

Leon County Schools and the communities of Astoria Park Elementary and Pineview Elementary are requesting support for after-school and summer programming.

## **5.1 PROJECT ABSTRACT**

Pineview Elementary and Astoria Park Elementary are located in Tallahassee and accommodate almost 1,000 students grades PreK-5. The 21<sup>st</sup> CCLC program proposed will provide for an enriched academic and wellness program that builds upon the school day. The program will operate 15 hours per week for 36 weeks during the after school hours and 20 hours per week for seven weeks during the summer. Pineview has also designed a Saturday school component that will operate for five hours for 13 Saturdays from January through April.

The project has four major goals: (1) To provide academic focused programs for homework assistance and academic excellence; (2) To offer a range of high-quality services to students and their families, including core educational services, character education, service learning, and enrichment/support activities through community partnerships; (3) To increase family literacy and involvement in education; and (4) To improve the physical and emotional health of students.

## **5.2 NEEDS ASSESSMENT**

The collaborative partnership of Leon County Schools (LCS) and the 21<sup>st</sup> Century Community Learning Centers Program brings research-based afterschool programming with the needed infrastructure to identify, coordinate and mobilize community organizations to provide a wide variety of services to meet the unique and specific needs of students and school communities. This proposal encompasses two high-need schools: Astoria Park Elementary and Pineview Elementary. Each school administrator has requested to operate this program based on parent and community interest in having an academic component to summer and

afterschool programming. Pineview does not have an existing afterschool program. Astoria Park does not have a free afterschool program. The school communities have actively participated in all planning stages of this proposal. Initially LCS conducted a survey to assess what afterschool programs existed, and where 21<sup>st</sup> Century programs may be needed. Meetings were held for all schools to review the parameters and objectives of the program. This selection of schools is based on serving students with significant need for academic services outside of school hours.

The administrators' and communities' requests are some of the multiple factors identified that demonstrates the need for an afterschool program. To assess the need for the support of the 21<sup>st</sup> CCLC project we have also identified (1) student demographics, (2) academic performance data and trends, (3) community violence and trauma, (4) student behavior and referrals, and (5) gang-related areas. In addition to the communities requesting the 21<sup>st</sup> Century programs

**1) Student Demographics.** Astoria Park and Pineview are Title I schools (100% poverty) and have all students participating in the Federal Free and Reduced Lunch Program under the US Department of Agriculture's Community Economic Option. Astoria Park has a minority population over 92% and Pineview has a minority population over 97%.

**2) Academic Performance Data and Trends.** Students performing below grade level will be specifically recruited to participate in the 21<sup>st</sup> CCLC program. Pineview and Astoria Park are the lowest performing elementary schools without the benefit of a 21<sup>st</sup> CCLC program. Pineview has an ELA proficiency of 33% and a math proficiency of 37%. Astoria Park has an ELA proficiency of 38% and a math proficiency of 34%.

**3) Community Violence and Trauma.** Both schools are located in neighborhood/residential areas. The instances requiring local police intervention within a mile of the schools have been reviewed. In the past two months (January – February 2016) reported incidents include: 93

incidents of violent acts such as assault, battery and burglary, and over 230 incidents of noise violations, theft and criminal mischief.

**4) Student Behavior and Referrals.** Both schools have a higher percentage of instances defiance, aggression and physical altercation than the district average. Combined the issues make up 40.6% of the referrals at the school while just over 19% of the referrals at the district are related to the defiance, aggression and physical altercations. In total over 318 days of instruction have been lost.

**5) Other notable points of data** If provided effective instruction, the opportunities at the school sites for students to enroll and succeed in advanced coursework is readily available. The school zones represented are within established gang territories, which highly influences out of school activities of youth.

### 5.3 PROGRAM EVALUATION

**5.3A Evaluation Plan.** The evaluation will use an objectives-based approach that will also include monitoring of student/family member progress and tracking of program implementation to help each site make continuous progress towards achieving its goals and objectives. The activities of the evaluation will utilize mixed-method techniques, employing both quantitative and qualitative data to address these evaluation questions:

1. Are the components of the grant being implemented as intended?
2. Are students improving in achievement in meeting high academic standards at the targeted levels and are family members increasing their literacy skills?
3. Are students improving in enrichment areas; such as health and behavior?
4. Based on the evaluation results what adjustments need to be made to the program?

The measurable program objectives that will guide the evaluation activities are included on the online portion of this proposal. The specific evaluation activities and their timeline to address the evaluation questions are detailed below.

Evaluation Activity	Timeline		
	Beginning	Mid-Year	End-of-Year
Collect 1 <sup>st</sup> baseline data for enrichment activities	Within first 2 weeks of program - 2016	Nov. – Dec. 2016	April – May 2017
Obtain report card data (grades, behavior, career prep)	1 <sup>st</sup> 9-week	2 <sup>nd</sup> 9-week	4 <sup>th</sup> 9-week
Prepare and submit DOE Data	Baseline Data (12/16)	Midyear Data (1/17); Formative Summary (3/17)	Summative Evaluation (6/17)
Verify monthly attendance	Monthly		
Administer Status Survey to check student/family progress and program implementation	Fall 2016	Spring 2017	
Make on-site visitations	Monthly		
Administer Stakeholder surveys (parents, students, teachers)	April 2017		
Obtain and analyze FSA results	June 2017		
Prepare and submit APR data	June 2017		

For the most part, all formative and summative data will be analyzed by calculating the percentage meeting the program objectives. Additionally, for the academic data (grades and

FSA), the results will be compared with a matched-group of students not participating in the after school program.

The accuracy of the data collected will be checked for errors or outliers by the external evaluator by examining descriptive data for each data set. Each site will have a secure network folder, which is password protected, for uploading documents to program staff or the evaluator. All data collected will be maintained by the external evaluator in files that are password protected. Coordination of evaluation activities among all stakeholders (staff, students, family members, and partners) will be the responsibility of the Project Manager. Site coordinators will attend an orientation session about the evaluation requirements of the grant, as they will be responsible for most of the data collection. At every data collection session, staff will make sure that students and parents understand the purposes of the evaluation and how the data will be utilized to make the program stronger. An independent evaluator will be contracted to manage the objectives-based evaluation and to make sure that all evaluation deliverables are uploaded as scheduled. The evaluator has high academic credentials in evaluation and more than 20 years of experience in working with school-based evaluations related to Title I program and has been evaluating 21<sup>st</sup> CCLC programs for several years.

The evaluation activities will allow for examining the impact of the program at two levels: formative and summative. Evaluation results will be used formatively while the grant is in progress to assess if students/family members are making adequate progress towards meeting the grant's objective and to see if program activities need to be modified. Based on the results, adjustments will be made to strengthen the delivery of program activities and to ensure that activities are being implemented as outlined in the grant. Using formative information, program staff will be better able to examine the impact of the program when analyzing end-of-year summative data. The following chart shows the data and reports that will be submitted to the FLDOE by the required dates:

DOE Reports	Due Date
Attendance Data	Monthly
Baseline Data	October 15
Baseline Data Update	December 15
Mid-Year Data	February 15
Mid-Year Data Report	February 15
Formative Evaluation Summary	March 15
Evidence of Modification Based on Formative Evaluation	April 15
End-of-Year Teacher, Student and Adult Family Members Survey Data	May 15
End-of-Year Data	July 15
End-of-Year Data Report	July 15
Summative Evaluation Report	August 15

Stakeholders will complete a self-evaluation, based on the Florida Standards for Quality Afterschool Programs (e.g., teachers, parents, partners, managers). Information from USDOE, FLDOE and Leon County Schools outlined above will be shared with school/program staff and the site coordinators during monthly meetings. The formative and summative reports will also be posted on the grant's website. All reports will be made available to the public.

**5.3.b. See attached Measurable Objectives and Assessment Tables**

**5.4 APPLICANTS EXPERIENCE AND CAPACITY**

LCS provides secure school sites, qualified teachers and over 10 years experience providing quality 21<sup>st</sup> Century afterschool programs that complement and enhance the academic performance of targeted students. The summative reports for the 2015 programs show that

current programs as the district has structured are overwhelmingly successful. Our model works. Student surveys indicate that 94% of the students like the program and 95% of the students like the homework assistance. Parent surveys indicate that 100% of the parents like the program. This is the statistic we all strive to achieve. 96% of the parents like the variety in activities and 94% of the parents feel that the program reaches out to and gets parents more involved. Mid-year academic results for the 15-16 program year show that we have already exceeded 60% of our annual academic standards and are close to meeting 78% of the students' academic standards only mid-way through the year. Support for the program from the community is evidenced by more than 18 letters of support and more than two dozen community developed project-based plans to add to the catalog of PBLs the district has available to site coordinator.

The program operation is such that every component (the daily activities, finances and collaboration with the school day) engages multiple individuals. If any component is performing below standards, it is evident to multiple parties and is immediately addressed. Ashley Scott, a prior FLDOE Title I auditor and certified ESE teacher, serves as the program manager and provide administrative oversight and community coordination of the 21<sup>st</sup> Century program. Supporting her are three staff that are engaged directly within the afterschool programs daily. Additionally, a district bookkeeper is assigned to ensure compliance with district policies, procedures and the grant as budgeted. School Principals and bookkeepers address all human resource and payroll issues at the school site. An advisory committee and a team of district administrators provide support including finance, human resources, curriculum development and school improvement. Bi-weekly meetings are held with both Assistant Superintendents to update them on progress and operation of grant programs.

A 21<sup>st</sup> Century Community Learning Center Advisory committee will be established unique to the Astoria Park and Pineview Elementary programs, based on the existing LCS 21<sup>st</sup> CCLC Advisory Committee structure, which includes a student, a parent, the CEO of the Florida

Afterschool Network and the Director of Education Strategies at the United Way of the Big Bend. The Advisory Committee will help ensure the students and parents have a voice, that the community is fully engaged in serving the youth, and the program services are seen as a community responsibility, not simply a district responsibility to ensure youth are given a safe place to continue their personal education.

A Florida certified teacher will lead each program site and modify curriculum as needed for each student. In addition LCS brings the resources of a team of curriculum developers for each subject that will review project-based learning (PBL) activities based on the needs of the school and students, and LCS ensures alignment with classroom curriculum. The entire 21<sup>st</sup> CCLC team includes managers, bookkeepers, district resources, an Advisory Team, external evaluator, school administrator, site coordinator, teachers, teacher aides, committed community partners and tutors as needed.

The Site Coordinator will prepare the program activities, coordinate with vendors and community partners, and adjust for issues such as youth interventions, identifying substitutes as needed and ensuring time is maximized when students are present. Teachers provide daily academic instruction and confer with the student's teachers regarding Florida Standards to address and the specific data-based needs of each student. Aides and activity leaders setup, clean up and assist teachers. The site coordinator will work with teachers to ensure that the academic instruction and enrichment activities of the program parallel regular school day instruction; student academic records are available; participants are in attendance during the regular school day; information is shared on students' progress at school and in the program.

LCS will be represented at the annual Florida Afterschool Conference. In the past LCS has presented at the state and national conferences for their best practices and accommodation of students with disabilities. The site coordinator and staff members will attend recommended FLDOE regional technical assistance trainings scheduled throughout the year.



## **5.5 PARTNERSHIPS, COLLABORATION & SUSTAINABILITY**

### **5.5A Community Notice**

Leon County Schools posted the intent to apply for 21<sup>st</sup> CCLC on the school district's 21<sup>st</sup> Century website. School sites emailed the intent to apply to their parents through listserve and shared the intent to apply with their faculty and staff during staff meetings. During School Advisory Committee Meetings and Parent Advisory Committee meetings, school administrators provided parents, students, teachers and community stakeholders with information pertaining to the Request for Proposal, program requirements, the scope of work, budget, and evaluation contents.

The Grants Department presented to the District Advisory Council (DAC), a group of parents representing every school that meet monthly. The presentation specifically stated Pineview Elementary and Astoria Park Elementary's intent to apply. Additionally a summary of the DAC meeting, noting the disclosure of the intent to apply, is a standard School Board Agenda item. The School Board meetings are televised and available online.

LCS has a centralized Grants Department to facilitate coordination of federal, state and local programs. The development of this proposal included the school administrator, site coordinator, and staff from federal entitlement grants and AmeriCorps grant offices.

Community partners and vendors were asked to provide feedback and input to the 21<sup>st</sup> Century Grant Proposals in early March. Partners and vendors provided feedback via email and conference calls respectively. Follow-up correspondence was sent out to vendors and partners via email to document collaboration and input. The 21<sup>st</sup> CCLC program has existing Advisory Council Committees consisting of parents, students, staff, community stakeholders and other key members. The Advisory committee meetings are advertised and open to all within the community. During these meetings information pertaining the intent to apply was provided. The 21<sup>st</sup> CCLC Program will provide the community access by posting the proposals online and maintaining a copy in the front office of each school site. Additionally the 21<sup>st</sup> CCLC District

Program Office will be available to answer any questions, and to provide the community with information. If funded, notification to the community will be provided through email and listserve, school marquee's and parent letters. The 21<sup>st</sup> CCLC Program Manager will be responsible for the upkeep of the 21<sup>st</sup> CCLC website. Upon being funded the website will include the grant awards, start times, as well as other pertinent information regarding the program.

#### **5.5B Collaboration with Private Schools**

Qualifying private school students are eligible to participate and private school administrators were notified in February of the district's intent to submit a 21<sup>st</sup> CCLC proposal along with an offer for them to participate in the grant planning. No private schools requested to participate. Private schools will be notified upon grant award and offered to participate in the program if funded. Students will not be denied services on the basis of sex (including transgender status, gender nonconforming and gender identity), race, age, color, ethnicity, national origin, religion, pregnancy, marital status, disability, sexual orientation, or genetic information.

#### **5.5C Partnerships**

The 21<sup>st</sup> Century team, school site, United Way of the Big Bend, WFSU Radio, LCS leadership and community stakeholders participated and met multiple times in March in order to provide program suggestions, revisions, priorities for collaboration and to finalize the extensive collaborative agreements. Collaborative Partnership meetings were held with nonprofit organizations such as Habitat for Humanity, Sharing Tree, March of Dimes, Leon County Schools Foundation, Goodwill, Second Harvest, Volunteer Leon and the Leon County Humane Society. In all, more than a dozen meetings were held to gather input and align the strategies of the partner organizations. This is truly a community program. It is critical that stakeholders (School Advisory Councils, Parent Teacher Organizations) will continue to provide program information. Similarly, the Astoria Park and Pineview Elementary School's 21<sup>st</sup> CCLC Advisory

Committee will meet at least twice each year to review progress on program goals and at least once prior to funding renewal to identify further collaboration and dissemination plans.

Project Based Learning (PBL) activities incorporate community partners. In partner planning meetings, community partners were asked to detail their services and structure their plans in accordance with the PBL form provided by the Florida Department of Education. In addition to the reference books of PBLs already available to the school administrator and site coordinator, PBLs submitted by community partners will be distributed.

Some community partnerships are simply contractual; a vendor relationship, but most community partnerships are collaborative. The partners have committed to helping sustain their services knowing there is a reduction of funding to the program in future years. These partnerships, both contractual and collaborative, provide support and address the unique needs of this school. The site coordinator will be provided the resources to help recruit additional community partners as individual student and family needs may arise.

To highlight a few of the key partnerships: Leon County Schools (LCS) will provide a safe and secure site to host afterschool activities and provide snacks through the Federal School Lunch Program. The LCS program manager, dedicated to the program, will provide the oversight and administration of the program, provide support the site coordinator and the infrastructure to identify additional community resources as needed. In addition to the facilities, snacks and administration, LCS has established an on-line infrastructure for ease of reporting and sharing documentation of daily program activities and deliverables between the site coordinator, principals, and evaluator.

The Partners Table and letters of support provided identifies significant support where value is not indicated. The site coordinator will document the value of in-kind contributions provided by partners in the Documentation Notebook. Collaborative partners will also be invited to the school and district volunteer celebration where they will be recognized for their contributions to the program. Partners will also have the opportunity to be nominated for

awards. The program coordinator will frequently engage partners and maintain a high-touch relationship with each one to ensure partner relationships stay in good standing.

#### **5.5D Collaborations with the Regular School Day**

The site coordinator at Astoria Park Elementary is familiar and has managed the 21<sup>st</sup> Century Community Learning Centers in the recent past. At Pineview Elementary the Site Coordinator will be an active teacher employee that has experience with developing innovative academic and enrichment activities for elementary school students. The school administrators have requested to operate this program and have actively participated in all planning stages of this proposal. School principals met with teacher and school staff to develop activities and timelines. Based on feedback and the needs assessment conducted by the school principal and teachers to meet the unique needs of the schools, selected programs will focus to support reading, math and science, parental involvement, STEM Education with an emphasis on elementary industry certification and student physical, behavior and mental health.

To support the school and data-driven decisions, the district utilizes online assessment software programs allowing for ready access to student academic records and school-wide data. This information will be available to the program manager and site coordinators for the use of identifying student academic and social weaknesses and strengths. This allows structured and targeted PBLs based on the student's academic and social needs. Parents have immediate access to student attendance, disciplinary records, classroom assignments and grades.

The program will reinforce what students learn during the regular school day. PBL units will be selected by school administration to ensure each activity reinforces core academic subjects and provide personal enrichment that specifically address the school need. The program manager will be responsible for working with administrators, site coordinator, teachers and teacher aides in implementing the PBL units. PBLs will be structured to support academic subject areas (reading, writing, math, science) within fun, student-driven projects. These

projects will offer engaging, academic and personal enrichment activities that will support student's development of persistence, critical thinking, decision-making, and behavior necessary to improve academic achievement. In addition, by engaging the approval of the school administration PBLs and activities that are conducted at each 21<sup>st</sup> CCLC school site will be aligned with the school's Improvement Plan. Certified teachers from the school are hired to facilitate the 21<sup>st</sup> CCLC Program, this provides ongoing collaboration. The 21<sup>st</sup> CCLC Program is added as a key member of the Site Committee a governing body of school level leaders that collaborate to ensure that the School Improvement Plans goals are being met. The 21<sup>st</sup> CCLC Program will be instrumental in helping to close the academic achievement gap. Site Coordinator will meet with regular day teachers to help support students' academic and behavior needs. When requested, the Site Coordinator will attend parent teacher conferences. Each month the Site Coordinator will communicate with regularly day teachers. This collaboration will be seen in Faculty and Staff Meetings Agendas, collaboration and communication logs, and emails.

#### **5.5E Sustainability**

The budget provided is sufficient to operate the 21<sup>st</sup> CCLC and utilizes the funds in an effective and efficient manner. Administrative costs are well below the limit of 6% of 21<sup>st</sup> CCLC programs funds to ensure funds are primarily for the direct services provided to students. The district adheres to a strict supplement, not supplant ideology and has waived their indirect cost rate generally applied to grants. The activities and budget are written with sustainability in mind. The services will be maintained through the 5-year program operation, even with the reduced funding in years 3-5.

At the partner planning meetings, in preparation for proposal development, partners were asked to consider their own sustainability efforts. We asked if the partners could help share the burden and reduce their own costs over time through improved efficiency and other funding sources. Partners that provide free services will be utilized to help sustain the programs.

The Grants Office of Leon County Schools is contributing services for grant writing and grant seeking assistance to partners in their efforts to identify alternative funding. The Grants Office will also assist in writing and grant seeking grants for teachers to help sustain the 21<sup>st</sup> CCLC Program.

Transportation, janitorial, facilities and management are all cost expenditures that the Board of Education currently assumes for the project and could continue in the future. The food service is provided by the United States Department of Agriculture's child nutrition program and will be easily continue the after-school snack and summer food program for the students. The professional development required for the successful operation of the Centers will be funded through federal entitlements of Title I and Title II.

The Advisory Council will have a significant percentage of members representing local businesses and community organizations. Committed Advisory Council Members include the Director of Content and Community Outreach of WFSU-PBS and NPR Radio; Tallahassee Humane Society; Leon County Health Department, and Leon County Schools Foundation an excellent resource as we implement the sustainability plan.

## **5.6 PROGRAM PLAN**

The 21<sup>st</sup> Century Community Learning Centers are designed to meet the Gold Standards of the Florida Afterschool Network and are structured around the YouthThrive model from the Center for the Study of Social Policy. The Gold Standard Practices were established to represent the core principles and best practices that lead to the delivery of quality programming for children and youth in afterschool programs. Leon County Schools was a participant in the discussions to establish the Gold Standard Practices, and we strive to adhere to these standards. YouthThrive is consistent with leading research on positive youth development. YouthThrive identifies key factors (youth resilience, social connections, concrete support in time of need and cognitive and social-emotional competence) necessary to mitigate risk and promote

well-being for healthy youth development. Project based learning plans, curriculum and vendors are all selected to align with the YouthThrive principles and Gold Standard Practices.

#### **5.6A Target Students**

Students are eligible on a first come - first served basis with priority provided to students performing below grade level in core subjects and those recommended by teachers. Siblings of priority participants will also receive priority as historically this has significant impact on the ability for those students to participate. Adult family members and guardians of participating students will receive specific information on activities and 21<sup>st</sup> Community Learning Center services. Students who are at-risk of dropout will be targeted and encouraged to enroll in the program. Every middle school student that dropped out of school was two or more grades behind in elementary school (2015 LCS Databook). Over the 5-year period of the grant, participating students will be tracked and enrolled in district drop-out prevention programs if needed. Preference will also be given to students in need of assistance for behavioral, social or guidance programs. Planning times will be held for regular day and extended day staff to coordinate services and to facilitate the integration of the program with the regular school day. Guidance counselors will also be instrumental in recommending students who are in need of academic and enrichment instruction beyond the school day. Families of students enrolled in the program will be provided with information about training opportunities through flyers, brochures, newsletters and district's educational TV station.

#### **5.6B Recruitment and Retention**

21<sup>st</sup> CCLC has a phenomenal reputation in the Leon County community for being a well-structured and supportive after-school program. Recruitment has not historically been an issue within school-based programs. Regularly reminding parents and guardians of mandatory participation hours directly reduces the number of students picked up prior to the end of the program. School centers will host a mandatory orientation for parents to provide them with the expectations of the 21<sup>st</sup> CCLC Program. Orientations will be flexible in time and in nature. For

parents that are unable to physically attend the meetings, parents can meet via conference call or Skype. Providing fun, interactive activities that engage youth, and having students want to be at the program, is an effective strategy for retention.

The program will also allow students to complete specialized projects during homework help time to work specifically on skills that they are lacking. Special opportunities for the parents to volunteer and become involved in Service Learning projects with their students will provide parents with the opportunity to encourage daily attendance. Contractor services will be tailored to meet each student's needs. This will help enhance student's academic, social, physical and mental needs to facilitate the retention of students.

Additional strategies that will be used to attract and sustain students in the program include ensuring that the program is offered at times that meet parent's needs, reaching out directly to students and parents, offering students and parents opportunities for leadership, community service, hiring energetic and experienced staff. Offering a wider variety of relevant program options, visual and performing arts opportunity options will be provided to students, coordinating all efforts to support effective service delivery and lastly to ensure that all programs will be of high quality.

If retention is directly impacting a program site's performance, parent and student surveys will be reviewed to identify additional services that may be provided. If needed, a survey focused on parents of disengaged youth will be issued to help assess what needs are not being met. We have found this approach to be highly-effective.

#### **5.6C Student Program Activities**

Program Activities will be closely aligned with current activities, themes, and/or learning objectives the student is working on during the regular school day. Examples of themes that take place during the school day include: Communities, Reading and Writing Scholars, Health and Wellness, STEM labs initiatives, Around the World, Celebrating Earth, Understanding Technology, Plants and Animals, and the Life Cycle. All of these themes place focus on state



standards and benchmarks and will guide the student program academic and enrichment activities.

Afterschool students will sign in after transitioning from the end of the regular school day. Programs will begin at 2:55pm. Students will receive snacks and targeted academic assistance (35 minutes). Targeted academic and tutoring assistance is based on the individual student needs and does not supplant the academic activities. At 3:30, students will meet with their groups for their focused academic activities for 60 minutes. A strict schedule will be established based on the students' needs. A sample program schedule is included as a proposal attachment. After the academic component, activities fostering cross cultural, self-direction, communication, critical thinking and problem solving skills will be administered. Students will rotate between these activities and participate in activities such as elementary industry certifications that places focus on engineering and technology, and foreign language acquisition which will help students gain an appreciation of arts and culture and will support the Around the World theme. Students will also attend partner or vendor sessions focusing on building youth resilience, social connections, and emotional competence. Students will have the opportunity to work in groups and complete Service Learning Projects that are community service driven and add value back into our local community. The program will dismiss at 6:00pm.

At Pineview Elementary students will participate in the Saturday 21<sup>st</sup> CCLC Program. In consultation with the community and the school, the Saturday component will continue to support students struggling students to meet proficiency standards and will target students in the 21<sup>st</sup> CCLC program during the week. From 9:00am-9:30am students will sign in and eat breakfast. 9:30am-10:30am students will work on PBL & Academics. 10:30am-11:30am students will work in groups to accomplish the elementary industry certifications or participate in the building of robotics. Lunch will be served at 11:15am-11:45am. Lunch is provided at no cost to students by the Leon County Schools Food Service Department. After lunch students will spend 30 minutes working on remedial and targeted skills for which they have a deficiency.

During this time students are also able to work on homework skills. At 12:15pm students will attend small group partner or vendor sessions focusing on building youth resilience, social connections, and emotional competence. Students will be dismissed at 1:00pm.

Summer program activities will be aligned to state standards and will contain a balance of English Language Arts and STEM curriculum. The summer program will begin at 8:00am and end at 1:00pm. Each week students will have a culminating project and invention. Students will discover the nuts and bolts of science, math, technology and engineering. During these projects students will use their elementary industry certification experiences, foreign language, and youth resilience to develop inventions and to help contribute to their local community.

The driving mission will be the goals of the 21<sup>st</sup> Century Community Learning Center Program. Program success will be measured by how well each goal is met, as goals are aligned to focus on the whole child. The 21<sup>st</sup> Century Program will be designed to empower students to grow academically, socially and behaviorally while setting high expectations for students.

Academic Enrichment. Research-based activities will be included as an integral program component through Project Based Learning (PBL) activities and instruction by highly qualified teachers using differentiated instruction techniques. PBL supplemental materials will be used to reinforce the materials from the regular day program and provide re-teaching or additional teaching to students according to their needs. All instruction will support the core programs to enable students to reach proficiency levels. The mastery of Florida Standards will be monitored on a routine basis by the school principal and site coordinator through the DataDirector Progress Monitoring System. Formatting activities through project-based learning plans supports problem-solving, communication, teamwork and character education activities incorporated into the process of increasing academic proficiency. Accommodations will be provided to students with special needs. These accommodations are included in the students Individualized Education Plan. Examples of supplemental programs and activities may include:

Leon County Virtual School, Microsoft and Adobe Industry Certifications, Just Read Florida!, CPALMS, Edutopia, Challenger Learning Center, FloridaShines, Champions Health and Fitness, WeatherSTEM, Engineering is Elementary Curriculum, PBSkids, Calico and Rosetta Stone Spanish Language acquisition programs. PBL topics include Building Cities, Celebrating Other Cultures, Communities, Reading and Writing Scholars, Health and Wellness, STEM lab Initiatives, Around the World, Celebrating Earth, Using and Understanding Technology, Plants, Animals and Gardens, Under the Microscope (Life Cycle), Under the Sea. Additional topics are selected based upon student interests and needs identified through student interest survey and data collected on students' progress.

Enrichment Activities: Character and health education are infused within hands-on PBL activity. Specific PBLs infuse health education within activities that promote healthy lifestyles, obesity awareness, positive self-image and positive behaviors. Students will be celebrated and supported in a fun, positive environment and students will become more likely to lead healthy, active, open minded and culturally sensitive lives. Character education is incorporated within each PBL activity. Through small group instruction and one-to-one mentoring relationships, students will have the opportunity to discuss the application of character education values, such as teamwork, respect, caring, cooperation, courage and honesty in their own lives. Service learning will be embedded within PBL activities.

Proposed PBL Activities: Project based learning (PBL) activities will vary by site and scheduling of key partners. Project selections are based on student interests, as well as, needs identified in the needs assessment and School Improvement Plan. Identified needs are focused on reading proficiency and positive behavior support. Monthly trainings allow site coordinators and teachers to assess PBL activities and define effective practices. Every site coordinator receives copies of all PBLs submitted by community partners (over 25 PBLs). Daily activities will be scripted through an approved PBL.

With the implementation of Project-Based Learning (PBL) activities, each PBL unit provides an opportunity for the students to disseminate what they learned to their family members and school community. This direct engagement of parents correlating with their child's work will be conducted in unison with workshops and trainings for family members. Regularly scheduled parent workshops will be based on Joyce Epstein's research based six types of parent involvement model, which includes: Communicating, Collaborating with the Community, Decision Making, Learning at Home, Parenting and Volunteering. Homework assistance is one of the most significant issues for parents. In addition to regularly scheduled parent workshops, most PBLs have activities for parents and a few require parent involvement.

#### **5.6D Adult Family Member Program Activities**

Six workshops will be held throughout the program year. A survey of parent needs will be conducted at the beginning of the program year. The parent needs survey may bring forward the need for additional workshop sessions which the 21<sup>st</sup> Century Program will conduct. We will bring together various community organizations and companies to help support our endeavors in providing meaningful Adult Family Member Program Activities. Past workshops included information on Financial Literacy provided by the following entities: Florida Commerce Credit Union, Prime Meridian Bank, Envision Credit Union and Capital City Bank, the Florida Department of Financial Services. These workshops will focus on helping parents to track their personal expenses and identifying a monthly budget, creating strategies for saving money and paying off debt, explaining how to establish or reestablish a good credit record, balancing a checkbook, and other related topics.

Health and Wellness Literacy workshops are provided by Ageless Health and Wellness, Leon County Health Department, and UF-IFAS Extension Office. Parent Workforce Education workshops conducted by Goodwill Industries and Career Source Capital Region are geared towards parent's learning employability skills, writing resumes, job seeking and learning interviewing techniques. Academic Enrichment, Entrepreneurship, College and Career

opportunities will also be workshop topics offered to parents. Computer Education workshops will be provided to teach parents how to utilize word processing, spreadsheets, database and the Internet software programs.

These opportunities will not only assist parents in their endeavors but will also provide students with the opportunity to educate parents on the topics they are learning and can benefit from as well. We will conduct one financial literacy workshops, one health and wellness workshop, two academic enrichment, entrepreneurship, college and career workshops, one computer education and one workforce education workshop.

Additionally, the 21<sup>st</sup> CCLC Program at Astoria and Pineview will embed the Florida Parent Checklist disseminated by the Florida Department of Education, Bureau of Family and Community Outreach. This checklist is based on the Family and School Partnership for Student Achievement Act, section 1002.23, Florida Statutes (F.S.). 21<sup>st</sup> CCLC family member services will support the child's academic progress, especially in the area of reading; strengthen the child's citizenship, especially social skills and respect for others; strengthen the child's realization of high expectations and setting lifelong learning goals; and emphasize communication between the school and the home.

#### **5.6E Staffing Plan and Professional Development**

Teacher aides will be responsible for supporting the teachers by supervising students, directly engaging students in hands-on activities and ensuring parents check out their child in accordance with procedures. The ratio is 1:10, one adult to ten students, during the academic activities. Certified teaches will provide the academic instruction for one hour per day. The program will ensure that each class has 1 student per adult. Teacher Aids will be assigned to classrooms to further reduce class size and to meet ratios. The 1:20 ratio will be utilized during enrichment activities. The Site Coordinator will be directly responsible for the administrative tasks and the daily operations of the program.

The LCS program manager will engage the site coordinators and regularly participate in site activities. The LCS program manager will provide monthly professional development to the site coordinators during regularly scheduled Site Coordinator Meetings. Additional professional development will be provided directly to teachers and activity leaders at the school level. A professional development survey will be distributed. Historically professional development topics include: Creating Afterschool Lesson Plans, Building Relationships with Community Partners, Differentiated Instruction, Behavior Management, Creating an Active Learning Environment, Using Data to Drive Afterschool Instruction, Engaging Parents Beyond the Bell, Team Building and Youth Development. Professional Development will be provided in these areas as well as areas identified in the survey needs.

Regular site visits will take place weekly. This arrangement allows for the schools to be visited during program hours, trainings to be developed and conducted, and technical assistance provided promptly to address identified issues. Standard observation protocol will be used to observe site activities. The observation checklists will be provided to principals as a means of collaboration and communication.

The site coordinators will be certified teachers or have extensive experience in coordinating 21<sup>st</sup> CCLC after-school programs. At both sites certified teachers will be on hand during operating hours to conduct academic activities. The site coordinators will collect site-specific records such as attendance, classroom data, PBL activity, and lesson plans. The LCS program manager will ensure accuracy and completeness of data collected, and submit needed information to the evaluator. The evaluator verifies accuracy of reports submitted and reports directly to the Advisory Committee and the site coordinators. Highly qualified teachers will provide academic tutoring and small group instruction in reading, math and science incorporated within the hands-on projects.

#### **5.6F Program Centers**

The 21<sup>st</sup> Century Program will take place on the school campus of Astoria Park Elementary and Pineview Elementary School. Both schools will provide instructional classrooms, cafeteria space, computer labs, and recreation space for the implementation of the 21<sup>st</sup> CCLC Program. Classroom space and occupancy will follow the regular school guidelines. There will be sufficient classroom space during the academic hour to support the student ratios.

Additional access to school buildings such as the music, art, media center and gymnasium will be available to support the 21<sup>st</sup> CCLC Program. Conference rooms will be available to assist the Site Coordinator in meeting with parents and community stakeholders. Astoria and Pineview will ensure that the 21<sup>st</sup> CCLC Site Coordinator has an office that can be locked and secured so that 21<sup>st</sup> CCLC items are stored securely and separately.

#### **5.6G Safety and Student Transportation**

Every family completes an application form for participation in the program. The application packet includes details of partners and third-party organizations that will have access to student data, as well as program rules and safety procedures. Disciplinary measures, procedures, and/or a code of conduct will be implemented. Adult supervision will be provided for children at all times. The students will transition directly into the extended day program from the regular school day program. Student roll will be taken daily for all classes/activities and records maintained for data reporting. The schools will designate a 21<sup>st</sup> CCLC area including an area for students to store their backpacks, an area for snack, classroom(s) for homework assistance and an area for the project-based learning (PBL) activity that will support all designed activities. As this program is conducted before and after school hours, the entire campus is available, as needed. Every campus complies with the FLDOE requirements for classroom space for the population of the school. The school and all classrooms are handicap-accessible.

In cases of inclement weather, age appropriate alternative activities will be provided in covered areas, gymnasiums or other locations, such as classrooms. The site will have an

"Alternative Activities Plan" on hand. Staff members use radios to communicate about student transitions, behavior issues, or other classroom issues. A buddy system is used during the program if a student needs to leave the classroom. Site coordinators will receive training during monthly site coordinator meetings about program procedures, requirements, and safety procedures. Teacher aides receive on-going, as well as, two additional trainings to ensure safety and program procedures are followed. Program staff are expected to adhere to all sections of the 21<sup>st</sup> CCLC Manual in addition to the Leon County Schools Employee Handbook.

Everyone is required to have identification visible when on school campuses. School Administrators will ensure the safety of students by adhering to the LCS Zero Tolerance Policy. The Safety and Security Office issues identification badges required and level 2 background checks are conducted by FDLE in accordance with Section 10132.32, Florida Statutes, for all vendors and employees. All visitors are required to report to the front office, show proof of identification, and sign in/out. For safety the school has fencing and a closed campus. The district has a centralized 24-hour security center. This center monitors campus fire and security alarms, video cameras and a 24-hour call line. Fire drills and emergency event drills are conducted during the afterschool program. All schools use the LCS Safety Procedures and have multiple people at the site trained in CPR/First Aid. Every campus is equipped with alert radios providing instant notification of weather updates.

District policies will be followed regarding vehicles used for transportation. All district buses are fully accessible and equipped with video cameras to document incidents. Headcounts before, during and after fieldtrips by staff, signed parent permission sheets with reliable contact information, as well as, student name badges will be used to ensure students' off-campus safety. The students will transition directly into the after school program from the regular school day program. Student attendance will be taken daily for all classes and activities, and pertinent records are maintained for data analysis and reporting. Transportation home is not provided. Parents identify at program registration how their child will get home and who has permission to



pick up their child. This information is provided by parents on the enrollment application. All students being picked up must be signed out by an approved adult or parent.

#### **5.6H Dissemination Plan**

The schools maintain a webpage and will host an interactive 21<sup>st</sup> Century website that provides site information, contacts, program reports, parent and staff resources, as well as, Advisory Committee meeting dates and progress information. The district will continue to support the webpage hosting. Upon funding, parents will be notified through direct letters from their principals. The district will be conducting additional outreach campaigns at the start of school (August) through different media outlets, such as radio, newspaper and television. School Orientation will include announcements for the program. Once funded additional parent information opportunities will be held in conjunction with Parent Teacher Student Association, School Advisory Council, and faculty meetings at the beginning of each school year to make teachers, parents, and the community aware of the goals and objectives of 21<sup>st</sup> CCLC programs and target populations.

The 21<sup>st</sup> CCLC logo will be displayed on all correspondence, including newsletters, flyers, invitations, programs, brochures, and throughout each targeted school. Additionally, the Advisory Committee will discuss and coordinate dissemination of information to the community. The partners will also be asked to promote 21<sup>st</sup> CCLC at their places of business. If requested, the 21<sup>st</sup> CCLC program will share best practices at the state conference and in discussions with the 21<sup>st</sup> CCLC Technical Assistance team.

In accordance with district grant policies and procedures, this proposal, in its entirety, is presented to the school board for approval. The School Board agenda and supporting documentation is available one week prior to the meeting and maintained online through the district's BoardDocs website.