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2015-2017 Area Program Report: Tacoma (WA)

Program Information

Title of Program:

Education Matters: Soaring toward Success in Student Achievement
and Mental Health Awareness for families

We would like this program to be considered for
an award:

Yes

Is the program reported a single facet, integrated
(at least 3 facets) or umbrella program?

Umbrella

If integrated was selected, please choose the
program's lead facet:

If applicable, please select a sub-facet

If Other please specify:

**Using the Service Delivery Model developed by the chapter, please complete the
following questions:**

What was the problem or situation addressed?

Chapter members, using STY as the lead facet, responded to a community need by tutoring 4 days weekly in 1-3 hour blocks at Prayer Tower Christian Academy (PTCA). The small, new school serves students preschool-8th grade. The Accelerated Christian Education Curriculum leads students to progress at their own rate through self-instructional texts, self-tests & final tests to measure achievement. This individualized approach requires close-adult interaction and monitoring to ensure students' success. However, the curriculum lacks the range of educational and enrichment instruction demanded for today's learners. Also, PTCA's students transfer to other schools where Common Core Standards are stringent. These students need additional academic interventions and assistance to enable them to effectively compete with their peers. Successful outcomes will result when these students receive tutoring and extra instruction in math, art, reading, computer, dental, health, food choices, and mentoring. The purchase of computers; set up of a computer lab for training; integration aspects of National Initiatives: science, tech., engineering; and with the help of partners of specialized professionals the classroom instruction will be highly reinforced. Extra enrichment will involve students in oratories, skits, art training with professional artists, dance performances; and involve parents in chapter activities at the academy. Vital needs for adopted African Village in Amazu, Ikpakwa are ongoing. The chapter built 2 raised- water wells for the village; water still has to be carried for miles; so hygienic water backpacks will be provided. The adopted Congolese family of eight arrived in USA poverty-stricken and has writing deficiencies; they will continue to receive tutoring aid, school supplies, clothing, and scholarships. School success and factors affecting mental health are crucial issues that the chapter plans included starting in August 2016 with HHS as the lead facet.

What was the mission/vision of the chapter in implementing this program?

Devise program activities internally and through collaboration that will focus on improving education and healthy living for the local community as well as global citizens.

What were the goal(s)/objective(s) of the Program?

Goal 1: Develop a sustained umbrella program with educational activities to improve academic achievement, and healthy living for Prayer Tower Christian Academy's (PTCA) students; give aid to adopted African Village, Congolese family, and scholarship recipients. Goal 2: Provide training sessions on Drug, Alcohol, and Bullying for students

at Al Davies Boys & Girls Club and conduct mental health awareness seminars to community groups; and participate in 30 Americans with TA. Objective 1: The academy's students in gr.3-7 will receive instruction in math, computer skills, art, reading and mentoring weekly and show a 70% gain on test results. Instruction in dental health, health talks will be presented during the year, and students will recall facts presented at a 75% accuracy rate. Objective 2: PTCA students in gr. 3-7 will partner with Tacoma Links to provide 30 H2O backpacks to the African village for safe transport of H2O to their homes; will receive integrative instr. (geog., sci. & math.) on healthy H2O for humans; and will show knowledge gained on an exam with 80% accuracy. Villagers' feedback about the effects of H2O backpacks is expected at a 70% rate of participation. Objective 3: Develop a new Mental Health Awareness prog. in Aug 2016; partner with Al Davies-Boys & Girls Clubs and other comm. partners to achieve a 75% rate as measured by tests and surveys. Objectives 1 and 2 will be achieved by the end of the 2015-2016 school yr. Objective 3 has been partially met.

Description of the Program:

The Umbrella Program was sustained for the last 2½ yrs. to accomplish established goals/objectives at PTCA, with the Congolese family, and African Village. Aspects of: Project L.E.A.D. High Expectations, Classics Through the Ages, Education Across the Miles, Childhood Obesity, NAACP Initiative and Mentoring were integrated into the facets' activities. TA taught art lessons 3 days/weekly; did mentoring; trained students in basic elements of art/drawing, works of famous artists; oral, skits, etc.; partnered with Tacoma Art Museum (30 Americans Exhibition) and Tacoma School of the Arts (SOTA) for training students in performing arts and Classics through the Ages; and provided fieldtrips. HHS solicited for PTCA's Food Drive; held two-onsite "Dental" presentations; partnered with Be the Match, and Life Center Northwest to promote awareness and register people for organ/eye/tissue donations. Gave monthly info sessions to empower chapter members in healthy lifestyles; created a Minding Your Mental Health Journal for reflection and support toward well-being. Held High Blood Pressure Forum at PTCA; trained students on Hepatitis; and sponsored a workshop on Mental Health Stress Reduction. ITS held two Culture Exchange Day events at PTCA; donated two computers & printer to Congolese family; led an online Ebola Awareness Drive; taught Ebola Awareness lessons to 3-7 graders; delivered 30 water backpacks to African Village. Held presentations on Water Is Life and Effects of Carrying Heavy Objects on Heads at PTCA & B&G Club; and taught bi-weekly lessons on water related topics and about geography,

history, culture, and water conditions in parts of West Africa. NTS tutored math weekly at PTCA, with help of an Alpha man; engaged students in writing about MLK; sponsored two Family Math Night events; spearheaded students' and parents' involvement in Michael P. Anderson Memorial Aerospace Program (STEM sponsors) with 7 mentors; and featured Veterans Day Talk Out with veterans speakers for classes (3&4gr.); engaged scholarship recipients and students in Voting Process; and held two seminars for students (6-10 gr.) on Drugs and Alcohol Awareness at B&G Club. STY purchased computers; set up computer lab; trained students weekly (later bi-weekly) in computer skills; treated students to several fieldtrips; created a yearly calendar with quotes, Bible verses, skills & tests, graphics, & comparison phrases; and held a training workshop on Bullying for students at the B&G Club.

List Activities (Outputs) Implemented:

1. Students enrolled in Michael P. Anderson Memorial Aerospace Program and participated in: a. Challenge Learning Center to execute a mission to Mars, and in Aviation Learning Center and practice simulated flying. b. Robotics engineer assisted students to build Lego motorized robots for specific functions. c. Researched Lt. Col. Michael P. Anderson; wrote essays/goals & mentors gave feedback. Online, students studied careers in science, technology, engineering and math (S.T.E.M); also studied facts about their special guest, former NASA astronaut Joan Higginbotham.
2. ITS held 2nd Culture Exchange Day events at PTCA: featured Congolese cooking, singing, panel talk, guest speakers and dancers; packed and sent water back packs to Africa.
3. TA's weekly lessons fueled students' art display; dance performance; skits, art & writing, poetry, choral reading, and oral expression of behavior changes from mentoring; fieldtrip to Black Buffalo Soldiers and partnered with TAM on 30 Americans Exhibition: hosted opening, served as docents/advisors; sponsored "Festival," and gave funds.
4. STY brought 4 computers for PTCA; trained and advanced students from basics to Power Point presentations; had other facets assign computer tasks for other subject areas; and treated students to fieldtrips with writing components.
5. NTS collaborated with STY; held two successful Family Math Night events at PTCA: featured Budget/Family Planning, family games, puzzles, math facts, prizes, and snacks. HHS held dental awareness/healthy food choices activities- provided dental supplies/food; teamed with NTS, ITS, TA-partnered with 2 orgs.: Be the Match, and Life Center Northwest and held Awareness and Registration for Organ, Eye, and Tissue donations on MLK Day at the Conv. Center; goal: at least 2 donors, but registered 18= success!
6. Mental Health: TA

taught 4 art & health related lessons at (AE); HHS-held dental seminar and Mental Health Stress Reduction workshop. ITS- held 2 valuable International Cultural events-focused on healthy food and effects of clean H2O. NTS-gave two respected seminars on the damaging effects of drugs and alcohol; SYT held a workshop on effects of Bullying for students at the B & G Club. 7. All facets promoted reading and math: students received gift cards twice: purchased books at Barnes & Nobles; wrote math problems including purchases, taxes and miles traveled; had "reading sit out" with cookies and hot chocolate.

Targeted Groups

Women:

10458

Children (ages 0-12):

2395

Teens (ages 13-18):

3658

Young Adults (ages 19-24):

2000

Senior Citizens:

3677

Family:

1453

Others:

2150

Please Specify "Others":

Military

Males (Total):

9542

Females (Total):

16249

Total Number of People Served:

25791

Average household income:

\$50,000 - \$74,999

Ethnicities served:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic or Latino
- Other

Please Specify "Other":

Mixed Ethnicity

Methods Used to Determine the Group(s)

Describe the methods used to determine the target groups served.

1) Chapter members were assigned the task to diligently search for effective ways to impact the community. Program Committee investigated several possibilities and reported its findings. Chapter voted to adopt a Congolese family and voted to partnership with Prayer Tower Christian Academy (PTCA) in 2013 after meeting several times with the academy's directors. 2) The decision was based on disparity in students' math skills; limited scope of and opportunity to enhance curriculum by integrating aspects of science, technology, engineering, and math (S.T.E.M.); art was added

(S.T.E.A.M) in 2015. 3) The directors had lived in the Congo; were fluent in the Congolese language; and could serve aid communicating the with family. 4) In 2014, the chapter agreed to a one year partnership with Bryant Montessori School (BMS). Members met with the principal and discussed specific needs /various ways to accomplish a workable partnership. 5) Scholarships: A rigorous application process is used to select recipients; Scholarship Committee contacted schools and churches for applicants and designed metrics to screen and select recipients. The recipients are required to provide a Community Service Activity at the academy. Chapter's 2017 program focus is Mental Health; and the target group is from Al Davie -Boys & Girls Clubs of South Puget Sound. Many of the students at the "Club" are at-risk and tend to drop out of school between grades 9 and 10.

Total Number of people served:

25791

Total number of people who successfully completed program:

791

Did you collaborate with other community groups to plan and/or implement this program?

Yes

If yes, give names of groups and describe their involvement:

Arlington Elementary School (SOTO intern presented art classes to the elementary students), Prayer Towers Christian Academy(educational training school), Bryant Montessori School (partner), Al Davies Boys and Girls Club (partner), Alpha Kappa Alpha (partnered for Drug & Alcohol Workshop, supplied materials for the dental workshop)

Cost of the Program

Projected Cost:

\$ 30000

Actual Cost:

\$ 21779

Was a grant or underwriting obtained?

Yes

If yes, give funding source(s) name(s):

Western Area of The Links, Incorporated

Total Amount Underwritten or Grant Amount
Received:

\$ 500

Were any in-kind donations/services provided?

No

If yes, give funding source(s) name(s):

Total Amount of In-Kind Donations:

\$ 0

Operation and Sustainability

How many years has the program been in
operation?

4

What year did the program start?

2013

**If the program has been in operation five (5) years or more, please include specific
modifications that you have implemented this program year.**

N/A

What were the most outstanding qualities of this program?

1. STY created a Computer Lab, purchased 4 computers, created a program & trained students on key-boarding to Power Point readiness; students gained a total progress rate of 99%. STY created a calendar, Evolution of the Computers, with photo activities, Bible verses, events, holidays & quotes. 2. NTS and ITS hosted core events, Family Math Nights and Culture Exchange Days, full of dynamic activities; TA's partnering with Tacoma Art Museum on 30Americans Exhibition- drawing 1000 of people, and showcasing CTA's student's works. 3. HHS's "Dental & Health Food" seminars provided beneficial information to students and staff. Great reluctances are involved in human organ registry; yet, HHS and partners solicited 18 donors, leading a good path toward Mental Health and Stress Reduction for new program; held community forum on Cardiovascular Disease in the African-American Community; and participated in the Observance of National Mental Health Day.

How will this program be sustained and/or institutionalized?

Chapter plans included purchasing materials/supplies; involving professional partners and preparing various ways to serve PTCA. Computer Lab is highly functional; students' enrichment activities were developed; learning packets/units created to enhance the ACE curriculum; and checklists were created for monitoring students' behaviors. Partnerships with organizations were nurtured for continued program support. Relationships with Pacific Science Center, Michael P. Anderson Aerospace Program, museums, etc. will continue. Surveying the community, conducting accurate need assessments and finding more ways to integrate National programs will strengthen and sustain the program. PTCA has moved to a larger facility where there is greater visibility and could possibly entice more students. The academy's director and staff are highly encouraging the chapter to continue the partnership. A new program and location: Mental Health was initiated in Aug. 2016.

Integrated Programming

Describe how your integrated program was created. Please detail how your chapter's facets collaborated in the program's planning and execution.

N/A

Marketing and Evaluation

How did the chapter communicate and publicize the program?

The chapter's programs/projects and contributions to community have increased tremendously over the four years because news about the successful work has spread, and ongoing efforts in developing relations with new partnerships have improved. Information about the program was disseminated in the annual Spring Fling fundraiser journals, where over three hundred people received copies. Summaries of the program were shared with partners and corporations. Aspects of the program activities were compiled and printed; flyers were publicized of events; and PTCA and Boys & Girls Club sent information to parents; The Links' brand was promoted through telephone calls, meetings, applications, emails, electronic invitations, social media and interviews. A video presentation at the Links' annual fundraising event, "Spring Fling," gave community members a bird's eye view of the program's effectiveness.

How was the program evaluated?

Chapter members planned and sustained a transformative umbrella program that engaged all facets to improve academic achievement and personal growth for students at PTC Academy and provide support for the adopted village and family and scholarship recipients. Upper-grade students in grades 3-7 at PTCA received tutoring and instruction in math, reading, computer skills, art, and mentoring in behavioral changes 2 to 4 times weekly. As measured by pre and post tests, self-reports, tutor-feedback forms, ACEC Skill Tests, end of year records revealed that student's achievement exceeded 70% for math and art- 89% in computer proficiency; and 79% for accuracy rate in reading recall. School supplies, books, clothing, H2O backpacks, and toiletries were sent to adopted African Village and a computer, printer, tutoring and financial assistance were provided for the Congolese family. Students received help in essay-writing skills and participated in cultural events. Survey results and personal feed-back reports from the village & family members were 97% favorable with statements of great gratitude. Goal I, objectives1 and 2 were met. Every student made 75% -90% gains in behavioral changes as measured by self- reports, behavior-monitoring form and observations. Instruction in dental health, health talk, and healthy food choices netted great interest and high interactions. Students responded to the proper brushing; take-home items; and were shocked of sugar findings in drinks /foods; pre/post-tests average score was 81%. Students, staff, and parents survey results about the program fell in the highly favorable range; and

chapter members rated the program as a success. Favorable written feedback resulted at a range of 80% as measured from letters and questionnaires. Scholarship applications mailed and posted online; and a rigorous application process was used to select recipients. Rubrics were used to screen and select recipients; 14 graduating high school students received scholarship awards ranging from \$500 to \$2500. 100% of the recipients completed their community Service Project at the academy. Every facet planned and executed activities on Mental Health which kicked off a new program year and focus. According to preliminary data, students responses about presentations and results from unit tests, had a success rate of 82%. Goal 2 and objectives were met.

Program Summary / Impact Statement

Provide a summary of the chapter program that can be used for publication.

Chapter's intervention at PTCA was valuable because Education was made to Matter. The facets' increased students' academic skills in the areas of math, computer, art, reading; and students showed positive behavioral changes resulting from mentoring exercises. TA, NTS & STY instructed students (gr. 3-8) in each subject 2 to 4 times weekly. All facets had to use math in their activities. McCall-Crabbs Standard Test Lessons in Reading Series guided reading instruction with each lesson ending with 8 evaluation questions. STY superb training advanced students from basics to Power Point presentations; Computer Lab became a conduit for other subjects: final art reports on famous artists had to be typed. TA trained students in visual arts, dance skills and orations; partnered with Sch. of the Arts (SOTA); student intern enhanced specific art projects. Classic through Ages showcased student's art work at Chapter's 50th Anniversary. HHS and partners launched projects on "Organ Donor, Dental Health, and Healthy Food Choices; ITS taught students the essentials of clean drinking water; taught geography, history, culture, and about water conditions in parts of West Africa-compared to water cond. in US. NTS integrated National Initiatives: science, tech., engineering S.T.E.M by partnering with Michael P. Anderson MPAI Aerospace Program where students flew a simulated flight and built Lego motorized robots; learned aspects about S.T.E.M careers and about former NASA astronaut Joan Higginbotham. Mental Health: TA taught 4 art & health related lessons at (AE); HHS-held dental seminar and Mental Health Stress Reduction workshop- both graded as beneficently excellent! ITS- held 2 valuable International

Cultural events-focused on healthy food and effects of clean H2O. NTS-presented two respected seminars on the damaging effects of drugs and alcohol; STY held a seminar on the effects of Bullying. Students often became uneasy, confusing, and reluctant in responding verbally when participating in group activities. Facets devised a plan to help improve students' concentration, confidence and teamwork; and chose activities around subjects that would foster students' reasoning ability, critical thinking, and motivation. Thus, an environment was created for greater academic success for PTCA's students. If Tacoma Links don't help to close "Gaps" for student achievement/personal growth/mental health for African American families, then who will? Truly, Education Matters!

Chapter Participation

Number of members in chapter:

23

Number of active members in chapter:

27

Number of active members who participated in program:

27

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