Weights for Healthy Children</i> ” the interns designed <u>four afternoons</u> of activities related to <i>Nutrition, Physical Activities and Self-</i> <i>esteem</i> appropriate for children ages 6 -10.
Tuesday – <i>Dealing with Conflict</i>	
Wednesday – <i>Truth Telling</i>	
Thursday - <i>Forgiveness</i>	
Friday – <i>Theme determined by interns</i>	Actors Workshop – Roanoke Children’s Theatre

Week 3 - Who is My Neighbor

Afternoon Enrichment

Monday - <i>How we treat Other People</i>	Interns designed activities for small group discussion, art and recreation that focused on peace, peacemaking, conflict resolution , team- building. (Monday & Tuesday)
Tuesday – <i>Love Your Neighbor as Yourself</i>	Children’s Stories with Pam Palmer from Westlake Library
Wednesday – <i>Care for Those Who Are Different than You</i>	
Thursday – <i>Being a “Good Neighbor”</i>	Children’s Music with Nancy Woolley
Friday – <i>Themes determined by interns</i>	Actors Workshop – Roanoke Children’s Theatre

Week 4 – Living in the World

Afternoon Enrichment

Monday – <i>Living peaceably with others</i>	How people in Haiti live – (Marion Wagner)
Tuesday - <i>Does everyone look the same?</i>	Life in Tanzani or Malawi (Pidge Morgan/Philip Bouknight)
Wednesday - <i>Do people everywhere live like me?</i>	Life in Costa Rica (1 st camp) (interns)

Life in Japan (2nd camp)

Thursday – *Does the way I live make a difference in the world?*

Kids and life in Anaktuvuk Pass, Alaska
(Interns/Sally Johnston)

Friday – *Themes determined by the interns*

Actors Workshop – Roanoke Children’s Theatre
and end-of-camp celebration with families

A Typical Day – the Daily Rhythm

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

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

The 2009 several new enrichment programs were added and the programming was much more structured. We believe these changes greatly improved the content and management of the camps. We did encounter new challenges and many of these have stimulated ideas for changes in 2010. For example, we had several children that were classified as “special-needs.” In our opinion these children added texture to our camps even though some of them truly challenged and frustrated us. We realized that these children needed our program and the loving acceptance they experienced by our interns and volunteers. Those of us who saw these children every day for four weeks became very attached to them and marveled at the changes we observed in them. They were a blessing, not a distraction. . All of us grew from these experiences.

We also added several new pieces to our 2009 programming that greatly enhanced the program. These additions are listed below.

New programs and Activities

- *Delta Team – “Read with Dogs” program* – This may not be the accurate name for this program. Every Tuesday morning, teams (a dog and its handler) came to camp during the Reading Buddy time. Every child had a chance to read to a dog one time during the four-week camp. The kids loved it. This is a national program that carefully selects and trains volunteers to work in schools, libraries and other programs. We used this as part of the Reading Buddy program and hope to continue this partnership.
- *“Healthy Weights for Healthy Kids”* – We used some of the resources from this program for afternoon enrichment activities during four afternoons of the 2nd week of camp. This curriculum was developed by the Virginia Cooperative Extension and Virginia Tech. Our objectives included introducing children to varieties of healthy foods, ideas for leading physically active lives and helping them see their own value (self-esteem.) Our interns attended an orientation program with the staff at the Bedford Extension office and from that orientation developed programs appropriate for the kids in our camps. We did change the name to *Healthy Living – taking care of yourself*. A copy of the report submitted to the Extension Office and the Bedford Community Health Foundation is found in the appendix.
- *All I See is Part of Me* – The afternoon enrichment during the 1st week of camp was facilitated by staff from the Skelton 4-H Center. This was a great program on nature education. It actively engaged the kids and they loved it. It included art, games and interaction with living things – plants and animals. This greatly enriched the program and we plan to continue working with the 4-H Center.
- *Peace Education* – Afternoon enrichment during the 3rd week included integrating activities, games, art and small group discussions to help the children with non-violent conflict resolution, community building and other activities that modeled ways of living without physical or psychological oppression or violence. With the guidance of the Director, the interns developed activities using resources such as “Adventures in Peacemaking” and “How to Raise a Peaceful Child in a Violent World.” All of us were very pleased with this program and agreed that more of these activities should be woven in to the camp activities in the future. **NOTE:** This theme is clearly highlighted in the written objectives of SML Good Neighbors.
- *Global Education – Embracing Diversity* – Another of our stated objectives is about understanding the larger world. In 2009 we incorporated four specific programs during the afternoons of the 4th week. Children were introduced to the ways people live, and

their cultures, in other parts of the world. Invited guests facilitated these programs with the assistance of the interns. These were lively, active programs that engaged the children. The programs included: Haiti, Tanzania (Franklin Camp), Malawi (Bedford Camp), Costa Rica (Bedford Camp), Japan (Franklin Camp) and Anaktuvuk Pass, Alaska (a small village north of the Arctic Circle.)

- *The Roanoke Children's Theatre* – Every Friday afternoon the artistic director, Pat Wilhelms, and three of her college interns came to the camps and taught/introduced the children to performing arts. They spent two hours with the children each Friday. Each session had a specific theme. For example, *telling stories without using words*. It was amazing to see the children engage in these activities. It was physically active and stimulating for the children. On the last Friday of camp the children gave a small presentation for the celebration with families. **Note:** One of our objectives addresses enhancing reading skills. In the early discussions this was discussed as “communication” skills which include reading, writing and speaking. We believe the theatre program is a valuable and enriching addition that supports this objective. We are grateful to the *Smith Mountain Arts Council* for funding this unique program.
- *The San Diego Quick Reading Assessment* – Hannah Sizemore, one of our interns, introduced this evaluation instrument during the first week of the Franklin County camp. She tested children during the 1st and 4th weeks to help determine their reading levels. This was done for our internal use to better understand the children and to work with them appropriately. It was also helpful in advising Reading Buddies about the appropriate books (based on difficulty levels) for the children they worked with. This was a great addition and it will be used in both camps in 2010.

Comments – the Curriculum and Daily Rhythms

The 2009 program was highly organized and operated on a tight time-schedule. The interns introduced changes in the daily schedules and ways of dividing the children in to small, rotational groups that kept the day busy, fun, structured and full. It was rare when every minute of the day wasn't planned. This approach by the interns and the addition of the activities described above moved us closer to the original objectives envisioned by the program founders.

Outcomes –

There is always interest in “outcomes” in a program like SML Good Neighbors. Especially, funding agencies want to know if funds provided result in change. There are few objectives in the Good Neighbors Summer Day Camps that lend themselves to objective testing. And, we must remind ourselves of our mission and goals. We are not a school that provides academic enrichment. We provide a summer enrichment experience for children who may not have access to similar experiences in their community. We give priority to children who qualify for

the free or reduced-cost lunch programs. We accept other children identified and recommended by school principals because they believe our enrichment programs will benefit them. We accept some children who may have challenges.

We know that much of what we provide is acceptance, love and respect. We provide one-on-one time with each child; we connect them with young adult role models and caring adult volunteers who give the children their undivided attention every day of the camp. We know this attention helps the children see their own value. But, the things just described don't lend themselves to objective measurement; this does not diminish their central importance and value.

We believe that providing breakfast and lunch for four weeks in the summer is an important function and was one of the central concerns that resulted in starting the SML Good Neighbors program. Most of the children attending camp participate in the free or reduced-cost lunch program during the school year. This is not available in the summer. Therefore, we know this is important but don't have objective measurements of its impact. We hear the stories and gratitude from children and families. Many tell us they truly appreciate the food we provide.

We believe we plant seeds in the children in our efforts to model and teach peaceable living, non-violent conflict resolution, caring for the environment and understanding cultural diversity. But, again, we don't have empirical data that demonstrates that our programs make a difference. We have to go on faith that the seeds we plant will sprout and that, as these children grow up, we will see the fruits of our efforts; they will exhibit Good Neighbors values but will not know where they came from.

The one area where it is possible to measure the impact of our programs is on reading levels. The schools are helping us with collecting this data. Following the 2008 program, Barbara Rezonnicco, principal of Moneta Elementary School, reported to us that all of the children from her school who participated in our camp maintained or improved their reading level over the summer. She was very pleased with this result since, nationally, children who do nothing during the summer lose two to six months from their reading level. Obviously, this was a positive result and is consistent with the findings nationally. Summer enrichment programs make a difference. This is especially significant because the children we serve are the ones most likely to lose the most ground during the summer. Based on this result, we have asked the Bedford schools to provide more extensive data for 2009. That data is not yet available since the Fall testing is just being completed.

Summer School Sack Lunch and Weekend Backpack Program

Although the Summer Day Camp program requires the major portion of our planning time, SML Good Neighbors provides a second program for children. Children enrolled in summer school in *Moneta, Body Camp and Huddleston Elementary schools in Bedford County* receive a sack lunch each day of summer school and a backpack each Friday with food for six meals and a new book. This is provided for all children in summer school. We do not attempt to identify only those children on the free or reduced-cost lunch program.

In Franklin County, lunches are provided by Feed the Children and, therefore, Good Neighbors does not provide sack lunches. We do provide weekend backpacks with food for six meals and a new book each week. This is the same program used in Bedford County. The schools served were Dudley and Burnt Chimney Elementary. In 2010 we may include Windy Gap elementary.

In Bedford County, summer school lasted three weeks in 2009. In Franklin County summer school lasted two weeks.

The nutrition committee coordinates these programs just as they do the Summer Day Camp feeding programs. Colleen McNulty orders lunch food from 2nd Harvest and backpack food from Shoprite grocery. Charlotte Maxey coordinates book purchases.

We now have three years of experience with this program. It operates very smoothly thanks to the nutrition committee. It requires careful coordination and many hours of volunteer time. Lake Christian Ministries graciously provides space for storage and assembly of the lunches and Trinity Ecumenical Parish does the same for the backpack program. We are fortunate to have these partnerships.

In the appendix of this report is data that describes the magnitude of this program. This data includes both the summer school program and the Day Camp program.

Administration of the SML Good Neighbors Programs

There are many functions required to operate the programs of SML Good Neighbors. These programs include the *Summer Day Camps*, the *Summer School Sack Lunch and Weekend Backpack program* and a new initiative - the *Year-around School Volunteer program*.

The various programs and the organizational chart are included in the appendix.

At this time, there are no paid employees. However, interns are paid a stipend of \$2,000. It is anticipated that a Camp Director will be paid beginning in 2010. This 10 week position has been filled by a volunteer the past two summers. The board has budgeted \$5,000 for that position.

We are fortunate to have a large, committed, board of directors and many others who invest many hours in planning, supporting and managing this program. The Smith Mountain Lake community is fortunate to have a large population of retired, socially-conscious, experienced and gifted people. The volunteer work of these people makes the SML God Neighbors programs possible.

Appendix

A: *Healthy Weights for Healthy Children Report*



Report on the use of the “Healthy Weights for Healthy Kids” resources as part of the enrichment program for the SML Good Neighbors, Inc. 2009 Summer Day Camps

August 31, 2009

The SML Good Neighbors, Inc. provides two (2), four-week summer day camps, one in Bedford County and one in Franklin County. These are enrichment programs for children entering 1st through 4th grades in the Fall, and priority for participation is given to children who qualify for the free and reduced-cost lunch programs. More information about these programs is available at www.smlgoodneighbors.org.

Each week we emphasize a particular theme and organize our activities, readings and enrichments around these themes. Week one focuses on “living in nature”; week two; “living in family”; week three “living in community”; week four, “living in the world”. Woven through all of our activities each day are the themes of embracing diversity, living peacefully, compassion, respect, kindness, honesty, and civility. As part of the program we also work to enhance the children’s communication skills through one-on-one reading each day with an adult reading buddy, a daily writer’s workshop and weekly work with staff from the Roanoke Children’s Theatre.

Our afternoon enrichment times - 1 ¼ hours - use topics that generally fit the weekly themes or expose the children to new ideas they may never have encountered. This is how we incorporated resources found in the “Healthy Weights for Healthy Kids” curriculum. This program was used during four afternoons of the second week of each camp. To help prepare for

these activities, our six college interns and the camp director attended a training session at the Bedford County Office of the Virginia Cooperative Extension to learn about the curriculum and develop ideas about integrating parts of this program in to four afternoons of enrichment activity.

Our team – the interns and camp director – developed activities using the curricular ideas and materials in *Healthy Weights...* that provided three activities for every child each of the four afternoons. The three activities were divided in to the categories of: *nutrition, exercise and self-esteem*. Each child spent 25 minutes in planned activities in all three categories each afternoon. And, rather than refer to this as “Healthy Weights for Healthy Kids”, we called this “Healthy Living” or “Taking Good Care of Yourself.”

Children were divided in to three (3) groups based on age and rotated through the three enrichment stations during the 75 minute program. The four afternoons were programmed as follows:

- Monday – *Drink Detective (nutrition)*
Food Relay (exercise)
Tracing each other on large sheets of paper and writing nice things on each others’ tracings. (Self-esteem)
- Tuesday – *Fruit station – tasting a wide variety of fresh fruits (nutrition)*
Nature Trail (exercise)
Making a recipe book (art/nutrition)
- Wednesday – *Vegetable Station – tasting a wide variety of different vegetable (nutrition)*
Active Charades – (exercise)
Magazine covers/Dove commercials (self-esteem)
- Thursday – *Trying new foods; lentils, couscous, tofu, olives, etc. (nutrition)*
“ABOUT ME” brochure & discussions (self-esteem)
Group dancing/line-dancing (exercise)

Characteristics of Participating Children

Seventy five (75) children participated in this program; 42 in Bedford County and 33 in Franklin County. The data below combines these two groups.

GENDER	GRADE LEVEL	ETHNICITY
Male = 34 (45%)	1 st = 16 (21%)	Caucasian = 59 (79%)
Female = 41 (55%)	2 nd = 12 (16%)	African American or mixed race = 15 (20%)
	3 rd = 27 (36%)	Hispanic = 1 (1%)
	4 th = 20 (27%)	

Objective data from this brief part of the program was not collected. However, the director and the interns believed the inclusion of these activities added to our enrichment programming. We observed that most of the children were adventurous in trying new foods such as kiwi fruit and that generally they liked these foods they had not tried. One exception was avocado. Further, we were impressed enough with the program to conclude that additional nutritional components should be designed for the 2010 camps. Specifically, using some of these principals in the lunch program will be pursued. This will entail making lunch entertaining, participatory and fun for the children. It can become a “teaching moment.” The director will contact Professor Elena Serrano from the Nutrition program at Virginia Tech for assistance in designing lunch programs and perhaps using the Good Neighbors program as a laboratory.

*Prepared and submitted by Russell C. Baskett, Camp Director and President of the Board of Directors
August 31, 2009*

B: *2009 Data – Day Camps and Summer School Programs*

Data – 2009 Good Neighbors Programs

Summer Day Camps:

- Bedford County Camp = 42 children enrolled. Held for four weeks at Huddleston E.S.
- Franklin County = 33 children enrolled. Held at TEP for four weeks

TOTAL CHILDREN ENROLLED IN SUMMER DAY CAMP = 75

- Lunches packed and served at Bedford County Camp = 840 (42 children X 5 days/week X 4 weeks)
- Breakfasts served at Bedford County Camp = 840
- Snacks served at Bedford County Camp = 840
- Lunches served in Franklin County = 660 (these lunches prepared and provided at no charge by “Feed the Children” in Franklin County)
- Breakfasts served at Franklin County Camp = 660
- Snacks served at Franklin County Camp = 660

TOTAL LUNCHES SERVED AT SUMMER DAY CAMPS = 1,500

TOTAL BREAKFASTS SERVED AT SUMMER DAY CAMPS = 1,500

TOTAL SNACKS SERVED AT SUMMER DAY CAMPS = 1,500

Day Camp Weekend Backpack Program

Every Friday, each camper receives a backpack filled with food for six meals and a new book

- Number of children getting weekend backpacks during camps = 75
- Number of meals provided in backpacks during the four week camps = 1,800
- Number of books provided to campers in the backpacks = 300

Children in *Summer School* served by Good Neighbors:

Sack lunches/Weekend Backpacks:

- Summer School Sack Lunches packed for:
 1. Moneta E.S. = 45 children X 5 days/week X 3 weeks = 675 lunches provided
 2. Huddleston E.S. = 44 children X 5 days/week X 3 weeks = 660 lunches provided
 3. Body Camp E.S. = 38 children X 5 days/week X 3 days/week = 570 lunches provided

TOTAL LUNCHES PROVIDED FOR SUMMER SCHOOL = 1,905

(note – Good neighbors provided lunches for Bedford County only. Franklin County is served by Feed the Children)

- Summer School Weekend Backpack Program
 1. Moneta E.S. = 45 children (three weeks)
 2. Huddleston E.S. = 44 children (three weeks)
 3. Body Camp E.S. = 38 children (three weeks)
 4. Dudley E.S. = 36 children (two weeks)
 5. Burnt Chimney = 53 children (two weeks)

TOTAL CHILDREN GETTING WEEKEND BACKPACKS AT SUMMER SCHOOL = 216

Each backpack is packed with food for six meals and a new book. This is repeated each week of summer school. Therefore, in Bedford County summer school the process was done three times and in Franklin County two times. The math:

- Bedford County = 3 weeks X 127 children X 6 meals/bag/week = 2,286 meals and 381 new books provided through the backpack program
- Franklin County = 2 weeks X 89 children X 6 meals/bag/week = 1,068 meals provided through the backpack program. (books were not provided in 2009 this year in Franklin County)

TOTAL MEALS PROVIDED THROUGH THE BACKPACK PROGRAM AT SUMMER SCHOOL = 3,354

<i>Totals – Summer Day Camp and Summer School Lunch Programs Combined</i>
--

- | |
|--|
| <ul style="list-style-type: none">● Total number of lunches served = 3,405● Total number of breakfasts served = 1,500● Total number of snacks served = 1,500● Total number of backpacks given to children = 291● Total number of meals provided in backpacks = 5,154 |
|--|

- **Total number of books provided in backpacks = 681**

Other Data

1. Miles driven by volunteers to pick up children for the Bedford County Camp
 - Our total of 2455 miles driven excludes anything Wayne Gibson did but includes our individual mileage to meet the other drivers or riders before starting our routes. Wayne drove for almost three weeks picking up three children. My estimate... Wayne drove 2,000 miles.
2. Volunteers and volunteer hours (estimates)
 - Reading Buddies:
 - 1) Average of 12 per day
 - 2) Each Reading Buddy spent two hours/day
 - 3) Collectively that is 24 volunteer hours per day
 - 4) There were 40 days of camp so...
 - 5) Reading Buddies provided approximately **960 hours** of their time for the Summer Day Camps
 - Camp Facilitators:
 - 1) One facilitator per day
 - 2) At camp approximately seven (7) hours per day
 - 3) 40 days of camp so...
 - 4) Facilitators provided approximately **280 hours** of volunteer service
 - Intern Assistants:
 - 1) Averaged two (2) per day
 - 2) At camp approximately six (6) hours per day
 - 3) 40 days of camp so...
 - 4) Intern assistants provided approximately **480 hours** of service
 - Camp Director:
 - 1) Approximately eight (8) hours per day

I am thankful that you have been part of our Good Neighbors family this summer. I know how hard you have worked and many of challenges you have faced. I hope you leave us knowing how much you are valued, how much you have enriched the lives of the children in this community, and that you have touched all of us who had the privilege of working with you; you are written on our hearts.

And now I am asking for your help. We need your honest and thoughtful comments about our program as you have experienced it. Use the categories listed below or add others that seem more relevant to you. Please don't just provide yes or no responses; this information is very important to us as we plan our next programs.

Russell

Was the Good Neighbors curriculum appropriate for the children? Explain

Copies of responses available on request – They are hand written and don't scan properly.

Were the objectives of the curriculum clear?

Were you given enough guidance in planning your work each day or each week? Provide specific suggestions for improvement.

Did the children develop a sense of the Good Neighbors values we were trying to model for them?

What recommendations do you have for changes/additions in the curriculum?

Was the week of orientation helpful? What recommendations do you have for expanding the orientation program?

What suggestions do you have for the evening meal program provided by volunteers?

Evaluate your living arrangements on the Lunsford farm.

Describe your experience of living in community with five other interns. Please be as complete as possible.

Was this program helpful to you as a vocational exploration experience?

Compare the Franklin County and Bedford County camps -

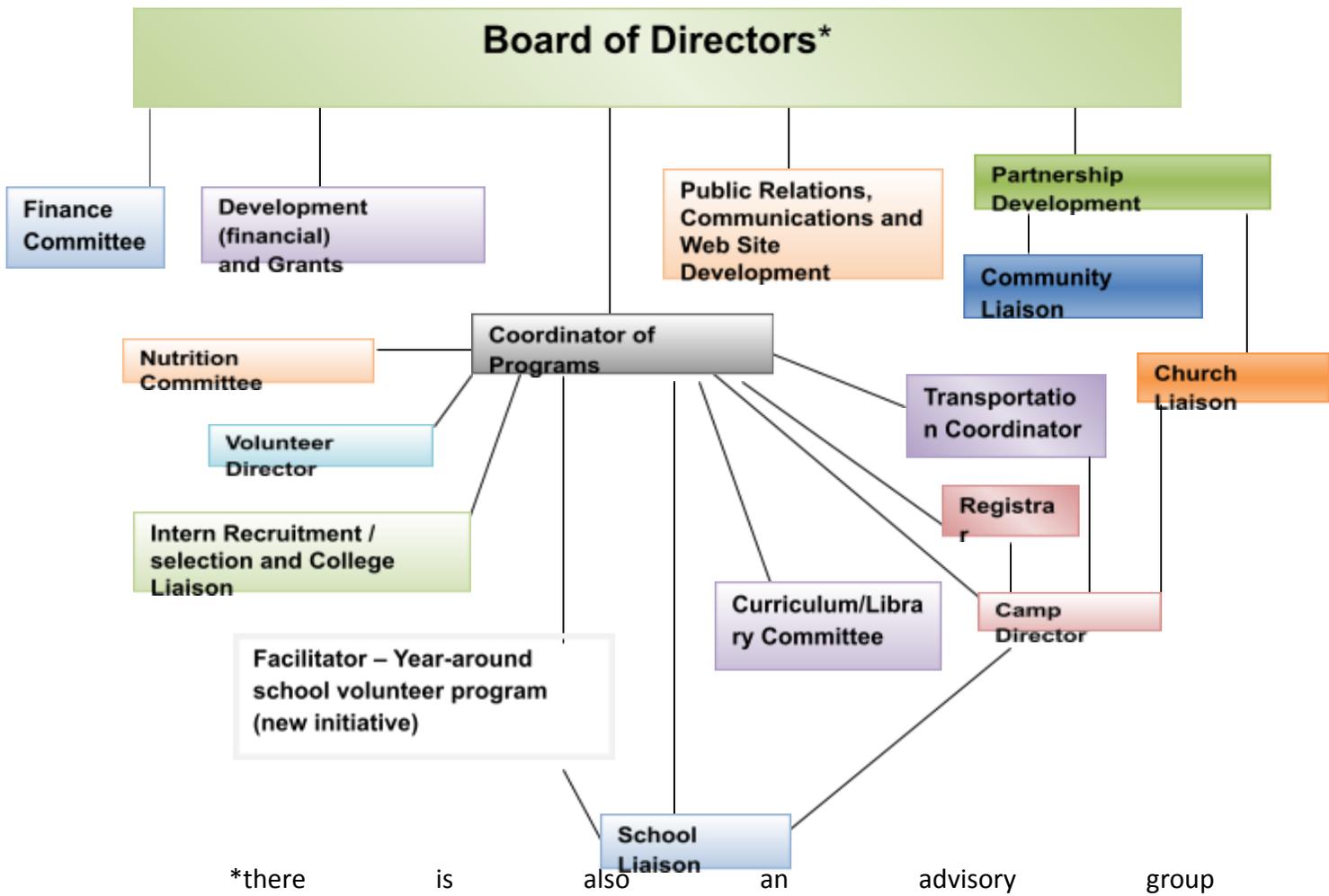
Describe in as much detail as possible the strengths and weaknesses of the Summer Day Camp programs.

List your recommendations for things we should add, change or delete from the program.

Be creative – share your thoughts and feelings about this experience.

Sixteen families completed this form at the end of the Franklin County Camp.

D: Parent Evaluation Form



E:

SML Good Neighbors Programs

Summer Day Camps

A four-week day camp that provides reading assistance, a nutritious lunch, teaches Good Neighbor values, and provides enrichment activities. Two camps are scheduled; one in Bedford County and one in Franklin County

Summer School Lunch and Weekend Backpack Program

Provides sack lunches during three weeks of summer school. Every Friday each child gets a backpack with food for six meals and a new book.

Year- around School Volunteer Program

A new initiative. Good Neighbors volunteers work weekly in selected schools