

**United  
Way**



United Way of the  
Greater Dayton Area

# Freedom Schools Overview

## Montgomery County Freedom Schools Collaborative

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**Children's Defense Fund  
Freedom Schools®**

*Coordinated locally by:*

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**United Way of the  
Greater Dayton Area**

# Program Theme:



## I Can Make a Difference!

Week 1: In my Self

Week 2: In my Family

Week 3 : In my Community

Week 4: In my Country

Week 5: In my World

Week 6: With Hope, Education and Action

## Key Program Components:

High Quality Curriculum

Intergenerational Leadership Development

Parent and Family Involvement

Civic Engagement and Social Action

Nutrition, Health and Mental Health

# Servant Leader Interns



College students and recent college graduates play a crucial role in the Freedom School design.

## Responsibilities Include:

- Front line care and nurturing of scholars
- Delivery of Integrated Reading curriculum
- Serve as facilitators in the classroom
- Leaders of parent workshops and community outreach activities

# Sample Schedule



8:00 – 8:30 AM Breakfast with Scholars and Staff

8:30 – 9:00 AM Harambee!

9:00 – 10:30 AM Integrated Reading Curriculum

10:30 – 10:45 AM Morning Break

10:45 – 11:45 AM Integrated Reading Curriculum Cont.

11:45 – 12:00 PM D.E.A.R. Time

(Drop Everything and Read Time)

12:00 – 1:00 PM Lunch

1:00 – 3:00 PM Afternoon Activities

3:00 - 3:30 PM Daily Debrief Meeting

## Harambee Components

Read Aloud

Theme Song

Cheers/Chants

Recognition

Moment of Silence

Announcements

# Integrated Reading Curriculum (IRC)



**Opening Activity – Serves as an introduction to the lesson**

**Main Activity – Engage scholars in reading and discussing the book under study**

**Cooperative Group Activity – Allow scholars to work in groups at work stations on activities related to the book**

**Conflict Resolution/Social Action – The curriculum outlines lessons that have specific focus on conflict resolution and/or social action. These activities allow scholars to apply decision making strategies to real life practical situations**

**Closing – Wrap up of daily lesson plan**

# IRC Age Group Breakdown



<u>Level</u>	<u>Grade Level</u>	<u>Books Per Week</u>
I	K-2	3-5
II	3-5	2-3
III	6-8	1
IV	9-12	1

# In the Classrooms



- Grade level books displayed and accessible
- Daily lesson agenda posted
- Scholar's work displayed
- Cooperation Contract (written by scholar)
- Weekly Theme
- Each room personalized for each scholar
- A 1:10 ratio
- Reading Specialists
- Workstations
- Reading Circle



# Evaluation



A three-year longitudinal study of the Kansas City *CDF Freedom Schools* initiative by the Philliber Research Associates of New York found that:

Enrolled children improved their readings skills more than students not enrolled in *CDF Freedom Schools* programs. Both boys and girls improved, but boys showed more improvement. Middle school students showed the largest gains in reading skills.

Parents reported their children had a greater love of learning, better conflict resolution skills. and more involvement in the community after participating in the program.

Interns were positive role models and half of the interns had previously held a position of leadership in a community organization. Over eighty-percent percent (88%) of interns had been involved in extra-curricular activities through school, church or other community organizations.

# Evaluation

“The average scholar demonstrated a significant improvement in reading. End-of-year scores were 2.7 percentile points higher than assessments completed during the first week. Students in the comparison group did not demonstrate similar improvements.”

“Scholars appear to end the summer looking for more ways they can make a difference in their communities by helping others, including others they don't know.”



# Questions?