

5.1 Abstract

Treasure Hunters 21st Century Community Learning Center project provides students with unique project based learning opportunities through after-school/summer project at four public school sites: St. Lucie Elementary, Parkway Elementary, Lakewood Park Elementary and Dan McCarty Middle School. Students at the target schools have significant need, as indicated by low academic achievement level and lack of opportunity to engage students in interactive, high-interest learning experiences. The target students are in grades K-8 and attend schools that received either a D or an F school grade in 2016.

The goals for this project align with the funding priorities. **Goal 1:** Enhance academic performance in English Language Arts, math and science through academic enrichment and tutoring activities, aligned with Florida State Standards; **Goal 2:** Increase students' social skills, health & wellbeing awareness, technology skills, college/career readiness, and knowledge of the world around them through a broad array of activities during non-school; **Goal 3:** Meaningfully engage families in their children's education through educational development activities. Students will experience high quality academic and enrichment activities to practice new skills, receive individualized instruction and explore a broad range of topics, and expand learning experiences. Activities include parent education to equip caregivers with the knowledge needed to bridge learning and the skills to actively engage in their child's learning.

Project-based learning, theme-based learning, tinkering, educational field-trips, tutoring/homework help, mentoring, physical education activities, character education, and mentoring will encompass academic learning, creating a 21st Century learning environment. Activities result in student-generated products, representing the academic content outlined in the program objectives. The four centers will serve 300 students. During the regular school year, activities will be 2 hours per day/5 days per week/157 days a year/36 weeks; a summer program will extend learning with activities of 5 hours per day/5 days per week/20 days each summer/4 weeks. Overall, this is 414 hours of programming for students.

5.2 Needs Assessment (7 points)

The leadership team used numerous data elements from a variety of sources to identify target populations and pinpoint strategies to meet the educational needs of students and their families. Using student performance data on the Florida Standards Assessments from The Florida Department of Education website, it is clear to see the majority of students in the following schools are struggling to meet state proficiency levels for grade level standards in reading, math and science. The following data details risk factors that place students in jeopardy of academic failure. The unemployment rate in Fort Pierce is 7.1%, higher than the state of 4.9% (Bureau of Labor Statistics, 2016). The number of individuals and families in St. Lucie County whose income is below the poverty level for the county overall is 16.4%, and families with children ages 5-17 years have a notably higher poverty rate of 24.1%. This is higher than the state percentage at 22% (SAIPE, 2015). Furthermore, the February 2017 Title I School Eligibility Survey indicates the free/reduced lunch percentages of District schools ranges from a low of 58% to a high of 100%, with 14 schools eligible as Community Eligible Provision (CEP) sites. Sixty-five per cent of the District's 37,301 students are eligible for free and reduced lunch. There are several educational impacts for students from low income families: a high percentage of students who drop out are low-income, of ethnic minority status or have disabilities.

Other risk factors, such as living in a single-parent family or low parent education levels. Children affected by multiple risks are the most likely to experience school failure and other negative outcomes ([Robbins](#), [Stagman](#), & [Smith](#), 2012). Florida Department of Health data further documents the needs in the community served by this grant reporting, 32.2% of births in St. Lucie County were from single mothers ranging in age from 15-19 from 2010-2012; 22.5% children born 2003-2012 were to mothers without a high school education. Research has shown children born to new mothers with less than a high-school education have a risk factor for developmental delays in language and social skills. Research conducted by the SRA Research Group (2012) for the United Way of St. Lucie County, showed 30% of the population in Ft.

Pierce aged 25 years and older has not attained a high school diploma or equivalent level of education. This is significant when education attainment for the county as a whole is 22%. Survey data from this report showed 25% of families are at “high” financial risk, with another 16% at “medium” risk. This suggests roughly 40% of St. Lucie households are struggling. Similarly, 40% of respondents stated there is not enough affordable child care, and 47% agreed there is a need for more subsidized child care. The 21st CCLC programs will provide students the opportunity to rise above risk factors and inspire them to be creative and innovative. Private schools were consulted during the established annual consultation process for non-public schools/community members to participate in Federal Programs. The annual consultation meeting was held March 17, 2017.

School/District Demographics						
	<u>Enrollment</u>	<u>Black</u>	<u>White</u>	<u>Hispanic</u>	<u>Other</u>	<u>FRL/Poverty</u>
Lakewood Park	703	37%	21%	34%	7%	100%*
Parkway	529	23%	34%	35%	8%	72%
St. Lucie Elem	757	60%	28%	8%	5%	100%*
Dan McCarty	610	63%	23%	10%	3%	100%*
District	37,301	30%	30%	34%	6%	65%

*These school sites have been identified as CEP sites.

Observing student, family, and academic need, afterschool programs were determined to be of the greatest benefit to support learning. The regular academic day for the three elementary schools is 8:30 AM – 3:00 PM, and the middle school is 9:30 AM – 4:00 PM. The middle school program will request to extend the program beyond 6:00 PM, to account for student transition time, to end at 6:15 PM. A list of references is attached in *Appendix A*.

5.3 Program Evaluation (15 points)

5.3.a Evaluation Plan The evaluation is intended to provide data that will enable the Project Director (PD) and 21st CCLC Advisory board to analyze progress towards achieving the

proposed goals and objectives of this project. The project objectives are based on the following goals: **Goal 1:** Enhance academic performance in English Language Arts, math and science through academic enrichment and tutoring activities, aligned with Florida State Standards; **Goal 2:** Increase students' social skills, health & wellbeing awareness, technology skills, college/career readiness, and knowledge of the world around them through a broad array of activities during non-school; **Goal 3:** Meaningfully engage families in their children's education through educational development activities. Students will experience high quality academic and enrichment activities to practice new skills, receive individualized instruction and explore a broad range of topics, and expand learning experiences.

Evaluation questions are designed to gather the required data for several purposes: (1) to support the Annual Performance Report (APR), (2) to gather implementation data for program improvement, and (3) to investigate the impact of enrichment on students attending the afterschool program. These questions are aligned with the program objectives and will enable the project director (PD) to make changes to the program implementation as needed and to show progress toward meeting goals and objectives. Some sample evaluation questions are:

1. What percent of participants have improved their English, math, science, and social studies grades from fall to spring?
2. What percent of participants meet or exceed the proficiency level on state assessments?
3. Have 80% of regularly attending students produced an artifact that demonstrates understanding of the reading and writing process according to the project rubric?
4. What percent of regularly attending students have demonstrated a 5% increase in mathematics proficiency using pre/post tests?
5. What proportion of enrolled students meet the 30-day benchmark each quarter?
6. What are the OSS/ISS rates/trends of enrolled students in the program each quarter?
7. What are tardy rates/trends of enrolled students in the program each quarter?

8. How do teachers describe the participation rate of students in the afterschool program and to what extent is their participation?
9. What are students' perceptions regarding their awareness of good health and nutritional habits and can this be correlated to a pre-posttest?
10. Do students perceive an increase in their knowledge of art and music while participating in the afterschool program and to what extent does their perception correlate to a pre-post assessment?
11. What percent of parents participate in technology programs to review their children's academic progress?

Evaluation Strategy Quantitative and qualitative data will be collected to answer the evaluation questions quarterly that supports a three period reporting system. Objective quantitative data for academic achievement, attendance, OSS, ISS, tardies, course grades, will be collected quarterly to continuously assess progress towards meeting each of the proposed goals and objectives. Qualitative data will be included in the form of survey results, teacher feedback on instrument development, observations, and content analysis in each of the reporting periods. The evaluation will be an integral element in the project's planning, design, and implementation. Current data will be presented to the project managers at monthly meetings to initiate any needed changes in program strategies/activities based on evaluation findings. The relationship between decision making and change is linked to deciding whether to continue, to terminate, to modify, or to refocus an activity. The data collection will present a clear record of the effects, whether intended or not, so that staff/leadership will continuously monitor the project's implementation. A formative evaluation will be presented to coordinators in a mid-year report that informs and drives decision-making regarding program implementation and represents two points in time (baseline and mid-year assessments) to adequately demonstrate mid-year progress. The annual summative report will examine the impact of the program on various stakeholders (teachers, students, and parents). The impact will be

measured through objective quantitative data as well as qualitative data in the form of perceptions using at least three time points (baseline, mid-year, and end-of-year).

Data Collection Process Data will be collected in three quarterly cycles. Quarter 1 and Quarter 2 represent the baseline and mid-year reporting periods. Quarters 3 and 4 define the End-of-Year reporting period. The time reporting period accommodates spring breaks and testing windows that would interfere with qualitative data collection. Available data will be gathered quarterly for formative reporting. Those data determined to be In Progress, are surveys or data collection tools that are available, but must be reviewed to meet project goals. Other tools require input from school personnel and that will occur at the beginning of the school year, prior to data collection. Some tools will be developed specifically for this project in the first year. The formative report will describe the development and review process.

Quantitative behavioral data (i.e., Attendance, ISS, OSS, Tardy) will support the drop-out prevention objectives. This data will flag students and coordinators will be able to remediate with appropriate programs or tutoring to get students back on a positive track. Survey results will provide participant feedback. Content analysis of lesson plans and descriptions will drive the focus of the standards-based lessons. Observations of enrichment lessons will document the incorporation of 21st CCLC learning environments. Project implementation can be adjusted early as to include the described project components that research has indicated to have a positive effect on student achievement. Feedback from the teacher participation rubric/checklist will address the communication link between the day school teachers and afterschool teachers. The information from the checklists will flag students who have become disengaged from the from all school activities.

The Project Director will collect all surveys, tests results, and rubrics or checklists from the center coordinators, who collect data from the teachers. The evaluator will retrieve data on a monthly basis. Data is provided by the District IT, using student numbers. Any data provided by IT is also the same data sent to Florida state files. The evaluator also uses SPSS to match

program students to electronic files that house achievement data. Through this process, data integrity and accuracy is ensured. Observation data, such as classroom observations, will be done by the evaluator.

Analytic Methods This evaluation is based on the mixed model methodology. According to Creswell (2003), a Mixed Method approach allows the researcher to integrate data at several stages of inquiry and employ the practices of both qualitative and quantitative research. Data are collected during three periods of the year. Types of data include qualitative and quantitative data because ‘the examination of a given social phenomenon is often best accomplished through the use of several different methods’ (Babbie, 1997, p.27). The evaluation plan is designed to monitor students’ behavior and academic achievement monitoring students’ progression toward meeting benchmarks in the district’s pupil progression which tracks aligned to meeting criteria for high school graduation. Achievement and behavioral data will be collected and presented in tables to provide descriptive information that will show the number of students progressing at grade level. These data are aligned with program requirements, goals, and objectives.

Qualitative data, such as surveys, checklists and observations, will enable the project managers to focus on the implementation of the project. Patton (1987) suggests that qualitative methods are particularly appropriate to use with Case Studies, and Implementation Evaluations. The checklists, rubrics, surveys, and observation tool will be developed in year one. Data from these tools will be reported by month and more formally through the formative report. The responsibility of the evaluator is to ensure “throughout program development, that the program’s description is kept up-to-date, reflecting how the program is actually being conducted” (King, Morris, & Fitz-Gibbon, 1987, p. 18). While the implementation of the program is the main function of the outside evaluator, a proposal will be made to teachers to investigate their participation in enrichment activities. Dana and Yendol-Silva (2003) define teacher inquiry as a focus on the concerns of teachers and engages teachers in the design, data collection, and

interpretation of data around their question. While all teachers reflect on their practice, teacher inquiry invites intentional, planned reflection, heightening the focus on the centered problem. Teacher inquiry is also public, where reflections are offered for discussion, debate, and purposeful conversation. The evaluation design will invite teachers to conduct the teacher inquiry model, also known as Action Research. Training and monitoring will be provided by the evaluator.

Sharing Findings Evaluation findings will be disseminated to school participants, parents, and community members by posting the summative report on the school and 21st CCLC website. Findings will be shared with the 21st CCLC Advisory board and school based principal. Newsletters inviting parents to meetings will also present an activity describing student work. Each participating school may provide a poster space near the main office to present a collage of activities taking place in the 21st CCLC program. Finally, proposals for presenting research will be submitted to Florida Educational Research Association at the end of the first year.

Independent Evaluator Project evaluation will be conducted by the District's previous 21st CCLC evaluator, Deborah L. Carlstrom, Ed.D. Currently, Dr. Carlstrom is the President of Solutions Management & Consulting, Inc. and serves as the company's lead researcher. She is an experienced evaluator and published author with over 15 years of experience conducting evaluations for school districts, non-profit agencies, and federal grants. Dr. Carlstrom brings over 25 total years of experience as a classroom teacher, university professor, administrator, and researcher.

5.3.b Measureable Objectives

Measureable objectives have been uploaded in the attachments.

5.4 Applicants Capacity

Program Administration and Fiscal Management District leadership and site-based teams possess the administrative capacity to operate, manage and monitor multi-site after-school programs. SLPS has successfully implemented the 21st CCLC after-school program in

12 schools over the last 10 years which is a clear testament of the District's ability and capacity to provide appropriate programming, leadership, program oversight, physical infrastructure, financial policies, procedures, and processes to seamlessly implement the program when awarded. Involving Curriculum Specialists for ELA, math and science ensures the activities and strategies implemented provide students in the program continue learning concepts taught during the regular day, and engage students at a deeper level through meaningful enrichment experiences. This cadre of academic leaders is vastly experienced in developing instructional plans for school improvement which guarantees the curriculum implemented is appropriate for student growth and it aligns with District initiatives for student achievement. School-based teams at the four schools recommended the District submit a 21st CCLC application.

SLPS has extensive experience in implementing after-school programs and activities directed at enhancing students' educational experiences and academic achievement. The District currently has two successful projects, total of seven centers, in place. Success of current 21st CCLC program has been documented by grant program officers in their annual reports, including the District's success with developing an organized, dedicated, and capable administrative structure, maintaining effective lines of communication among program leaders, and cultivating strong relationships with the school board.

Program Implementation This project will be implemented by a project director (PD), four center coordinators, 24 program teachers, and 4 family liaisons. The PD will reside in the Office of Teaching and Learning and will routinely visit each Center, providing program oversight and monitoring activities. District leadership in the Office of Teaching and Learning will provide support, leadership, and oversight. Each center will have a coordinator, six teachers, and one non-instructional staff. Center teachers are experienced at using progress monitoring tools to assess student learning and will use these tools to monitor student progress in the after-school program. Each sites' School Advisory Committee, (SAC) will serve as the program's 21st CCLC Advisory board. The Advisory Board includes representation from school parents,

educators, community agencies, community members and students. Center Coordinators along with the PD will have monthly meetings with the 21st CCLC Advisory board to review data for academic achievement, attendance, OSS, ISS, tardies, and course grades, in order to assess the program's progress toward reaching grant objectives and to refine and improve the program.

Program Evaluations The project evaluator, Dr. Debi Carlstrom, will provide the 21st CCLC Advisory Board, PD, and Site Coordinators with data to support and evaluate program progress at quarterly intervals. The Chief Academic Officer has vast experience with monitoring and implementing federally funded programs and works closely with the Director of Finance, Director of Federal Programs, and the grants management team to ensure programs follow Federal programming guidelines.

5.5 Partnerships, Collaboration and Sustainability (8 points)

5.5 a Community Notice Notification of the District's intent to submit a proposal was published on the District website and advertised through various social media outlets (Facebook and Twitter). The Chief Academic Officer and the grants management team notified site-based teams of the grant opportunity. Once awarded a 21st CCLC grant, parents, students and community partners will continue their roles on SACs which will serve as the 21st CCLC Advisory board. Following submittal, the application will be available through the District's Communications Office. Private schools were consulted during the established annual consultation process for non-public schools and community members to participate in Federal Programs. The annual Federal Consultation meeting was held March 17, 2017. Invitations were sent by certified mail to non-public schools.

5.5.b Partnerships SLPS has established a list of community partners that are excited to support this project as it is mutually beneficial to students and the community at large. **Girl Scouts of America** has supported our previous projects and has committed to continue to support character education and drop-out prevention strategies, through mentoring and workshops on topics such as leadership, math & science and bullying prevention. **The**

University of Florida/ IFAS will provide in-kind wellness programming, STEM activities, and curriculum. **St. Lucie Transportation Planning Organization** will provide pedestrian/bicycle safety lessons and career awareness. **The St. Lucie County Fire District** will provide fire safety/fire prevention training. **The Parent Academy** will provide training and engagement opportunities for parents. **The First Tee of the Treasure Coast** will provide health/wellness, life skills, and golf instruction. **I9 Sports** will provide summer sports camps. The Project Director (PD) will have the responsibility of maintaining and documenting services provided. District leaders, including the Superintendent, are directly involved with and support other community agencies by serving on **The Roundtable** community board and community planning teams. Through these relationships the District continuously works to identify common needs and resources to further expand upon, while not duplicating services. The Grant Development Team is charged with actively seeking grant funding to support district initiatives with community partners and non-profit agencies and to identify collaborative projects and grant opportunities of mutual benefit. Through this process, the District will collaborate with existing partners to maintain and find alternate means to continue their support for activities included in this project. Letters of commitment/support from community partners are included in the attachments.

5.5.c Collaborations with Regular School Day

Consultation during the Development of the Application The schools attended by targeted students were included in the needs assessment and in the development of program objectives and activities. The grants management team and District leadership worked with site-based leadership to develop the activities, goals, and schedules. School improvement plans were reviewed in the objectives development. Schools are involved in continuous dialog with District leadership to support students and families reach their learning goals through resource expansion. District leadership and site-based leaders met to develop project activities and plans. Further follow up discussions were continued virtually. Ongoing teacher survey data was used to inform the types of activities that teachers felt would be relevant to their students'

needs. Student survey data was used to identify interests and career trends that could be included in the types of activities for this project. Letters of commitment from the regular school principals are included in the attachments.

Continued Collaboration Site coordinators will use a 21st CCLC progress monitoring progress checklist to facilitate communication between regular day teachers and teachers in the after-school program. The checklist will include data elements aligned to the grant objectives, including behavior and participation. Program teachers will disseminate progress checklists to regular day teachers and parents on a bi-weekly basis. The PD and center coordinators will ensure activities are aligned to support students in and out of school. All schools included in this grant proposal receive Title I funds and will utilize those funds when activities are supplemental to the 21st CCLC program. Efforts to reach parents through community parent nights will be conducted in conjunction with 21st CCLC family nights to maximize parents' time and off-set associated costs. Each school site has a volunteer program at each site and will utilize those services when volunteers to support grant activities when appropriate.

5.5.d Sustainability SLPS will explore engaging in a partnership with community organizations and local foundations such as the YMCA, and Boys and Girls Club to sustain the after-school program for future years at the end of the project. Each school site is eligible for Title I funding. As funds decrease in year three of project, the program proposes to off-set cost of personnel by supplementing with Title I funding, if funds are available. SLPS will collaborate with the St. Lucie Education Foundation identify additional fund sources and launch a financial campaign to support the after-school initiative. The St. Lucie Education Foundation will submit grant proposals to the following foundations to support continuation of after-school programs: The Kresge Foundation, Hearst Foundation and Helios Foundation.

5.6 Program Plan

5.6.a Target Students The four schools selected for this project were rated school either a D or an F for SY 2015-16 by the Florida Department of Education. The two tables below

describe the academic achievement and target population of students in the areas of English Language Arts (ELA), math and science at the four schools identified in this proposal. Of these four schools, Lakewood Park, Parkway, and St. Lucie Elementary are on the state's list of the lowest 300 performing schools. The target students represent the students facing the most significant barriers to academic achievement. Participants will be identified by academic performance, behavior and at-risk criteria. Regular school counselors and regular school day teachers will work with 21st CCLC faculty to identify priority preference for students in enrollment, factoring in observed behavior as well as home life.

FSA (2015-16) Percentage of Students at and below State Proficiency Levels						
School Name	% Proficient ELA	% Not Proficient ELA	% Proficient Math	% Not Proficient Math	% Proficient Science	% Not Proficient Science
Lakewood Park	31	69	36	64	34	66
Parkway	40	60	41	59	27	73
St. Lucie	18	82	18	72	17	83
Dan McCarty	27	73	22	68	17	83

Description of Target Population				
Target School	Lakewood Park	Parkway	St. Lucie	Dan McCarty
Grade Level	K-5	K-5	K-5	6-8
Number of Students	75	75	75	75
Academic Criteria/ Behavior Criteria	Low academic performance in grades data from baseline, mid-year and predictive district benchmark assessments. Scores 1 or 2 on FSA reading and math (grades 3-8) will have priority.			

At-risk Criteria	Identified lack of social skills, where character education and smaller group instruction might positively influence student achievement.
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5.6.b Recruitment and Retention The 21st CCLC program utilizes several tools to recruit students to participate in the after-school program. The PD and site coordinators will develop a multi-media plan to reach students and parents. The PD will broadcast a 21st CCLC segment featured on the St. Lucie County Education channel, WLX-TV in August prior to the start of the school year and again in April before the summer program begins. Site coordinators will share 21st CCLC program information at back-to-school nights held in August and at school required monthly parent involvement meetings. Additionally, each site coordinator is responsible for maintaining a 21st CCLC website. The website will inform stakeholders of program activities, progress and used a multi-media tool for communication. Additional communication will include distributing information to the targeted population through the use of but not limited to the public address announcements at each site; articles in parent newsletters; posters; and flyers.

5.6.c Student Program Activities Project activities will include a balanced and wide variety of academic and enrichment activities that support the objectives of the 21st CCLC program. Activities will include a wide range of teaching modalities to meet the learning styles of all students. Academic and enrichment activities will be research-based and aligned with Florida State Standards. The project’s goals align with the funding priorities.

The activities will occur afterschool and during the summer months. The target schools will also serve as the center locations, and include three elementary schools and one middle school. The schedule will include 157 days of service during the school year, with 2 hours of daily afterschool activity and will include a daily nutritious snack. This schedule was determined based on the need at each school site for a succinct, afterschool program. At the elementary schools, the 21st CCLC activities will be 3:15-5:15 PM each day. At the middle school, the regular school end time is 4:00 PM and the 21st CCLC program will run 4:15 – 6:15 PM each

day. The program will be extended with a 20-day summer program. All food will be provided by District food and nutrition services.

Academic Enrichment Activities

2.2.a/2.2.b English Language Arts & STEM Learning All activities, academic and personal/other enrichment, are strongly rooted in ELA and STEM topics, and are designed to provide learning opportunities that support students' academic growth across academic topics. Project objectives will guide activities, developing students' foundational skills in ELA and STEM topics, and will be aligned with state standards. Academic support activities will include homework help, tutoring, reading time, math games, and credit recovery (middle school). Academic support will be differentiated for each student's learning needs. District resources, including iReady software and LLI kits will be used to support tutoring. Enrichment activities will extend and reinforce academic activities.

The objectives listed will result in the data needed to measure student performance and behaviors related to the knowledge and learning provided in the after-school program.

Objective (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. *Objective (2):* 80% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year. *Objective (3):* 80% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year. *Objective (4):* 80% of regularly participating students in third grade will achieve promotion based on their performance on the FSA. *Objective (5):* 90% of regularly participating middle school students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.

Homework Help & Tutoring Time will be allotted each day to support students' academic success towards meeting and exceeding proficiency in ELA, math and science. Homework help will be provided by certified teachers and will ensure students complete regular school day

assignments. Each center coordinator will be monitor and supervise tutoring activities. Students will receive additional academic support through homework assistance for 15-20 minutes daily. Access for students who need credit retrieval will also be provide. Volunteers from the school volunteer program will be used to work one-on-one or in small groups to offer additional assistance during tutoring sessions. The Center teaching staff work alongside the regular school day teachers at the site, and there will be opportunities for Center teachers to regularly communicate with the students' teachers. In addition, standard District practices, such as homework logs and calendars, will facilitate communication with regular school day teachers. As students complete homework, or should they not have homework, they will be engaged in a variety of self-driven academic activities. Students will have access to computers to access iReady (online, student-centered reading intervention software), credit recovery (middle school), library books/reading materials, art projects that extend current class instruction, and academic board games.

2.2.c/2.2.d College and Career Readiness & Dropout Prevention *Objective (6):* 80% of regularly participating students will increase their self-efficacy and self-confidence in academics at the end of the program. Activities will support students' understanding of college/career pathways and provide activities to prevent dropout. Activities will include mentoring, visits with guidance counselors, and exploration of careers. Guidance counselors will advise middle school students on Career and Technical Education offerings at the high school level. 21st CCLC provides students a consistent avenue to further gain support for achieving their academic goals. Project-based learning activities have been shown to improve students' self-efficacy and connectivity, and students' experiences working in a collaborative model help foster meaningful relationships with peers and adults. Developing these relationships is sometimes difficult for students in large, stressful school settings; however they are integral to keeping students in school. Students will develop a sense of belonging and connectivity which is often missing from those students who have decided to drop out of school. Center coordinators and the PD will

collaborate with guidance counselors to ensure that students who are demonstrating at-risk behaviors noted during the regular school day will be recommended to participate in this program. Mentoring activities will be offered by Girl Scouts of America. Students will participate in bullying education lessons which will help students build self-esteem and learn strategies they can implement in other aspects of their lives. Teacher-pupil ratio for academic activities will be 1:10; mentoring could be up to 1:20.

2.2.e Personal Enrichment/Physical Education and Recreational Activities *Objective (7)*

80% of regularly participating students will increase their awareness of good health and nutrition habits as measured by a pre/post assessment. Students participating in the 21st CCLC Wellness Program will participate in physical activity programs a minimum of three days per week/30 minutes. Activities will rotate every two weeks and will incorporate programs such as yoga, Pilates, cardio, weights, and traditional team sport events such as basketball and soccer. Program staff will teach the activities during the academic school year and Catch Kids curriculum will be used. In the summer, the program will contract services from I9 Sports for students to participate in outdoor sports, including soccer, basketball, and flag football camps. Students will become more aware of their physical fitness levels and nutrition habits as they participate in these activities. The range of activities can be implemented inside or outside. Teachers will implement indoor activities in the school gym or cafeteria when the weather is not appropriate. Teacher pupil ratio for recreational activities could be up to 1:20.

Other Enrichment Activities & the 21st Century Learning Environment Students will participate in project-based learning, theme-based learning and tinkering activities daily for at least 40 minutes/per day, five days per week. These activities align with Florida State Standards and emphasize higher level comprehension skills with real world application. Projects and activities will be determined through student interest surveys and continual monitoring of student progress in academic areas. Teachers will design themes to expand students learning across all content areas. Projects will be locally relevant offer students with real-world

experiences through field trips and extension activities. Collaborative planning using high interest themes provide teachers with the ability to offer students multiple interconnected experiences. As teachers weave high interest themes through math, and science, they will identify similar connections in the arts, music, and recreational activities to expand the depth of students learning. Teacher pupil ratio for these activities could be up to 1:20.

2.3.a Project-Based Learning Project-based learning (PBL) activities were selected for this targeted group as research shows that students engaged in project-based learning instruction outperform students that participate in traditional programming (Boaler, 2002). Application of this strategy spans all academic contents, providing students with an opportunity to become actively engaged in their own learning. Studies have shown that students who engage in learning activities with real world application score higher on standardized tests in solving word problems and planning when compared to students who did not. Additionally, this study found students had a reduced level of math anxiety compared to students that did not participate in these types of learning experiences (Thomas, 2000). Regardless of scoring well on standardized tests, improving students' ability to comprehend and apply knowledge has a lifelong influence (Perkins 1992). Center teachers will facilitate projects presenting students with a problem or question at the project start. Daily activities will provide students with the means to learn concepts, skills and required knowledge to solve the problem and apply new knowledge in a different way.

STEM topics in PBL activities will help students be prepared to meet the national need for a STEM-educated workforce. Students will explore these concepts using robotics and simple machines, providing students with interactive experiences. Coding and gaming activities will be incorporated. Digital tools will include Makey Makey's, Code Combat, Scratch programming, and Gamestar Mechanic. Lego's Mindstorms and Renewable Energy Curriculum will be used. Starting at the elementary level, these activities will equally engage girls, traditionally underrepresented in computer-related and digital technology fields.

2.3.b Experimenting and Tinkering In tinkering activities, students will think and learn with their senses, and will develop reasoning and reflective skills. For these reasons, students will have the opportunity to learn through experimentation and tinkering projects that supplement project themes. Tinkering projects will also support students who learn best in less structured environments. On-site materials will be supplemented with makerspace kits, coordinated by the project director. Kits will be stocked with low/high tech equipment, including basic art materials, building materials, tools, sewing supplies, electronics (diodes, batteries), basic kitchen equipment, and found objects. Computers will provide students with access to explore coding and digital media that will expand maker projects into the digital realm. Students will use software and simple digital/electronic tools to expand their knowledge of digital tools. Projects will align with the state standards and extend skills learned in PBL. Harvard's Agency By Design's *Thinking Routines* and Mindworks' Tinker Shop will guide the curriculum, in the form of driving questions. The activities will be provided up to two days per week. Activities will include structured play to support learning and will also involve adult family members in the student learning process. Teacher pupil ratio for these activities could be up to 1:20.

2.3.c Theme-Based Instruction: Fine Arts Objective (8): 80% of regularly participating students will increase their knowledge of fine arts as measured by a pre/post assessment. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking and verbal skills (Smith, 2009). For these reasons students will have the opportunity to learn and appreciate the various types of arts within and across the arts disciplines of visual art, music, dance, or theatre. "Art in History" projects will be used to supplement the project themes. Students will use historic replicas of art to explore specific time periods and cultures. When students participate in the building a bridge project, they will compare and contrast the various bridge structures and construction used throughout history (e.g. Ancient Greece), and the role bridges played in bringing people and cultures together. Through arts exploration students will gain an understanding for the cultural, social, and artistic roles that visual and performing arts

plays in this and other societies. Fine arts activities will connect to the content of theme of PBL/tinkering activities. The activities will be provided up to two days per week. Programming will include but not limited to workshops, performances and structured curricular lessons.

Teacher pupil ratio for these activities could be up to 1:20.

A general cycle of activities are listed in the table below; detailed sample schedules may be found in in the attachments.

Monday	Tuesday	Wednesday	Thursday	Friday
Project	Project	Project	Project	Project
Snack	Snack	Snack	Snack	Snack
Tutoring	Homework Help	Tutoring	Homework Help	Tutoring
Physical Ed.	Tutoring	Physical Ed.	Tutoring	Physical Ed.
Homework Help	Music/Art	Homework Help	Music/Art	Homework Help

5.6.d Adult Family Member Program Activities *Objective (9)* 50% of the adult family members of regularly participating students will increase their knowledge in a specified area as measured by a parent perceptual survey. Involving parents to be a part of the school community assists in parents taking ownership of the school which is important for a successful after-school program. Parental involvement and family literacy will be provided based on the needs of the parents, students and school communities. Each school has its own specific needs; however, common elements from school improvement plans, Title I needs assessments, school based leadership teams and input from SACs were used to develop the topics described. 21st CCLC and Title I will work collaboratively to promote parent and family involvement activities to increase regular attendance. Dissemination and collection of parent surveys will provide an additional resource for identifying family concerns and needs used to adjust workshop topics. A minimum of five family events will be held, including a kick-off/orientation event, and quarterly events. Proposed topics include the following: Science Fair projects, Surviving the FSA,

Understanding College and Career Readiness, Creating a Digital Portfolio, Career Exploration, Literacy in the Home, Using Naviance, and college nights. Schedules will be finalized by the center coordinator, working with the family liaison and 21st CCLC staff, according to the academic schedule, the site-specific needs, and most recent parent interest surveys. A schedule of proposed Adult Family Member Services is included in the attachments.

5.6.e Staffing Plan and Professional Development

Staffing Plan Project Director The project director (PD) supports the project by working directly with center coordinators, program teachers, and school leadership at each center site. The PD will be the principal 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. Center Coordinators: Each center will have one center coordinator. The responsibilities include daily program operation, personnel scheduling, coordination of family member services, staff development, data collection and progress monitoring. The center coordinators will also be the identified collaboration liaison, focusing on responsibilities associated with ensuring communication with regular school day teachers. After-school Teachers: Certified teachers are responsible for preparing, planning, implementing and evaluating program activities. Teachers also ensure 21st CCLC students are afforded a safe learning environment. The 21st CCLC program will employ teachers at a ratio of 10:1 for academic projects and 20:1 for personal enrichment activities. Parent Liaison: This person will support bridging the home and school, and after-school program through regular communication with parents. The Parent Liaison also provide another layer of safety for students in the 21st CCLC as they monitor student pick-up processes.

All personnel employed to work in the 21st CCLC program will have the proper state certification for the subjects taught, which is reviewed and approved by the district's personnel department. Qualifications of staff providing instruction in the academic core areas will be

certified by the standards/criteria set forth by the state of Florida. The PD will ensure the program hires certified teachers. All 21st CCLC personnel will comply with the hiring practices of SLPS which require instructional and non-instructional employees who are hired or contracted to fill positions requiring direct contact with students in any district school or program must undergo a background screening. 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 that requires direct contact with students.

Organizational Chart The agency-wide and the 21st CCLC program organizational charts are in the appendices.

Professional Development To ensure our teachers are successful implementing program strategies, they will receive professional development in planning for collaborative projects, project-based learning, experimentation, 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. The PD will coordinate professional development with District Office of Teaching and Learning staff, who provide rigorous, standards-aligned professional development to the teaching staff of the District, including 21st CCLC teachers. The project evaluator will provide teachers training to address the learning needs of program's students. Center teachers will also benefit from regular, ongoing District professional development. Topics are aligned with the vision of the 21st Century Learning Center Program. Family liaisons will also receive training on strategies to effectively collaborate with parents.

5.6.f Program Centers

This project will be located at four public schools that 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 spaces will be made available to accommodate the 21st Century Learning Centers, including classrooms, the media center, cafeterias, and the gym (where available). In addition, students will be provided access to the technology labs when needed to complete online activities. The schools have generous outdoor space with maintained basketball courts, fields, and outdoor play equipment that will be available to the students.

21 CCLC Site	Classroom	# classrooms	Gym	Media Center	Cafeteria
Lakewood Park	875 sq. ft.	6	Uses cafeteria*	662 sq. ft.	3,935 sq. ft.
Parkway	875 sq. ft.	6	Uses cafeteria*	1,047 sq. ft.	4,566 sq. ft.
St. Lucie Elem	875 sq. ft.	6	Uses cafeteria*	700 sq. ft.	3,955 sq. ft.
Dan McCarty	1,000 sq. ft.	6	9,910 sq. ft.	1,927 sq. ft.	7,600 sq. ft.

** Portable dining equipment in the cafeteria is moved out of the way to accommodate indoor physical education exercises when needed.*

5.6.g Safety and Transportation

Safety measures at each public school site includes students and teachers adhering to the dismissal processes of the regular school day. Teachers from day school and after-school program monitor school corridors while students walk from their regular school day classrooms the starting location of the 21st CCLC program the cafeteria. Teachers meet their students in the cafeteria, record attendance and then escort them to their classroom which is confined to one wing of the school. When the program ends teachers escort students to the bus loop and supervise that all students leave in a parent/guardian's vehicle. If a parent/guardian removes the

student from the program early, the parent will provide the appropriate documentation and record removal in the sign-in/out log. All school buildings are monitored through multiple on-site cameras which is monitored by district security. School doors are locked from the outside, directing all outside traffic to one entry point, allowing program staff and other school personnel to be aware of all individuals on campus.

All four Centers will be located at school sites – and the students served will be students attending the respective schools during the regular school day. The District has successfully operated numerous after-school programming opportunities without the support of transportation, including seven 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. All documentation, safety and security practices, including sign out by parent are aligned with the School District's policy and are in place at each school site under the supervision of the Site Coordinator. Programs operate in public school buildings used educating public school students during the regular school day and therefore guarantees 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.

5.6.h Dissemination Plan

As part of the Advisory board, the PD will share Information with community members and stakeholders on a monthly basis. The PD will post notification of award on the District's website within one month of award notification. The website will be utilized to inform the community and stakeholders of the program's activities and events. The site will serve to promote the positive outcomes and highlight experiences of students in the after school program. A hyperlink will connect to programs at each school site allow stakeholders to be informed of all program events and activities. Site coordinators are responsible for maintaining their webpage making monthly updates to inform stakeholders of upcoming events and progress toward program objectives. Additional communication will include distributing

information to the targeted population through the use of but not limited to the public address announcements at each site; articles in parent newsletters; posters; and flyers.

5.7 Budget (20 Points)

The proposed budget is appropriate and reasonable to accomplish the project objectives successfully, and aligns with the activities described. Adequate funding and resources are essential to the provision of comprehensive and effective services, activities, and programs. Needs assessment data was used to substantiate program goals, objectives, and activities designed to offer students a research-based, conceptually sound, and unique approach to the improve student achievement. Effective funding strategies were established with input from program staff, and careful analysis of program goals, objectives, needs, and proposed activities. To ensure that 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 21st CCLC program, a significant portion of grant funds is used to employ adequate personnel at a low-teacher pupil ratio. Additional dollars are requested to provide supplemental materials for project activities, supplies, equipment, printing, and travel. Each site will be adequately staffed and equipped with varied and numerous materials to support hands-on project based learning activities. The majority of materials are not consumable, and those that may need additional supplements from year to year are at a minimum costs. Therefore, it is reasonable to state the first two years of the program is designed to develop a sustainable program activities are cost effective for the district to maintain after the grant period has ended.