

### 3.1 Project Abstract

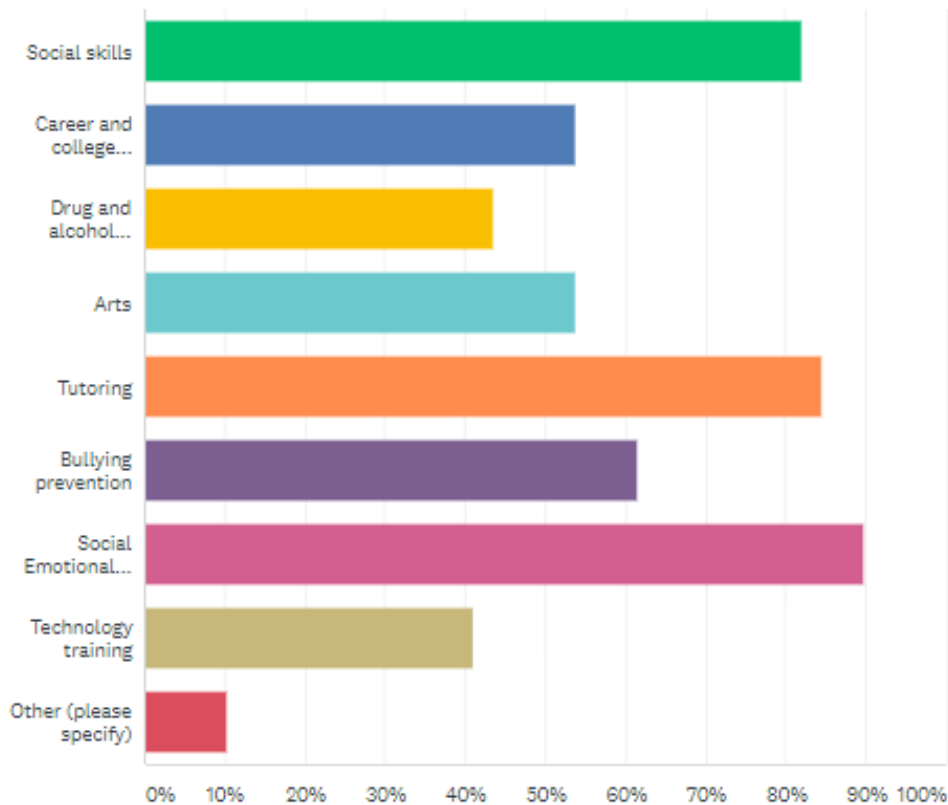
The overarching objective of the *Deep-Divers* program is to increase student proficiency by addressing individual learning needs of students in social emotional learning and core subject areas. The needs assessment data supports this objective. The program supports 75 students at each school for a total of 300 students. The afterschool and summer programs serve students who attend four St. Lucie County schools: Allapattah Flats (K-8), Creative Arts Academy of St. Lucie (K-8), Frances K. Sweet (K-5), and Northport (K-8). The selected school sites are high-need as they are Title I schools. The daily afterschool program at each site lasts for two hours after dismissal for a total of 160 days. Start and end times vary by school site as dismissals times vary. The summer program is from 7:30am to 12:30pm, for a total of 20 days.

### 3.2 Community Notice and Needs Assessment (7 points)

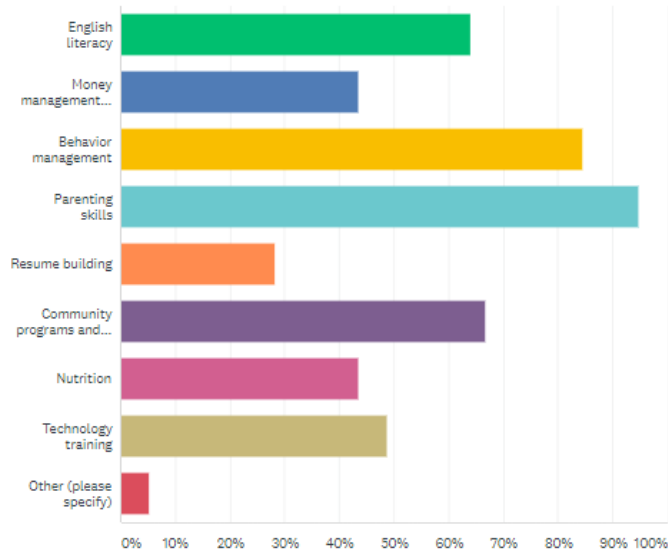
**Community Notice** St. Lucie Public Schools informed the community of the intent to submit an application for the 21<sup>st</sup> Century Community Learning Centers at four district school sites: Allapattah Flats K-8, Creative Arts Academy of St. Lucie (K-8), Frances K. Sweet Elementary (K-5), and Northport (K-8). Private schools were informed during a consultation meeting on January 24, 2019. Intent to apply was stated on the district website, through social media platforms and in the district digital newsletter to provide access to stakeholders both within and outside of the organization beginning the week of July 8, 2019. The digital newsletter is disseminated weekly via email internally to all employees, and via electronic subscription to internal and external audiences. Articles from the newsletter are also posted on the district mobile application and are uploaded to the SLPS website homepage. The entire community will have access to the proposal via direct link from the 21<sup>st</sup> CCLC web page of the St. Lucie Public Schools website, located at <https://www.stlucie.k12.fl.us/departments/federal/21-century/>. If awarded a 21<sup>st</sup> CCLC grant, the district will actively recruit parents, students, and community partners to serve on the 21<sup>st</sup> CCLC Advisory Board.

**Needs Assessment** St. Lucie Public Schools disseminated a community survey to the public via social media blasts, press release, and in the weekly district newsletter soliciting feedback from the community regarding the need for a 21<sup>st</sup> CCLC program and priorities for its design. Thirty-nine stakeholders completed the survey, which was comprised of eight response items, at the point of application submittal.

1. There is a need for children to attend a safe, caring program during afterschool hours in St. Lucie County. Results: 95% Strongly Agree and 5% Agree
2. I would have my child participate in an afterschool program if it was high quality, convenient and offered engaging activities for my child. Results: 87% Strongly Agree; 8% Agree; and 5% Not Applicable
3. In which area(s) do children in St. Lucie County need support?

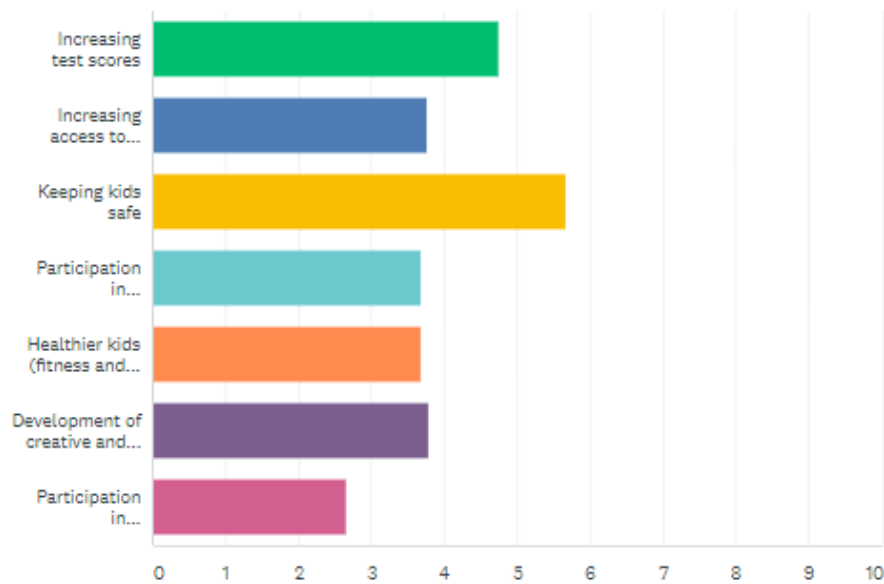


4. In which areas do families and the surrounding community need support in St. Lucie County?



5. Do you have any other ideas or suggestions for how the proposed 21st Century Community Learning Center programs can better support students, their families, and the community? A variety of responses included: Go back to the basics, writing, penmanship, math facts, etc.; Providing funding for all programs in the summer and increase the number of days; Parental participation is a must. No youth program can truly be effective without the parents or guardians; Mental health counseling.

6. Which afterschool programs are the most important to you?



7. Do you or a family member have prior experience participating in or working for a 21st Century Community Learning Center program? Results: 64% Yes and 36% No
8. Are you connected with a community organization which may be willing to provide support to 21st Century Community Learning Center students, their parents, and/or surrounding community members? Results 81% No and 19% Yes

Private School stakeholders were also consulted. St. Lucie Public Schools' Federal Programs Department held a meeting on January 24, 2019 at 10am for interested private schools to explain the different programs and invite them to participate. Inclement weather negatively impacted attendance. Administrators from a few sites which were unable to attend were consulted via conference call on January 24, at 12:30pm. Several schools opted to participate in Title I, Title II Part A, and Title IV, Part A. Several of the schools expressed interest in new program sites. SLPS solicited input from the private school administrators about the needs of their students and families to help guide program development. Afterschool care for children, at no cost to the parents, is an identified need due to low income levels of families.

The district has informed the entire community, including private schools, of its intent to apply for this 21st CCLC program at Allapattah Flats K-8, Creative Arts Academy of St. Lucie, Frances K. Sweet Elementary, and Northport K-8. It is likely that private school students will participate in 21st CCLC programs at these sites, if awarded the grant, since the sites are in close proximity to the interested private schools.

Each school site which is a part of the proposed project conducted an individual needs assessment. SEL was a common need among all sites. Therefore, the SEL Department of St. Lucie Public Schools has committed to continue to support 21<sup>st</sup> CCLC programs with training and program implementation to support this prevalent need. SEL instruction will take place during personal enrichment time. Academic needs varied by school. School leadership teams designed unique plans to address the areas of highest need in each core academic subject. The information from each site is shown in the following tables.

**Allapattah Flats K-8**

	ELA Strand	Math Domain	Science Strand
Strand in need of improvement	Informational text	Algebraic Thinking	Nature of Science
Data to justify the selection of the strand	Grades 3-8 averaged 45% proficiency in 2018-2019	Grades 3-5 averaged 40% proficiency in 2018-2019	Historically lowest in this strand (35%, 37%, 36%)
Activities to support academic learning	Small group instr., Text Structures, key ideas & details	Accountable talk, small group instr., reciprocal teaching	Vocabulary instr., Activities and Games to support
Existing resources to support activities	iReady workbooks, district text sets	Everglades & Ready Workbooks	JJ Boot Camp, Study Island, District Units
Wishlist resources to support activities	Magazines (\$862.50), chart paper for anchor charts (\$240.00), highlighters(\$258.00)	Manipulatives for hands-on investigation (Lake Shore Kits \$200.)	Materials to support STEAM lessons\$250 Materials to make games (playing cards, dice) (\$50.00)
Expected outcome	Grades 3-8 will average 55% proficiency.	Grades 3-8 will average 50% proficiency	Students will average 40% in proficiency for this strand

**Creative Arts Academy of St. Lucie**

	ELA Strand	Math Domain	Science Strand
Strand in need of improvement	Writing	Operations and Algebraic Thinking	Nature of Science
Data to justify the selection of the strand	Students in grades 4-8 averaged 6 out of 10 as measured by Spring 2019 FSA	Students in grades 3-5 scored an average of 50% as measured by Spring 2019 FSA	Students in Gr 5&8 averaged of 6/10 and 7/11 as measured by FL Science Assessment.
Activities to support learning	Text types and purpose, small group instruction	Small group hands on.	Hands on Science Activities
Existing resources for activities	Write from the Beginning and Beyond, Thinking Maps	Manipulatives. iReady math, Ready math	Science Text, McGraw Hill
Wishlist resources to support activities	Ready Writing Materials for grades 4-8.	J & J Math Book Camp Packages grades 3-5: 3 <sup>rd</sup> item MBC-3-WL 4 <sup>th</sup> item MBC -4-WL 5 <sup>th</sup> item MBC -5-WL Total \$3450.00	J & J Science Bootcamp Classroom Package-grade 5 \$1100 – grade 8 \$900
Expected outcome	Grades 4-8 average score on will increase to 7 out of 10 for year 1 and 8 out of 10 for year 2 as measured by FSA.	Students in grades 3-5 will increase their proficiency in Operations and Algebraic Thinking to 60%	Students in grades 5 and 8 will increase avg. proficiency 8/10 and 9/11 as measured by FL Science Assessment.

**Frances K. Sweet Magnet School**

	<b>ELA Strand</b>	<b>Math Domain</b>	<b>Science Strand</b>
Strand in need of improvement	Integration of knowledge & Ideas	Number & Operations	Physical Science
Data to justify the selection of the strand	Grades 3-5 averaged 29% proficient during 2018-2019	Grade 3-5 proficiency dropped 3% from Spring 2018 to 2019	3-year school trend of declining proficiency ( <b>62%*</b> ; 68%; 68%)*2019
Activities to support academic learning	Small group instruction focusing on integration of knowledge and ideas (non-fiction and fictional text); Pair-it books	Math numeracy fact recall; Increase fluency in properties of math; hands on activities to engage students in recall of facts & operations	Intensive vocabulary instruction, and activities supporting the Practice of Physical Science
Existing resources to support activities	Ready workbooks, Journey small books; non-fiction text	Manipulatives, Interactive whiteboard lessons	Science vocabulary games; hands on labs (J & J Bootcamp)
Wishlist resources to support activities	Printed materials from Just Read (differentiated instructional materials)-\$200	Technology supported practice activities;	Study Island Science Labs (\$1,500) school license for 3-5 grade students
Expected outcome	Grades 3-5 will average 60% proficiency	Grades 3-5 prof.will increase 5%; Bottom Quartile LG increase in gr. 4/5	Grade 5 will increase proficiency by 5-8% overall in science FCAT

**Northport K-8**

	<b>ELA Strand</b>	<b>Math Domain</b>	<b>Science Strand</b>
Strand in need of improvement	Integration of Ideas/ Knowledge (3-8) Informational Text (K-2)	Numbers and Operations in Base Ten (K-5) The Number System (6-8)	Nature of Science (K-8)
Data to justify the selection of the strand	<b>2018-19</b> Grades 3-8 averaged 49%, with 35% in yellow/green - Predicted proficiency was 59% <b>2017-2018</b> Grades 3-8 averaged 44%, with 27% in yellow/green <b>2016-17</b> Grades 3-8 averaged 47%, with 30% in yellow/green	- Proficiency for the Number System went from 12% in 2016-17 to 10% in 2017-18. - Proficiency for the Numbers and Operations in Base Ten strand went from 41% in 2016 to 34% in 2017 to 31% in 2018 - The number system strand (6-8) averaged 43% in 2018 - The number system strand (6-8) averaged 53% in 2017	NOS strand 2017-18 Averaged 67%, with 72% in yellow/green  NOS strand 2016-17 Averaged 65%, with 63% in yellow/green
Activities to support academic learning	-Science and reading will be connected using Reading Essentials curriculum integrating ELA and	-Khan Academy resources for specific math standards -Homework help (specific support with current standards being covered in	-Hands-on science demonstrations and experiments supporting the Nature of Science - Reading/Writing across

	Nature of Science -APEX Science	class) -Daily fluency practice for all grade levels (math centers)	the curriculum with Reading Essentials -APEX Science
Existing resources to support activities	-iReady ELA books -small group -differentiated centers -ILUs (Integrated Literacy Units) -KidzLit -iReady ELA discourse cards	-Manipulatives -iReady math books & discourse cards -balanced math reviews -GoMath digital resources -Math Kidz -ALDs (Achievement Level Descriptors) -Khan Academy	-Using the Science Reading Essentials resource to integrate science and literacy focusing on the Nature of Science strand (6-8) - STEM kits (K-8)
Wishlist resources to support activities	-NewsELA PRO to assign leveled texts with appropriate lexiles -Extend the ILU resources	-Flashcards, Dice, Cards -Dominoes -FSA Calculators -Base Ten Boards -Math Fluency Games -Marilyn Burns Kit	-Consumable materials (for experiments) -4-H Buckets
Expected outcome	Overall ELA proficiency in grades 3-8 will increase by at least 3%.	Overall Math proficiency in grades 3-8 will increase by at least 3%.	Overall Science proficiency in grades 3-8 will increase by at least 3%.

**3.3 Dissemination of Information (5 points)**

St. Lucie Public Schools’ 21<sup>st</sup> Century Community Learning Center programs will publicize understandable and accessible information about the program to the community via printed flyers and on the district website. The two forms of communication will ensure those with and without internet service have access to information detailing the program description, address, target schools, hours of operation, and contact information for the site coordinator. Flyers for the program will be accessible in the 21<sup>st</sup> CCLC office as well as at each participating school site. A digital copy of the flyer will be available on the program’s web page. The information will be available in three languages: English, Spanish, and Haitian Creole, to increase the community’s access to the information. This is appropriate for the community since nearly 10 percent of students enrolled in St. Lucie Public Schools are ELL students.

A pre-existing 21<sup>st</sup> Century Community Learning Centers webpage is located on the district website. The webpage will continue to be updated so information is current and accurately reflects the programming being offered at the target schools. The site promotes the

positive outcomes and highlights experiences of students in the afterschool program. A hyperlink will connect to the programs at each school site, allowing stakeholders to be informed of all program events and activities. Site coordinators are responsible for maintaining their webpages, making monthly updates to inform stakeholders of upcoming events, and detailing progress toward program objectives.

### 3.4 Target Population, Recruitment and Retention (10 points)

**Target Population** St. Lucie Public Schools, located in St. Lucie County, is a Title I District, with 39,500 students enrolled in VPK through twelfth grade. Of the district's 38 schools, 37 are designated as Title I schools. Additionally, 75.2 percent of students receive free and reduced lunch every day. The student population is diverse, with 49 languages spoken in the district's schools and a 9 percent ESOL student population. The student population is 33 percent White, 31 percent African American, 30 percent Hispanic, 4 percent Multiracial, and 2 percent Asian. Data specific to each school site is provided in the Tables 1 and 2.

Table 1. Race/Ethnicity Data

	American Indian/ Alaskan Native	Asian	Black	Hispanic	Multi- racial	Native Hawaiian/ Pacific Islander	White
Allapattah Flats K-8	0%	1%	33%	30%	4%	0%	31%
Creative Arts Academy K-8	0%	0%	52%	26%	3%	0%	18%
Frances K. Sweet K-5	0%	0%	63%	17%	2%	0%	16%
Northport K-8	0%	2%	27%	30%	6%	0%	35%

Data retrieved from <https://edudata.fldoe.org/ReportCards/Schools.html?school=0151&district=56>

Table 2. Demographic Data

	Economically Disadvantaged	English Language Learners	Students with Disabilities
Allapattah Flats K-8	71%	10%	15%
Creative Arts Academy K-8	100%	22%	11%
Frances K. Sweet K-5	71%	10%	13%
Northport K-8	100%	8%	18%

Data retrieved from <https://edudata.fldoe.org/ReportCards/Schools.html?school=0151&district=56>



**Recruitment and Retention** Students with the greatest academic and social emotional needs will be invited to participate in the program at each site first. Based on each individual school's 2019 state test score data, school leaders will recruit students who are the most in need of additional support. As these students are identified by instructional leaders on each campus, they will be directly invited to participate in the program. If spots remain available after receiving responses from the invited students, the program will open to any student interested in attending. Students with language barriers will receive language acquisition support through Imagine Learning and targeted instructional strategies. Students with learning disabilities will receive individual accommodations specified in their IEPs during academic instruction.

In order to retain students, program design will be engaging for students. Hands-on learning activities will be included, and small group instruction will allow each student to grow and achieve according to their own academic needs. Personal enrichment activities, field trips, and community partners will also provide opportunities for students to have fun while learning, all of which will support student retention.

### **3.5 Times/Frequency of Service Provision for Students & Adult Family Members (5 pts)**

**Afterschool Programming:** Afterschool programming is vital to the success of students at high-need schools. The proposed program will serve 300 students (75 students per site with four sites) and will take place five days per week (with the exception of holidays, early release days, and teacher workdays) for two hours each day, beginning upon the end of the regular school day. The proposed afterschool program will take place on 160 school days per school year. This meets the criteria of operating a minimum of 10 hours per week and four days per week for students in elementary and middle school.

Afterschool programming will consist of SEL, academic instruction and physical enrichment. Students will typically receive five minutes for a snack, 20 minutes to complete homework with staff assistance as needed, 30 minutes of reading instruction, 30 minutes of science instruction, 30 minutes of math instruction, and 25 minutes of personal enrichment,

including SEL learning, tutoring, and physical enrichment. All grade levels bands will be provided this same experience. Instructional and SEL curriculum and resources will be consistent with the individual school needs assessments and action plans in the tables at the end of Section 3.2.

**Summer Programming** Summer programming will consist of academic learning, social emotional learning, and physical enrichment. Students will receive differentiated instruction in mathematics to address gaps in their knowledge and skills. Instructional tools will include iReady Math computer-based program, hands-on math manipulatives, math games, and Ready MAFS student workbooks. Small group instruction in literacy will be tailored to the needs of individual students to strengthen their reading, writing, listening, and speaking skills. In Grades K and 1, students will also receive intensive phonics instruction. Integrated Literacy Units (ILUs), iReady LAFS, NewsELA website with leveled text, JustRead, Ready Writing, Ready Reading, and age appropriate magazines will be used to provide diverse learning and practice opportunities in ELA. Science review and intervention will include hands-on learning labs to bring a detailed understanding of key concepts. Science Reading Essentials, J&J Science Bootcamp, Apex Science, 4-H Buckets, and Study Island science labs will be used to increase student proficiency in core science areas. SEL curricula including Lions Quest, Sanford Harmony, and Positive Action will be used to support personal growth of students.

Three customized schedules have been designed for the following grade bands: (a) Grades K-1, (b) Grades 2-5, and (c) Grades 6-8. A sample schedule for Grades K and 1 includes: (a) 45 minutes of math review and intervention, (b) 30 minutes of SEL activities and instruction, (c) 75 minutes of literacy and phonics instruction, (d) 30 minutes of physical enrichment, (e) 30 minutes of science review and intervention, and (f) 30 minutes for lunch. A sample schedule for Grades 2 through 5 includes: (a) 45 minutes of differentiated math lessons, (b) 30 minutes of SEL activities and instruction, (c) 75 minutes of literacy small group instruction, (d) 45 minutes of physical enrichment, (e) 30 minutes of science review and

intervention, and (f) 30 minutes for lunch. A sample schedule for Grades 6 through 8 includes: (a) 45 minutes of differentiated math lessons, (b) 30 minutes of SEL activities and instruction, (c) 75 minutes of literacy small group instruction, (d) 45 minutes of physical enrichment, (e) 30 minutes of science review and intervention, and (f) 30 minutes for lunch.

**Adult Family Member Educational Programming** *Objective (8) 50% of adult family members of regularly participating students will improve their literacy skills as measured by perceptual survey (parent).* In accordance with ESEA, five adult family member services are scheduled per year to educate parents and students served by 21<sup>st</sup> CCLC programs. The proposed elementary school schedule includes a general program kick-off and orientation to educate families about the program and the importance of regular attendance by students. The second educational program for family members is a Family Literacy Night to equip parents with strategies to support students at home with literacy skills. The third event will be an educational session on the Florida Standards Assessment to educate them about how to support their children and prepare them for FSA testing. An SEL-based parenting strategies training will be provided to educate parents about effective parenting techniques, how to support their children when faced with mental health issues or when being bullied. For the final session of the year, elementary programs will host a family literacy event near the end of the school year to inform parents about the importance of reading across the summer vacation to prevent the summer slide, and to train parents with techniques and activities to make literacy learning fun and valuable. Middle school programs will offer family college and career preparedness training.

### **3.6 Program Evaluation (10 points)**

This proposed program meets the Measures of Effectiveness as specified by ESEA by including activities which are based on evidence-based research. Additionally, the proposed evaluation plan ensures alignment between regular academic program and students' academic needs. Lastly, the evaluation of the proposed program involves the collection of data necessary to measure student success. The aim of the evaluation plan is to provide data to the 21<sup>st</sup> CCLC

Advisory Board and the 21<sup>st</sup> CCLC Project Director to facilitate the monitoring of the impact of the afterschool and summer programming. All nine objectives required for a program serving students in grade PreK-8 are addressed by this proposed plan. The program evaluation data will be collected and reported by an Independent Evaluator, selected through district procurement procedures since the cost to contract with the evaluator will exceed the threshold. It is possible that the district's current 21<sup>st</sup> CCLC evaluator, Deborah L. Carlstrom, Ed.D will be the evaluator. Dr. Carlstrom is the President of Solutions Management & Consulting, Inc and her primary role is the company's lead researcher.

**3.6.a. Statewide Standard Objectives** Three academic objectives are required for the 21<sup>st</sup> CCLC program. Data collections methods correspond with each objective. Three statewide standard objectives are provided; one in ELA/Writing, one in mathematics, and one in science. The three assessment objectives are:

1. 80% of regularly participating students will improve to a satisfactory English Language Arts grade or above or maintain a high grade across the program year.
2. 80% of regularly participating students will improve to a satisfactory mathematics grade or above or maintain a high grade across the program year.
3. 80% of regularly participating students will improve to a satisfactory science grade or above or maintain a high grade across the program year.

This benchmark of 80 percent was selected for all three objectives since 80 percent is considered to be an acceptable minimum level for demonstrating mastery in the district. Quarterly grades for regularly participating students will be retrieved by the Program Director from the district database (Skyward). The quarterly grade reports will be provided to the Independent Evaluator.

**3.6.b. Objectives for Academic Benchmarks** The two most relevant of the objectives for academic benchmarks for this proposed program are Objective 4a and 4b. The objective assessment for Objective 4a is 50% of regularly participating students in third grade will achieve

promotion based on their performance on the FSA. Only 50% of the district's third grade students achieved a level three or higher on the ELA FSA in 2019. A targeted effort will be made to increase third grade ELA FSA scores over the next five years, so more of the district's students are proficient in reading. The assessment objective for Objective 4b is 55% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam. Only 51 percent of students in grades 7-12 demonstrated proficiency on the Algebra I EOC in 2019, so an increase to 55 percent is reasonable. The Program Director will retrieve Algebra I EOC scores from Skyward. Data will be delivered to the Independent Evaluator.

**3.6.c. Applicant-Specified Objectives** St. Lucie Public Schools carefully selected the applicant-specified objectives for this proposed 21<sup>st</sup> CCLC program. The areas which are emphasized in this section align with data collected from the district needs assessment.

Objective 5: Social-Emotional Learning The objective assessment is 80 percent of regularly participating students will improve their relationship building as measured by school/district records. The SEL curriculum being used in the district is only in the early phases of implementation. Positive Action, Sanford Harmony, and Lions Quest are all being utilized in the district. Each year, the SEL Department trains and equips additional school sites to implement SEL activities and learning to benefit students' mental health and social skills. All four sites for the proposed program will continue to advance in the implementation stages of the SEL curriculum. Progress will be measured through the Behavior Incident Tracking system in Skyward by comparing data from the prior year to mid-point and end-point data from the current year. The Program Director will retrieve the behavioral data for participating students and will provide it to the external evaluator.

Objective 6: Personal Enrichment The objective assessment is 80 percent of regularly participating students will improve their classroom behavior as measured by school/district records. The district has a standard of 80 percent as an acceptable minimal threshold for a

behavior standard. The Program Director will retrieve behavioral data from the Behavior Incident Tracking system in in Skyward. Progress will be measured by comparing data from the prior year to mid-point and end-point data from the current year.

Objective 7: Dropout Prevention & College and Career Readiness St. Lucie Public Schools has worked tirelessly to increase graduation rates. In 2018, the graduation rate was 91.8 percent. To further encourage students to pursue their interests and talents, the objective assessment selected for Objective Seven is 90 percent of regularly participating students will increase their engagement in career exploration as measured by logs. Site Coordinators will be responsible for scheduling career exploration events and will record student attendance and participation in each session. Site Coordinators will give the logs to the Program Director who will provide them to the Independent Evaluator.

Objective 8: Adult Family Services The adult family services assessment goal is 50 percent of adult family members of regularly participating students will improve their literacy skills as measured by perceptual survey (parent). Fifty percent is a reasonable expectation for family involvement in these services because of conflicts due to work schedules, family commitments, and other circumstances. Event surveys will be given at the end of each event to capture data from attendees. The Program Director will collect the completed surveys and will provide them to the Independent Evaluator.

### **3.7 Approved Program Activities (20 points)**

A variety of academic and enrichment activities have been incorporated into the proposed program. All of the activities were carefully designed to target the objectives of the 21<sup>st</sup> CCLC program, in keeping with ESEA guidelines. Activities are research-based and aligned with Florida Standards or NGSSS when appropriate. The activities will occur during the afterschool program and the summer program for each school site.

**ESSA Approved Activity 1: Academic Enrichment** The needs assessment revealed low proficiency levels in core academic subjects in grades 3-8 at the participating schools,

including an average of only 49 percent proficient in ELA for third grade students. Differentiated instruction, homework-help and tutoring will be provided daily to target the needs of individual students during both the two-hour afterschool program and the five-hour summer program. The objective for this activity is to increase proficiency levels in ELA, math, and science for students in grades 3-8 and to provide a stronger foundation in these areas for students in grades K-2. Research-based instructional materials such as iReady, Ready workbooks, and hands-on STEM activities will be used to deliver targeted remediation and enrichment to customize the learning experience to meet each student's unique needs. The expected outcome is for proficiency levels to increase by five percent in core academic subjects in grades 3-8 (2020).

**ESSA Approved Activity 2: Well-Rounded Educational Activities** The needs assessment indicated eight percent of students did not graduate from St. Lucie Public Schools in 2018. Truancy, suspension, and expulsion all contribute to students not meeting credit requirements to graduate. The objective of this activity is for students in grades 6-8 who participate in this program who require credit recovery will have daily access to digital credit recovery courses during both the two-hour afterschool program and the five-hour summer program through Mosaic Digital Learning Academy and/or Florida Virtual School. The expected outcome is 75 percent of students will recover missing course credit.

**ESSA Approved Activity 3: Literacy Education Programs** A need for literacy programs in the targeted schools as evidenced by an average of only 49 percent proficiency in ELA for third grade students in the four schools was revealed through the needs assessment. Quarterly, community partners will provide lessons and activities to engage kids in learning about the importance of literacy, specifically environmental and financial literacy during both the two-hour afterschool program and the five-hour summer program. The objective for this activity is to provide literacy programming to strengthen student competency in these areas and will lead to an outcome of increased awareness in financial and environmental literacy.

**ESSA Approved Activity 4: Healthy and Active Lifestyle** Question six of the Community Needs Assessment Survey revealed a need for students to receive education about the importance of nutrition and exercise. Kids' health was identified as the third most important need. The objective of this activity is to increase awareness of nutrition education and incorporate structured physical activity. Organized fitness activities such as yoga, calisthenics, and sports will be held daily afterschool and during the summer programming. Community partners including i9 Sports, Kids at Hope, and the University of Florida/IFAS Extension, will provide nutrition education and structured physical activity in the summer. The expected outcome is students will increase their physical activity levels and their knowledge about the benefits of nutrition and exercise.

**ESSA Approved Activity 5: Services for Individuals with Disabilities** The needs assessment revealed 80 percent of students with disabilities in St. Lucie Public Schools were not proficient compared to the state average of 75 percent, in 2017-18. The objective for this activity is to provide daily accommodations for 100 percent of students with disabilities in the 21st CCLC program during academic instruction afterschool and during the summer programming. The expected outcome is 100 percent of students will receive accommodations per their IEP.

**ESSA Approved Activity 6: Activities for ELLs** Twenty-three percent of ELL students in the district were English Language Proficient in comparison with the state average of 25.6 percent in 2017-18 as revealed by a needs assessment 22. Explicit Tier 2 vocabulary instruction, differentiated small group instruction, Imagine Learning, cooperative learning, homework-help and tutoring will be provided to address the unique needs of these students. At least one of these activities will be provided each day during the two-hour afterschool program or the five-hour summer program. The objective is to increase rate of English Language Proficiency for ELLs participating in the program. The expected outcome is 25 percent of ELL students will achieve English Language Proficiency in 2019-2020.



**ESSA Approved Activity 7: Cultural Programs** The needs assessment highlighted the diversity of the student population of St. Lucie Public Schools, which is 33.1% White, 30.8% Black, 30.1% Hispanic, 3.9% multiracial, 1.7% Asian. The objective of this activity is to increase student awareness of different cultures and ethnicities. SEL curriculum and activities will be infused into both the two-hour afterschool program and the five-hour summer program on a daily basis. Activities will include Positive Action lessons, Meet-Up/Circle Groups, Relationship-centered communities and Social Emotional Learning lessons. The expected outcome is to decrease behavioral incidents by five percent.

**ESSA Approved Activity 8: Telecommunications and Technology** The third question of the Community Needs Assessment Survey revealed just over one-third of respondents felt technology was a need for afterschool and summer programming. The objective of this activity is to increase the technological skills of students by exposing students to computers, online programs, software and coding on a daily basis during both the two-hour afterschool program and the five-hour summer program. The expected outcome is to increase exposure to technological devices and programs.

**ESSA Approved Activity 9: Expanded Library Service Hours** Fifty-one percent of the district's students were proficient in 2019 up from 50 percent proficient in 2018 as indicated from the needs assessment. Nearly half of the district's students are not proficient in ELA in grades 3-10. The objective is to increase access to library books, resources, and programs to increase proficiency in ELA. Every day students will have ability to check out books, read independently, and use library resources for research and self-guided learning during the two-hour afterschool program or the five-hour summer program. The expected outcome is a 2% increase in ELA proficiency in 2020 for regularly participating students.

### **3.8 Applicant's Experience and Capacity (5 points)**

St. Lucie Public Schools has significant experience in effectively implementing programs which support academic achievement both afterschool and during the summer. This experience

includes prior 21<sup>st</sup> CCLC programs, which provide academic achievement and social emotional learning (SEL). SLPS has been awarded several 21<sup>st</sup> CCLC grants over recent years, beginning back in 2001 through our most recent award in 2017. The official FLDOE assigned project numbers correspond to the previous awards for 21<sup>st</sup> CCLC programs in St. Lucie Public Schools: (a) 2009/2010 – 560-2440A-0CCC3; (b) 2009/2010 – 560-2440A-0CCC2; (c) 2010/2011 – 560-2441A-1CCC2; (d) 560-2441A-1CCC1; (e) 2011/2012 560-2442A-2CCC2; (f) 560-2442A-2CCC1; (g) 2012/2013 – 560-2443A-3CCC2; (h) 560-2443A-3CCC1; 2013/2014 – 560-2444A-4CCC2; (i) 560-2444A-4CCC1; (j) 560-2445A-5CCC1; (k) 560-2445B-5CCC2; (l) 560-2446B-6CCC1; and (m) 560-2448B-8CCC3.

### **3.9 Staffing and Professional Development (5 points)**

**3.9.a. Staffing Plan** This project has an experience-backed staffing plan which has been implemented successfully at eleven different 21<sup>st</sup> CCLC sites in the recent past.

Program Director: The program director (PD) supports the project by working directly with site coordinators, program teachers, and school leadership at each 21<sup>st</sup> CCLC school site. The PD serves as the main contact for the evaluator to gain access to student and school data needed for conducting the formative and summative evaluation. Additional responsibilities include professional development, budget oversight, and progress monitoring.

Site Coordinators: One or two site coordinator(s) (SC) will be hired for each site. The responsibilities of an SC include daily program operation, personnel scheduling, coordination of family member services, staff development, collection and maintenance of all data including attendance and assessment data, and progress monitoring. The site coordinators also serve as the collaboration liaison, focusing on responsibilities associated with ensuring communication with regular school day teachers. Lastly, the site coordinators are required to be CPR and First Aid Certified (including the face-to-face component). In addition to the SC, an additional 21<sup>st</sup> CCLC employee is also CPR and First Aid Certified (including the face-to-face component) for an extra layer of safety.

Afterschool and Summer Teachers: For afterschool and summer programming, certified teachers are responsible for preparing, planning, implementing, and evaluating program activities. Teachers also ensure 21<sup>st</sup> CCLC students are afforded a safe learning environment. The 21<sup>st</sup> CCLC program will employ teachers at a ratio to students of 10:1 for small group instruction and 20:1 for personal enrichment activities.

Family Liaison: This person is responsible for connecting parents and families to the 21<sup>st</sup> CCLC program through regular communication with parents. The Family Liaison also monitors the student pick-up process and subsequently provides an additional layer of safety for students in the 21<sup>st</sup> CCLC program.

All 21<sup>st</sup> CCLC program teachers have the proper state certification for the subjects taught. Teacher certification is reviewed and approved by the Personnel Department of St. Lucie Public Schools. Instructional staff providing instruction to students in the academic core areas must be certified according to the standards and criteria established by the state of Florida. The Program Director is responsible for ensuring the program hires only certified teachers. All 21<sup>st</sup> CCLC personnel will comply with the hiring practices of St. Lucie Public Schools which require all employees, who are hired or contracted to fill positions, and who have direct contact with students in any district school or program to undergo a full background check. Fingerprints are submitted to the Department of Law Enforcement for statewide criminal and juvenile records checks and to the Federal Bureau of Investigation for federal criminal records checks. A person who is found ineligible for employment or otherwise found through background screening to have been convicted of any crime involving moral turpitude, as defined by rule of the State Board of Education, shall not be employed, engaged to provide services, or serve in any position which requires direct contact with students.

**3.9.b. Professional Development** To ensure 21<sup>st</sup> CCLC teachers successfully implement program strategies, they will actively participate in professional learning related to planning for rigorous ELA, math, and science instruction, social emotional learning (SEL)

curriculum implementation, academic enrichment, progress monitoring, and behavioral strategies. Initial training will occur prior to the program start date with follow-up training at the end of the first quarter of the program. The PD will coordinate professional development with the district's Office of Teaching and Learning staff, who provide rigorous, standards-aligned professional development to the teaching staff of the district, including 21<sup>st</sup> CCLC teachers.

In partnership with the SEL Department, SEL training is provided to all 21<sup>st</sup> CCLC personnel the week prior to the start of the summer program for students. Through Title IV, Part A funding, a team of 10 SEL specialists are hired for six weeks to train 21<sup>st</sup> CCLC teachers, provide direct SEL instruction to students using Positive Action curriculum, and to provide a layer of support to staff and students over the course of the summer programming. The two-day summer professional development for teachers includes five sessions: (a) SEL for Elementary 21<sup>st</sup> CCLC programs including Meet Up/Circles to start each day; (b) Role of SEL Teacher and Positive Action Curriculum; (c) SEL for Secondary 21<sup>st</sup> CCLC Programs; (d) Planning and Set-up; and then (e) a full-day session "Creating Relationship-Centered Communities."

A follow-up menu of training options is offered to 21<sup>st</sup> CCLC teachers and staff throughout the school year, to continue to provide training and support. The menu is split by grade level band so 21<sup>st</sup> CCLC teachers and staff can attend the options which are most relevant for their position. The program designed for 21<sup>st</sup> CCLC teachers at the elementary level includes: (a) Introduction to SEL; (b) Sanford Harmony Curriculum with Coaching and Follow-up; (c) SEL Social Teaching Practices; and (d) SEL Instructional Teaching Practices. The program for 21<sup>st</sup> CCLC teachers at the middle school level includes: (a) Introduction to SEL; (b) Lions Quest Instructional Strategies; (c) Lions Question Curriculum with Coaching and Follow-up; (d) SEL Social Teaching Practices; and (e) SEL Instructional Teaching Practices.

Offerings for professional development provided for teachers will be designed to utilize best practices for professional learning, as outlined in the Florida Professional Development Standards, published by the Florida Department of Education. Teachers at 21<sup>st</sup> CCLC sites will

benefit from regular, ongoing District professional development offerings aligned with the vision of the 21<sup>st</sup> Century Learning Center Program. Additionally, Family Liaisons will learn strategies to effectively partner with parents and families to provide adult family education.

### 3.10 Facilities (5 points)

All proposed 21<sup>st</sup> CCLC programs will be held at district school-site facilities. This project will be located at four public schools which are part of the St. Lucie Public Schools. These schools are currently in operation, are secure campuses, and are ADA compliant. A wide variety of site facilities will be made available to accommodate the 21<sup>st</sup> CCLC programs including classrooms, media center, cafeteria, and gym, as available. In addition, students will be provided access to technology labs to complete online activities. The schools each have generous outdoor spaces with basketball courts, fields, and outdoor play equipment which will be available to the students under full supervision based on each site's program schedule.

Size of Campus Facilities					
21 CCLC Site	# of Classrooms	Classroom Size	Gym	Media Center	Cafeteria
Allapattah Flats K-8	6	850 sq. ft.	10,423 sq. ft.	2,290 sq. ft.	7,910 sq. ft.
Creative Arts Academy	6	819 sq. ft.	Uses cafeteria*	1,608 sq. ft.	2,683 sq. ft.
Frances K. Sweet	6	952 sq. ft.	Uses cafeteria*	3,276 sq. ft.	2,750 sq. ft.
Northport K-8	6	930 sq. ft.	27,876 sq. ft.	5,800 sq. ft.	6,969 sq. ft.
Use of Campus Spaces					
Campus Facility	Use(s)				
Classrooms	Small group instruction				
Media Center	Tutoring and homework help				
Cafeteria	Sign-In/Sign-Out, snack, and indoor recreation				
Gym	Physical education				
Outdoor Spaces	Physical Education, outdoor supervised play				
Technology Labs	Computer-based programming				

### 3.11 Safety and Student Transportation (5 points)

**3.11.a. Safety** At all times during the 21<sup>st</sup> CCLC programming, students will be directly supervised by certified teachers who are fully background checked. Safety measures at each

school site include students and teachers adhering to the dismissal processes of the regular school day. Teachers from day school and after-school programs monitor school corridors while students walk from their regular school day classrooms to the starting location of the 21st CCLC program, the cafeteria. 21<sup>st</sup> CCLC teachers meet students in the cafeteria, record attendance and escort students to the classrooms which are confined to one wing of the school.

At the conclusion of the program each day, teachers will escort students to the pick-up area to ensure students leave in a parent/guardian's vehicle. If parents/guardians remove the student from the program early, they must provide appropriate documentation and record student removal in the log. All buildings are monitored through on-site cameras which are monitored by district security. School doors are locked from the outside, creating one entry point. This allows for program staff and other school personnel to be aware of all individuals on campus. The 21<sup>st</sup> CCLC sites will conduct regular drills for fire, lockdown, and tornadoes.

All 21<sup>st</sup> CCLCs will be located at school sites, and students served will be those who regularly attend the respective schools during the regular school day or students from private schools which are near the program site. The district has successfully operated numerous after-school programming opportunities without the support of transportation, including eleven current 21st CCLC programs, without any enrollment issues. Off-campus travel for program activities is contracted through SLPS's transportation department and requires parent permission.

Documentation will be collected and maintained and safety and security practices, including sign out by parent, are in line with the district's policies. Each Site Coordinator must ensure all safety and security practices are adhered to closely. Programs operate in public school buildings used for educating public school students during the regular school day, therefore guaranteeing compliance with the Americans with Disabilities Act (ADA) of 1990. As such, all the classrooms in use have met all the safety and ADA requirements.

**3.11.a. Transportation** Each program will be located at a district school site. Students who regularly attend the respective schools during the regular school day, as well as students

from nearby participating private schools will be served by the program. St. Lucie Public Schools has successfully operated after-school and summer programs without the provision of transportation, including eleven current 21st CCLC programs. Students' schools are generally near their homes, making transportation of minimal importance. Off-campus travel for program activities is contracted through the transportation department of St. Lucie Public Schools and requires parent permission in order for a student to participate.

### **3.12 Partnerships, Collaboration and Sustainability (8 points)**

**3.12.a. Partnerships** St. Lucie Public Schools has letters of support and commitment from nine different organizations or departments. The district will partner with these organizations to serve students through afterschool and summer programming. The partners include: (a) i-9 Sports which provides organized athletics and character-building skills; (b) St. Lucie County Fire Department which provides fire safety education and career opportunities in the field of emergency; (c) University of Florida which provides hands-on science-based curriculum; (d) Girl Scouts of Southeast Florida which provides mentorships for girls in math, science, and pro-social skills; (e) the City of Port St. Lucie which educates students in grades K-8 about water conservation; (f) Kids at Hope which provides SEL activities for students; (g) Port St. Lucie Police Department which empowers students in grades K-12 to be safe and make good choices; (h) Families of the Treasure Coast which holds mentorship and training to parents in financial literacy, engaging in students learning at home, and parenting skills; and (i) the district's SEL Department which provides curriculum, materials, and teacher training.

**3.12.b. Collaboration** School administrators of the sites where the 21<sup>st</sup> CCLC program will be offered were consulted during application development. Those administrators and administrators from interested private schools participated in a needs assessment and the site-based leadership teams participated in the development of the objectives and activities as shown in the school site-specific tables located in Section 3.2. District leadership and stakeholders jointly developed the plan for the proposed program. Collaboration will continue if

the proposed programs are approved. The Program Director will work with Site Coordinators, site-based leadership, and other stakeholders to coordinate a program which meets the needs of students and their families. The 21<sup>st</sup> CCLC Advisory Board will help monitor the program.

**3.12.c. Sustainability** A partnership with Boys and Girls Club and other local organizations will be explored to sustain the program beyond the end of the project. Title I funds may be used to supplement the costs of the program since each school is designated as a Title I school. The St. Lucie Education Foundation will solicit funding through grants.

#### **4. Project Budget**

The proposed budget is appropriate and reasonable to accomplish the program objectives successfully. The budget aligns with the activities detailed in this application. Needs assessment data were used to substantiate program goals, objectives, and activities designed to offer students a research-based, conceptually sound, and unique approach to improve student achievement. Effective funding strategies were established with input from program staff, and through detailed analysis of program goals, objectives, needs, and proposed activities. To ensure budgeted items are adequate and suited to program goals, existing resources were carefully examined to determine program relativity and congruency. New resources to be purchased will undergo the same careful examination.

The Budget Narrative (DOE 101) provides a brief explanation of the basis for estimating the cost of each budgeted category. To successfully implement the unique elements, methodology, and structure of the 21<sup>st</sup> CCLC program, a significant portion of grant funds is used to employ adequate personnel at a low teacher-to-pupil ratio. Additional dollars are requested to provide instructional materials, supplies, equipment, printing, and travel. Each site will be adequately staffed and equipped with varied materials to support learning activities.

#### **5. Priority 1: Evidence the proposal targets only high-need students and families (3 pts)**

This proposal specifically targets high-need student populations. All four of the schools included in this proposal have a Free and Reduced Lunch (FRL) rate over 65 percent, meeting



the criterion for three priority points. According to the Florida Department of Education *Lunch Status by LEA (for Federal Funding) 2018-19, Final Survey 3*, Creative Arts Academy of St. Lucie has a rate of 90.3 percent, Frances K. Sweet Elementary has a rate of 76.7 percent, Allapattah Flats K-8 has a rate of 71.8 percent, and Northport K-8 has a rate of 86.7 percent.

**5. Priority 4: Evidence the proposal includes a professional development plan for staff in an evidence-based SEL curriculum or in mental health first aid (up to 5 points)**

In partnership with the Social Emotional Learning Department, SEL training is provided to all 21<sup>st</sup> CCLC personnel the week prior to the start of the summer programming for students. Through Title IV, Part A funding, a team of ten SEL specialists are hired for six weeks over the summer to train 21<sup>st</sup> CCLC teachers, provide direct SEL instruction to students using Positive Action curriculum, and to provide a layer of support to staff and students over the course of the summer programming. The two-day summer professional development received by the teachers includes five sessions: (a) SEL for Elementary 21<sup>st</sup> CCLC programs including Meet Up/Circles to start each day; (b) Role of SEL Teacher and Positive Action Curriculum; (c) SEL for Secondary 21<sup>st</sup> CCLC Programs; (d) Planning and Set-up; and then (e) a full day session “Creating Relationship-Centered Communities.”

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