



**We Are The Future.**  
*We are the future....and the future is NOW*

*CHILD FIRST is a non profit 501(c)(3) organization providing case management services to children and their families since 1994. Case Management is the process that identifies, assesses, plans, implements, and evaluates client needs and service delivery. This social service approach assigns a case manager to follow the family through all care coordination steps and to play a key, ongoing role in developing the family's plans and decision-making. CHILD FIRST has successfully implemented this program in 21 school districts throughout U.S. along with numerous educational based programs serving thousands of today's youth.*

## Community of Caring

The *Community of Caring Program* is tested and proven program of school-based values education that is aimed at preventing academic failure and self-destructive behavior. Students learn to avoid risk-taking behavior through responsible decision making and thoughtful future planning as well as through the observation of caring and responsible behavior modeled by parents, teachers, school personnel and community leaders who are participating in the program. CHILD FIRST provides staffing that consists of Master level and Doctoral level staff members with extensive backgrounds in counseling to administer and assist students in the removal of social and emotional barriers to learning.

The *Community of Caring Program* was founded with the initial purpose of providing a nurturing and supportive environment for students. Grounded in universally accepted ethical, family values such as caring, respect, responsibility and trust, the program provides a curriculum aimed at primary prevention through values education in a caring and respectful environment.

The *Community of Caring Program* is designed to build students' self-esteem and confidence by enhancing their ability to take control of their lives. The program pursues this goal by creating a network and strong support decision-making skills. The program opens a continuing dialogue among family, peers, teachers, administrators and the community at large. It takes ethical teachings and moral practice out of the academic ivory tower and into the real world in which students must be trained to live and lead. Simply stated the goal of the *Community of Caring Program* is to create a school environment that will help students to develop positive values and improve academic performance in the classroom.

The *Community of Caring Program* extends beyond the school into the broad community. Schools serve as education, social and employment support centers for the community.

The *Community of Caring Program* is an all-embracing program with roles for staff, students, parents and the school's community. It has four essential elements:

1. Integration of values across the curriculum
2. Teen forums (group sessions)
3. Parental involvement (Parent Advisory Council)
4. A program of community service that promotes a Community of Caring

# Community of Caring Services

## *Services*

1. Support Services
2. Support Groups for Upper Grades
3. Teacher In-Service Training
4. Parent Workshops
5. Introduction into Rites of Passage for Upper Grades
6. Tutoring and Preparation for Proficiency Testing
7. Community Service Project(s)
8. Monitoring Attendance

## *Support Services*

Objective: To assist teachers and administration in the growth and development of our students.

Rationale: All individuals need guidance. Our trained support advisors will provide the necessary guidance to assist in the development of our students.

Activities:

1. Provide office support for students sent to office due to disciplinary referrals.
2. Talk one-on-one or in groups to rectify situations or concerns.
3. To act as a liaison between teacher and parent, or administration and parent.

Goals:

1. 100% of the students sent to the office for disciplinary reasons will receive individual attention.
2. 100% will receive more positive options for dealing with their present situations.
3. 85% will improve their behavior over the entire school year.

## *Support Groups for Upper Grades*

Objective: To provide an atmosphere of support for upper grades that will allow them to discuss pertinent issues.

Rationale: As recent events have shown, our youth need an outlet to voice their concerns and daily challenges; our support will offer such an outlet.

Activities:

1. The students will meet in groups ranging in number from 6-10. The groups will meet once a week and run for 6-8 weeks.
2. Each student will meet individually with the support staff to review their present academic standing and discuss future options.

Goals:

1. At the conclusion of the group 100% of participants will understand the importance of academics.
2. 100% will understand that, while they will have assistance throughout their lives, it is ultimately their responsibility to succeed.

## *Teacher In-service*

Objective: To provide training specifically designed to work with youth from urban areas. To provide an atmosphere in which current issues can be discussed and addressed.

Rationale: Youth from urban areas provide certain challenges that a formal education does not prepare one for. With more intensive teacher workshops being provided during the summer months and school year, teachers will become better equipped to face the challenges that lie ahead.

Activities: Provide workshops and training.

Goals:

1. At the conclusion of the workshops 100% of participants will have received useful information in relation to their profession.
2. 85% will secure a means of understanding the obstacles that urban youth must overcome.
3. 75% will apply various portions of information received to their daily activities, thus insuring a more productive work environment.

## *Parent Workshops (Home Visits)*

Objectives:

1. To assist parents in understanding the developmental stages of their children and assist in developing study skills to be utilized at home
2. To provide and identify agencies options in raising their children.

Rationale: Many youth from urban areas are low-income, economically challenged and potential first generation college students. Many parents from urban areas often do not recognize the importance of education and consider those in positions of authority as allies, thus creating an atmosphere of mistrust. Our parent workshops will focus upon their role in the development of their child(ren).

Activities:

1. Provide workshops and meetings.
2. Serve as a liaison between parents and administrations or parent and teacher.

Goals:

1. At the conclusion of the workshops 100% of participants will have begun to bring underlying issues to the surface, issues that perhaps effect their communication with both their children and/or teachers.
2. 85% will secure a means of understanding the obstacles that their children must overcome.
3. 65% will apply various portions of information received to their daily activities, thus insuring a more productive relationship with their child(ren).

## *Introduction into Rites of Passage (Optional)*

Objective: To assist the participant in understanding their purpose in life. To work toward a positive change in the behavior of the youth which will lead to a greater education?

Rationale: “Rites of Passage: has become a catchall phrase in today’s society as a means to correct the ills of our youth. Despite its usage, we have yet to observe any other process that is as effective in changing the perception and behavior of today’s youth. Many parents in urban school districts literally cry out to the school systems in which this “program” is not offered. With a qualified rites of passage trainer employed by DTD we plan to offer parents an opportunity for their youth to be introduced to this rewarding process.

Activities:

1. Provide an introduction into the concepts of “Rites of Passage.”
2. Participants will meet after school once a week for twenty-eight (28) weeks.

Goals:

1. At the conclusion of this process 80% of participants who complete the process will increase their grade point average (GPA) by a minimum of .5%
2. 100% of participants who complete the process will begin to show more respect toward one another and adults.

### *Tutoring and Preparation for Proficiency Testing*

Objective: To provide academic assistance for students preparing to pass the Proficiency Test.

Rationale: For many students testing can be stressful. Through our tutoring program we hope to lessen this fear and replace it with a feeling of confidence. This confidence will stem from the practice of success the students will have had during their tutorial lessons.

Activities:

1. Provide tutoring utilizing Proficiency Test materials.
2. Provide instruction on study skills, time management and setting of goals.

Goals:

1. Participants will show a 20% increase in passing the Proficiency Test.
2. Participants will show a 50% increase in passing the Citizenship portion of the Proficiency Test.

### *Community Service Project*

Objective: To provide the community with a service along with instilling a sense of pride and accomplishment within the youth.

Rationale: This service will show the community that students and adults within this area take pride in beautifying the community along with assisting others less fortunate or who are no longer able to provide for themselves.

Activities:

1. Cleaning of a Local Park or residential area
2. Provide a food drive
3. Planting of flowers, gardens and beautifying the neighborhood

Goal: Any project started completed to 100% perfection.

## *Monitoring Attendance*

Objective: To assist in maintaining a 95% attendance level.

Rationale: In order for the child to learn they must be present.

Activities:

1. Utilize attendance records to identify students who have fallen below the 95% target.
2. Monitor selected students; utilize individual sessions to ascertain reasons behind failure to attend; provide viable options to insure attendance.

Goal: Utilize attendance records to ascertain 95% attendance.

## *Case Management FAMILY Intervention Program*

Case Management is the process that identifies, assesses, plans, implements, and evaluates client needs and services delivery. The social service approach assigns a case manager to follow the family through all care coordination steps and to play a key, ongoing role in developing the family's plans and decision-making.

Case Managers could be trained social workers, community resource specialists, or mental health professionals.

### Position Description:

- Work with schools to coordinate the delivery of social services to targeted families. Case Managers help individuals and families to identify the services and supports needed.
- Conducts the necessary screening, referral, care coordination, follow-up and monitoring of students and families targeted for intervention.
- Develops individualized student and/or family plans to increase the availability of social services to meet the health, social, and economic problems facing families.
- Identifies barriers to service delivery, from within families and from within agencies providing services.

*“Heading For Success”*

## *Family Intervention Strategy*

### Case Management Focus:

- To develop a student support system that guarantees no loss of students and ensure student success.
- To intervene with students (7 - 12) whose attendance or behavior indicates a need for intervention and connection to social services.
- To assure that families access the assistance, that is available in the community.
- To assist building staff in developing and implementing appropriate intervention strategies.