

To: Implementation Committee Members
From: Diversity Committee Members
Re: Summer Outreach Program - Prep@Pingree
Date: 12/17/01

As the attached cover memorandum states, our Committee has been charged by Chris Teare to propose a specific plan of action that will achieve the goal of making Pingree School an even more diverse community. This memorandum details our proposal for the creation of an academic enrichment program for academically talented but underserved students in nearby communities in the summers before their 7th, 8th and 9th grades.

The following is our vision of Prep@Pingree.

Prep@Pingree

We propose that Prep@Pingree be an academic enrichment program for academically talented but underserved middle school students in nearby communities. At the outset, we will recruit 12 students, all current 6th, 7th and 8th graders (with a focus on 6th and 7th graders) in Lawrence. In subsequent years, given the expected demand and success of the program, we plan to expand the program to 24 students from Lawrence, Lynn and Salem. Once selected, these students will participate in an intensive program that will prepare them for a rigorous secondary school experience. A committee consisting of a representative from Pingree Admissions, Steve Filosa (Pingree Math Department) and Clay Thomas (Pingree English Department) will select the students. Students will be selected primarily on the basis of personal and teacher character references provided by our existing relationships with individuals in Lawrence public schools and youth centers. Students' financial need, anticipated family support, life achievements and interests are also important considerations.

Once selected, these students will come to the Pingree campus this summer (2002) for a 6 week program designed primarily to improve middle school students' math and English skills. Transportation will be provided by Prep@Pingree if necessary. Students will be on campus 5 days each week for 6 hours each day. The program will begin July 1, 2002 and end August 12, 2002. The Prep@Pingree student experience will consist of two components: 4 hours each day dedicated to academics and 2 hours each day dedicated to co-curricular activities that naturally fold into Pingree's existing summer day camp. Friday of each week will be dedicated to taking the students on a trip off campus.

Academic Component

For 6 weeks during each summer, Prep@Pingree students will have the opportunity to work with Pingree faculty in a classroom setting. Steve Filosa and Clay Thomas will teach the math and English components, respectively. We will further the Board's goal of taking steps to attract a more diverse faculty by inviting a Lawrence community member to be on campus during the summer program for instructional and related student support. We will also hire two current Pingree students as teacher assistants.

Teachers will create an independent school classroom environment that will prepare these students for the academic rigors of Pingree, other independent schools and certain public high schools. Students' academic "gaps" will be closed. Math curriculum will consist of learning the basic prerequisites for a secondary school math education. It will include topics such as elementary number sense, fractions, decimals, percents, integers, introductory geometry and algebra. The English curriculum will emphasize vocabulary, reading comprehension and writing skills. In addition to closing "gaps," the academic component to the program will hone students' active learning skills such as note taking, group work and speaking in every class. We will also emphasize active study skills such as flash cards and outlines. Basic computer user skills such as email, web browsing and word processing will also be taught.

Co-curricular Component

While enrolled in the summer program, students will finish each day with various summer camp activities. Students can make use of Pingree's pool, athletics fields and tennis courts. Particularly on Friday of each week, students will also take trips off campus to surrounding areas such as Crane Beach, Fenway Park, the Fleet Center and a Gloucester whale watch.

We envision using technology (Pingree's website and email) to extend the program throughout the following school year, beginning September 2002. All Prep@Pingree students will be given desktop computers and home internet access. We will offer supplemental assignments, readings and several cultural enrichment experiences so that our relationship with Prep@Pingree students does not end when they leave campus on August 12th. Pingree upperclassmen will be encouraged to travel to Lawrence offering academic tutoring and mentoring for Lawrence middle school students. Prep@Pingree students will return to Pingree for periodic academic support, cultural events and mentoring.

Outcomes

The positive outcomes from Prep@Pingree will be several. First, even if Prep@Pingree students do not apply to and enroll at Pingree, we will be enriching the academic background of talented but underserved students who either apply somewhere else or decide to remain in their public school systems.

Second, students' academic performance and standardized scores likely will improve after participation in this program. We will objectively measure students' academic progress through follow up with individual Lawrence teachers and track standardized test scores such as the ISEE, SSAT and MCAS. Prep@Pingree instructors will not specifically teach to any test, but we expect the program inevitably will yield improved student performance in the classroom and test center.

Third, through their summer and ongoing mentoring of Lawrence middle school students, current Pingree students will benefit in several ways. Pingree students' own academic grounding and appreciation for the work of faculty will improve through their instruction of others. Pingree students will gain more skills, understanding and an increased

comfort level when moving across boundaries of all kinds. Pingree students will be better positioned to serve and lead in the future.

Fourth, this program will extend our existing outreach efforts, so that students and their families will become even more familiar with Pingree School. Each group of middle school students that we recruit and teach will inspire more numerous, well qualified applicants for Pingree's 9th grade. We will further Pingree's stated goal of creating a more diverse community.

Budget

Director Stipend:	\$2,500 + \$195 s.s.= \$2695
Faculty Stipend:	\$5,000 per + \$765 s.s.= \$10,765
Lawrence Community Rep. Stipend:	\$2,000 + \$155 s.s.= \$2155
Pingree Student Instructor Stipend:	\$1,000 per + \$155 s.s.= \$2155
Books and Supplies:	\$1,500
Associated Insurance, Maintenance, Staff, etc.:	\$3,500
Co-curricular Events:	\$3,000
Outreach:	\$1,500
Transportation:	\$4,200
Cafeteria:	\$525
Student Home Internet Access:	\$2,000
<u>Total:</u>	\$33,995

Optional budget item:

Additional Transportation Service for Lynn, Salem In Summer 2003:	\$4,200
<u>Total:</u>	\$38,195

Funding

A nominal financial contribution of \$50 from each participating family will be assessed as a good faith gesture of the family's commitment to the success of their child in the program. We expect our primary source of funding, initially, to be through specific gifts. Once Prep@Pingree takes its wings, grant and foundation money (e.g.: E.E. Ford Foundation, Horizon Fund, etc.) will be secured by the program director.

The Headmaster and Advancement Director will solicit specific donor prospects with a long association with Pingree and a deep commitment to diversity efforts. We ask that the Board of Trustees support Prep@Pingree by providing \$10,000 from the Pingree operating budget in 2002 and \$20,000 from the operating budget for each of the next four years.

We look forward to your response and welcome an opportunity to further refine our proposal if the Board deems it necessary.