

3.1 Project Abstract

The *Trailblazers* program was designed to increase student achievement by targeting students' unique learning needs in core subject areas and social emotional learning. The community needs assessment data supports this need. The afterschool and summer program to serve students who attend four St. Lucie County schools: Chester A. Moore (K-5), White City (K-5), Lawnwood (K-5), and Forest Grove (6-8). Each school site is high-need since each is a Title I school. The program targets 75 students per school for a goal of 300 students. The afterschool program at each site lasts for two hours each day after dismissal for a total of 160 days. Start and end times vary by school site since dismissals times vary. The summer program is from 7:30am to 12:30pm for 20 days.

3.2 Community Notice and Needs Assessment (7 points)

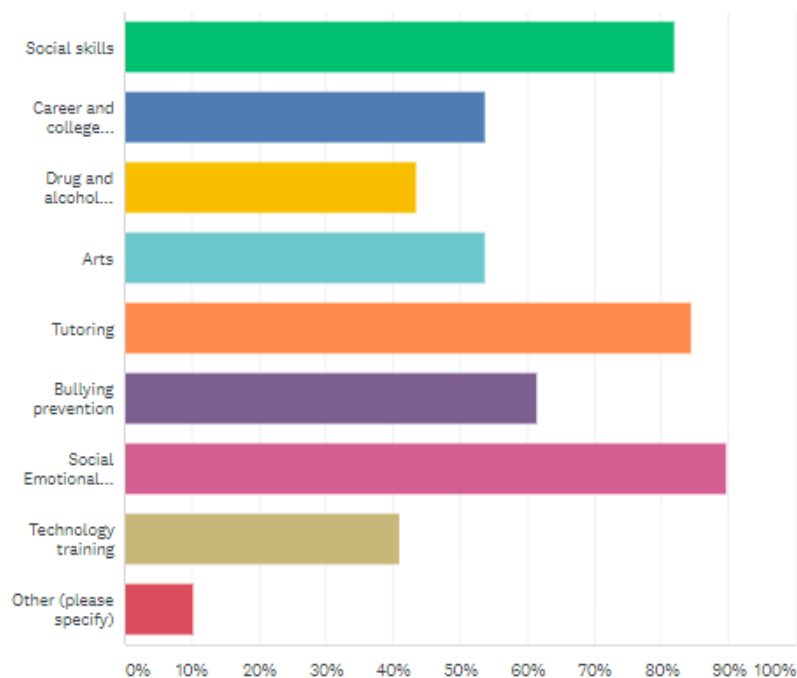
3.2.a. Community Notice St. Lucie Public Schools took appropriate measures to inform the community of its intent to apply for the 21st Century Community Learning Centers at four school sites: Chester A. Moore Elementary (K-5), White City Elementary (K-5), Lawnwood Elementary (K-5), and Forest Grove Middle School (6-8). On January 24, 2019, a consultation meeting was held to inform representatives of private schools of our intent to apply. Additionally, intent to apply was publicized via social media, on the district website, and through district electronic newsletter so stakeholders either within or outside of St. Lucie Public Schools would be aware. The electronic newsletter is disseminated weekly via email both internally to all employees, and through electronic subscription by internal and external audiences. The 21st CCLC message was included beginning the week of July 8, 2019. Articles from the newsletter are posted on the district mobile application and are uploaded to the SLPS website homepage.

The proposal will be made available to the entire community via direct link from the 21st Century Community Learning Center webpage of the St. Lucie Public Schools website, located at <https://www.stlucie.k12.fl.us/departments/federal/21-century/>. If awarded a 21st CCLC grant,

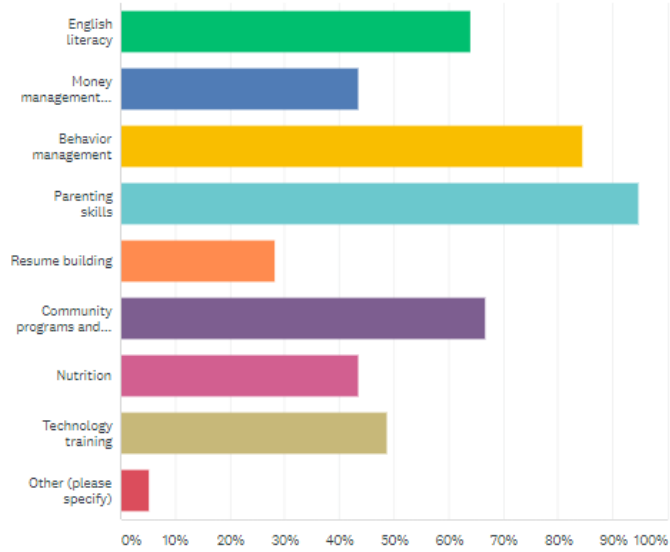
key stakeholders including parents, students, and community partners will be recruited to provide oversight of the program while serving on the 21st CCLC Advisory Board.

3.2.b. Needs Assessment A community survey was disseminated to the public via press release, social media blasts, and in the weekly district newsletter solicited feedback from the community regarding the need for a 21st CCLC program and priorities for its design. The survey was comprised of eight response items and was completed by 39 respondents at the time of application submission.

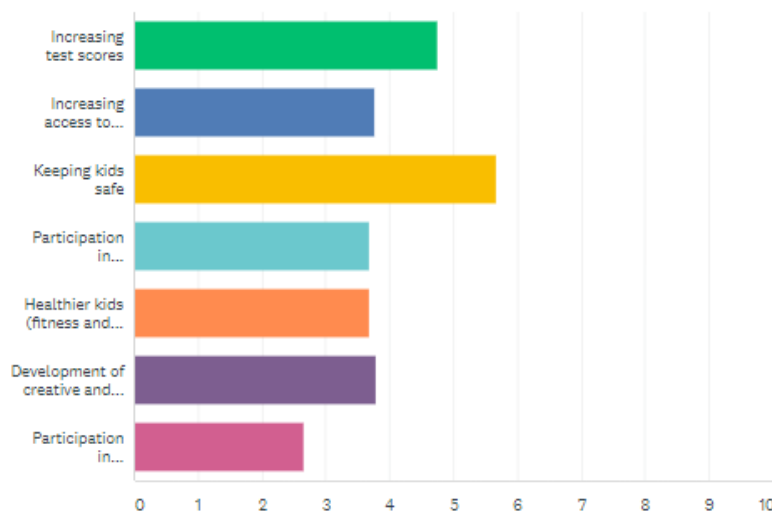
1. There is a need for children to attend a safe, caring program during afterschool hours in St. Lucie County. Results: 95% Strongly Agree and 5% Agree
2. I would have my child participate in an afterschool program if it was high quality, convenient and offered engaging activities for my child. Results: 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?



- 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.; More ESE teachers are needed and true collaborative classrooms should be established; 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.
- 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

In addition to the Community Survey, Private School stakeholders were consulted. On January 24, 2019 at 10am the Federal Programs Department of St. Lucie Public Schools hosted a meeting for interested private schools to explain the different Federal Programs and invite them to participate. Due to inclement weather at the time of the meeting, administrators from a few school sites were consulted via conference call on January 24, at 12:30pm since they were unable to attend the physical meeting. Several schools opted to participate in Title I, Title II Part A, and Title IV, Part A. None of the schools were interested in the district's existing 21st CCLC programs for the 2019-2020 school year but did express interest in participating if new schools were added. SLPS solicited input from private school administrators as to the needs of students and families to help guide program development. Afterschool care for children was specified as a need due to low income levels of the students' families.

Therefore, SLPS has informed the entire community, including private schools of the 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. If awarded the grant, it is likely that private school students will participate in 21st CCLC programs at these sites, since these sites are in closer proximity to the private schools.

Lastly, each school site associated with the proposed project conducted their own needs assessment. Social Emotional Learning was a common need among all sites. Subsequently, the SEL Department of SLPS agreed to continue to support 21st CCLC programs by providing training and assistance in program implementation to support this prevailing need. SEL activities will take place during personal enrichment time. The academic needs varied by

school, so school administrators designed plans to address the areas of highest need in each core academic subject, including activities and resources to ensure programs targeted the most needed skills. The following tables detail the unique plan for each school site.

Chester A. Moore Elementary

| | ELA Strand | Math Domain | Science Strand |
|--|--|--|--|
| Strand in need of improvement | Informational text | Numbers and Operations- Fractions | Earth and Space Science |
| Data to justify the selection of strand | 24% students were proficient in 2018-19 | 25% of students were proficient in 2018-2019 | 24% of students were proficient in 2018-2019 |
| Activities to support academic learning | Key ideas & details, Integration of knowledge & ideas, small group instruction | Real world application of concepts, cooperative learning and small group instruction | Hands-on labs and remediation of concepts |
| Existing resources to support activities | Leveled text | Manipulatives | N/A |
| Wishlist resources to support activities | I-Ready Workbooks | J&J Educational Bootcamp Consumable Package, Dry Erase boards and markers | J&J Educational Bootcamp Package, materials for labs |
| Expected outcome | 29% of students will be proficient in 2019-2020 | 30% of students will be proficient in 2019-2020 | 29% of students will be proficient in 2019 -2020 |

White City Elementary School

| | ELA Strand | Math Domain | Science Strand |
|---|--|---|---|
| Strand in need of improvement | Cluster 3 Integration of Knowledge & Ideas | Measurement, Data & Geometry | Nature of Science |
| Data to justify the selection of the strand | Grades 3-8 averaged 18% proficient on this strand in 2018-2019 | Grades 3-8 averaged 22% proficient on this domain in 2018-2019 | Science proficiency dropped from 59% to 35% in 2018-2019 |
| Activities to support academic learning | Small group instruction | Hands on exploration of measurement, data and geometry | Integration of science with literacy, science resource class. |
| Existing resources | Journeys, guided reading books | Manipulatives, Interactive Whiteboards | |
| Wishlist resources to support activities | iReady workbooks- grades 3-5 | Rainbow Double-Sided Geoboards, Set of 10 - Manipulative to design geometric shapes, explore area and perimeter \$19.95 Learning Resources Hands-On Standards: Lessons for Teaching with Math Manipulatives, Gr 1-2,3-4, 5-6 \$36.99ea | STEAM Design Challenges Resource Book, Gr. 3,4 & 5 \$19.99 5 th - Product: Resource Book UPC: 030554082122 ISBN: 978-1-63445-904-4 4 th - Product: Resource Book UPC: 030554082115 3 rd -Product: Resource Book UPC: 030554082108 ISBN: 978-1-63445-902-0 |
| Expected outcome | Grades 3-5 will avg. 30% proficiency on this strand | Grades 3-5 will avg. 30% proficiency on this strand | Science proficiency will increase by 10 percentage points. |

Forest Grove Middle School

| | ELA Strand | Math Domain | Science Strand |
|---|--|---|---|
| Strand in need of improvement | Informational text | Expressions & Equations | Nature of Science |
| Data to justify the selection of the strand | Grades 6 – 8 averaged 44% proficiency in 2018 - 2019 | Grades 6 – 8 averaged 38% proficiency in 2018 - 2019 | 8 th grade averaged 39% proficiency in 2018-2019 |
| Activities to support academic learning | Text structure, key ideas & details small group instruction | Target cooperative learning, infusing academic games and real-world | Focus on vocabulary instruction, and activities/labs supporting the Practice of Science |
| Existing resources to support activities | iReady workbooks, guided reading nonfiction books | Manipulatives, Interactive whiteboard lessons | Science vocabulary games, hands-on labs |
| Wishlist resources to support activities (give as much detail as possible, including pricing) | Will provide at a later date | Will provide at a later date | Will provide at a later date |
| Expected outcome | Grades 6 - 8 will average 48% proficiency | Grade 6 – 8 will average 42% proficiency | Science proficiency will increase by 3% to 42% |

Lawnwood Elementary School

| LAWNWOOD ELEMENTARY SCHOOL | ELA Strand | Math Domain | Science Strand |
|---|--|---|---|
| Strand in need of improvement | Key Idea and Details | Operations, Algebraic Thinking, and Fractions | Earth and Space Physical Science |
| Data to justify the selection of the strand | % Proficient on ELA FSA Grade 3 – 28% Grade 4 – 34% Grade 5 – 33% | % Proficient on Math FSA Grade 3 – 43% Grade 4 – 41% Grade 5 – 27% | Mean Points Earned by Content Area 9/16 Earth and Space 9/16 Physical Science |
| Activities to support academic learning | Small group instruction and read aloud | Small group instruction and hands on math work | Hands on science experiments and demonstrations |
| Existing resources to support activities | Online i-Ready and guided reading text sets | Math manipulatives Online i-Ready Math | Science Equipment |
| Wishlist resources to support activities (give as much detail as possible, including pricing) | Materials and resources from Options Publishing | Math Manipulatives | Science manipulatives |
| Expected outcome | Increase ELA Proficiency by 5% or more | Increase Math Proficiency by 5% or more | Increase Science Proficiency from 35% to 40% or higher |

3.3 Dissemination of Information (5 points)

The 21st Century Community Learning Center program will disseminate understandable and accessible information about the program to the community via the district website and through printed flyers. Two forms of communication will guarantee stakeholders with and without internet service will have access to the information detailing the program description, target schools, address, hours of operation, and contact information for the site coordinators. Program flyers will be available in the 21st Century Community Learning Center office and at each program site. The flyer will be available on the program's webpage in a digital format. The 21st CCLC information will be offered in three different languages: English, Spanish, and Haitian Creole to increase accessibility to the information by the community. Providing the key information in these three languages is appropriate for the community since nearly 10 percent of students enrolled in St. Lucie Public Schools are ELL students, the majority of which have a native language of either Spanish or Haitian-Creole.

St. Lucie Public Schools has a current and up-to-date 21st Century Community Learning Centers webpage on the district website. If awarded this grant, the webpage will continue to be updated so information remains current and accurately reflects the programming being offered at the target schools. The website conveys positive outcomes and showcases the experience of students in the afterschool and summer 21st CCLC programs. From the main program page, a hyperlink will connect to the program at each school site, to keep stakeholders informed of program events and activities. The maintenance of the website is the responsibility of each site coordinator, for the purpose of informing stakeholders of upcoming events on a monthly basis, and reporting advancement being made to reach program objectives.

3.4 Target Population, Recruitment and Retention (10 points)

3.4.a. Target Population SLPS is a Title I District located in St. Lucie County. It serves 39,500 students who are enrolled in VPK through Grade 12. Thirty-seven of the district's 38 schools are designated as Title I. The percentage of students receiving free and reduced lunch

is 75. Forty-nine languages are spoken in the district's schools and a 9 percent ESOL student population demonstrate the diversity of the district's students. The student population is 33 percent White, 31 percent African American, 30 percent Hispanic, 4 percent Multiracial, and 2 percent Asian. Each of the four sites in this proposed project are Community Eligibility Provision (CEP) schools in which all students receive free and reduced lunch. Data specific to each school site is provided in the following tables.

Table 1. Race/Ethnicity Data

| | American Indian/ Alaskan Native | Asian | Black | Hispanic | Multi- racial | Native Hawaiian/ Pacific Islander | White |
|-------------------------|---------------------------------------|-------|-------|----------|------------------|--|-------|
| CA Moore K-5 | 0% | 0% | 73% | 22% | 0% | 0% | 2% |
| Forest Grove 6-8 | 0% | 0% | 37% | 37% | 3% | 0% | 20% |
| Lawnwood K-5 | 0% | 0% | 49% | 35% | 2% | 0% | 14% |
| White City K-5 | 0% | 0% | 40% | 35% | 3% | 0% | 22% |

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 |
|-------------------------|-------------------------------|------------------------------|-------------------------------|
| CA Moore K-5 | 100% | 20% | 16% |
| Forest Grove 6-8 | 100% | 14% | 11% |
| Lawnwood K-5 | 100% | 21% | 16% |
| White City K-5 | 100% | 23% | 11% |

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

3.4.b Recruitment and Retention Initial recruitment efforts will entail inviting the students with the greatest academic and social emotional needs to participate in the program. Individual school 2019 state test score data will be used by school leaders to recruit students who are the most in need of support. As instructional leaders on each campus identify the target students, they will issue a direct invitation to those students to participate in the program. If there are remaining spots after receiving responses from the invitees, the program will open to any student interested in attending. Students with language barriers will receive language acquisition support through Imagine Learning and instructional strategies designed to support

their unique needs. Additionally, students with learning disabilities will receive their individual accommodations during the academic portion of the program.

Program design will be engaging to promote student retention. Hands-on learning activities will be incorporated, and small group instruction will provide each student with growth opportunities to achieve their own academic goals. Field trips, personal enrichment activities, and lessons led by community partners will provide opportunities for students to have fun while learning, to further support student retention.

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

3.5.a Afterschool Programming To prevent the summer slide, afterschool programming is vital to students at high-need schools. Three hundred students will be served by the proposed program, with a goal of 75 students per site at four sites. The proposed afterschool program will take place on 160 school days per school year. To meet the criteria of operating a minimum of 10 hours per week and four days per week for students in elementary and middle school, the program is scheduled to occur 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.

Programming for afterschool will be comprised of academic learning, social emotional learning, and physical enrichment. Students will be given 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 to include SEL learning, tutoring, and physical enrichment. This will be applicable to all grade levels bands. Instructional and SEL curriculum and resources will be consistent with the individual school site needs assessments and action plans in the tables in Section 3.2.

3.5.b Summer Programming Summer programming is vital to prevent the summer slide many at-risk students experience. It will be comprised of academic learning, social emotional learning, and physical enrichment. Students will receive instruction tailored to meet their

individualized needs in mathematics to address the gaps in their knowledge and skills. iReady Math computer-based program, Ready MAFS student workbooks, hands-on math manipulatives, and math games will be used as instructional tools. Literacy small group instruction will be differentiated to meet the needs of individual students to improve their writing reading, listening, and speaking skills. In Grades K and 1, students will engage in intensive phonics instruction. Integrated Literacy Units (ILUs), NewsELA website with leveled text, JustRead, Ready LAFS, Ready Writing, iReady 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. Apex Science, 4-H Buckets, Science Reading Essentials, J&J Science Bootcamp, and Study Island science labs will be used to increase student proficiency in core science areas. Positive Action, Lions Quest, and Sanford Harmony SEL curricula will be used to support the social and emotional growth of students.

Three unique schedules have been developed 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.

3.5.c 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 21st CCLC programs. The proposed elementary school schedule includes a general program kick-off and orientation to educate families on the purpose, structure and program components. The second family member educational program is a Family Literacy Night to equip parents to support their students at home in the area of literacy. An educational session on the Florida Standards Assessment will be provided to adult family members to educate them about how to support their children and prepare them for FSA testing. A session on SEL-based parenting strategies will be provided to equip parents with strategies for effective parenting, supporting their children when faced with bullying or mental health issues. Near the end of the school year, the final session for the elementary programs will be a family literacy event to inform parents about the importance of reading across the summer vacation to prevent the learning loss, and to provide techniques and activities to make literacy learning at home fun. Middle school programs will offer family college and career preparedness training.

3.6 Program Evaluation (10 points)

The proposed evaluation plan ensures alignment between regular academic program and students' academic needs. This proposed program meets the Measures of Effectiveness as specified by ESEA including activities which are based on evidence-based research. Lastly, the evaluation of the proposed program involves the collection of data necessary to measure student success. The intent of the evaluation plan is to provide data to the 21st CCLC Advisory Board and the 21st CCLC Project Director so they can monitor the impact of the afterschool and summer programming. This plan will address all nine objectives required for program serving students in grade PreK-8. The program evaluation data will be collected and reported by an independent evaluator who is 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 21st CCLC evaluator, Deborah L. Carlstrom, Ed.D will be selected as the evaluator. Dr. Carlstrom is the President of Solutions Management & Consulting, Inc and is the lead researcher.

3.6.a. Statewide Standard Objectives These academic objectives are required for the 21st CCLC program. Each objective corresponds with a data collection method. Three statewide standard objectives exist; 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.

Eighty percent was the benchmark selected for the three objectives since it is considered to be an acceptable minimum level for demonstrating mastery in the district. The Program Director will retrieve the quarterly grades for each program participant from the district database (Skyward). The quarterly grade reports will be delivered 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. In 2019, only 50% of the district's third grade students achieved a level three or higher on the ELA FSA. 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 reading at or above grade level. 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. In 2019, 51 percent of students in grades 7-12 demonstrated proficiency on the

Algebra I EOC, so an increase to 55 percent is reasonable. Algebra I EOC scores will be retrieved from Skyward by the Program Director and will be given to the Independent Evaluator.

3.6.c. Applicant-Specified Objectives The applicant-specified objectives for this proposed 21st CCLC program were strategically chosen based on need assessment results.

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. SLPS is in the early phases of SEL curriculum implementation. Lions Quest, Sanford Harmony, and Positive Action are all being implemented in the district. Annually, the SEL Department trains and equips additional school sites to implement SEL activities and learning to improve student social skills and mental health. Each of the 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 regularly participating students and will provide it to the Independent 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. Eighty percent is considered by SLPS as a strong minimal threshold for a behavior standard. The Program Director will retrieve behavioral data from the Behavior Incident Tracking system 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 The district has prioritized increasing the graduation rate in recent years. The graduation rate was 91.8 percent in 2018. In an effort to encourage students to achieve at high levels, the objective assessment selected for this is objective 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 events supporting career exploration and college and career readiness. Site Coordinators are responsible for documenting student attendance and participation in each session. The Program Director will collect the logs from Site Coordinators and will pass 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). Due to work schedules, family commitments, and other circumstances, 50 percent is a reasonable expectation for family involvement in these services. At the end of each event, attendees will be surveyed to capture data. The Program Director will collect the surveys and will give 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 21st CCLC program, in keeping with ESEA guidelines. Activities are research-based and aligned with Florida Standards or NGSSS when appropriate and will take place during both the afterschool program and the summer program for each school site.

ESSA Approved Activity 1: Academic Enrichment Low proficiency levels in core academic subjects in grades 3-8 at the participating schools, including an average of only 28 percent proficient in ELA for third grade students were revealed by the needs assessment. Tutoring, homework-help and differentiated instruction will be provided on a daily basis 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. Part of this objective is to provide a stronger foundation in these areas to students in grades K-2. Research-based instructional materials such as iReady, Ready workbooks, and hands-on STEM activities will be used to remediate and enrich learning experiences to customize each student's learning as aligned to 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 Eight percent of students did not graduate from St. Lucie Public Schools in 2018, as indicated by the needs assessment. Truancy, suspension, and expulsion all contribute to students not meeting credit requirements to graduate. The objective of this activity is to provide 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 to students in grades 6-8 who participate in this program who require credit recovery. The expected outcome is 75 percent of students will recover missing course credit.

ESSA Approved Activity 3: Literacy Education Programs A needs assessment highlighted a need for literacy programs in the targeted schools as evidenced by an average of only 28 percent proficient in ELA for third grade students in the three elementary schools. On a quarterly basis 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 A need for students to receive education about the importance of nutrition and exercise was supported by question six of the Community Needs Assessment Survey as the third most important need. Daily organized physical fitness activities such as calisthenics, yoga, and sports will be held afterschool and during the summer programming. The objective of this activity is to incorporate structured physical activity and to increase awareness of nutrition education. Community partners such as Kids at Hope, i9 Sports, and the University of Florida/IFAS Extension will provide structured

physical activity and nutrition education 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 2017-18 ELA Assessment data indicated 79.8 percent of students with disabilities in SLPS were not proficient compared to the state average of 75.1 percent, representing the need for this activity. The objective for this activity is to provide accommodations for 100 percent of students with disabilities in the 21st CCLC program daily 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 A needs assessment revealed during the 2017-18 school year, 22.8 percent of ELL students in St. Lucie County were English Language Proficient in comparison with the state average of 25.6 percent. Explicit Tier 2 vocabulary instruction, differentiated small group instruction, Imagine Learning, cooperative learning, tutoring and homework support 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 diversity of the student population of SLPS, which is 33.1% White, 30.8% Black, 30.1% Hispanic, 3.9% multiracial, 1.7% Asian was highlighted by the needs assessment. The objective of this activity is to increase student awareness of different ethnicities and cultures. On a daily basis, Social Emotional Learning curriculum and activities will be incorporated into the two-hour afterschool program and the five-hour summer program. Activities will include Meet-Up/Circle Groups, Positive Action lessons, Relationship-centered communities and SEL lessons. The expected outcome is to decrease

behavioral incidents by five percent and increase student-to-student and student-to-staff relationships.

ESSA Approved Activity 8: Telecommunications and Technology Question three of the Community Needs Assessment Survey showed 35 percent of respondents indicated technology is a need for afterschool and summer programming. The objective of this activity is to increase the technological skills of students through daily exposure to computers, online programs, software and coding during both the two-hour afterschool program and the five-hour summer program. The expected outcome is to increase student exposure to technological devices and programs.

ESSA Approved Activity 9: Expanded Library Service Hours The needs assessment indicated 51 percent of the district's students demonstrated proficiency in 2019, up from 50 percent proficiency in 2018. Therefore approximately half of the district's students are not proficient in ELA in grades 3-10. The objective is to increase access to books, resources, and programs to increase proficiency in ELA. Students will have the ability to check out books daily, to 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)

SLPS has extensive experience in effectively implementing afterschool and summer programs, including prior 21st CCLC programs, which provide academic achievement and social emotional learning (SEL). SLPS has been awarded several 21st CCLC grants over recent years, beginning in 2001 and most recently in the award year 2017. The official FLDOE assigned project numbers correspond to the previous awards for 21st 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 St. Lucie Public Schools has a detailed and experience-backed staffing plan which has been successfully implemented at 11 different 21st CCLC sites in the district in recent years.

Program Director: The program director (PD) works directly with site coordinators, program teachers, and school leadership at each 21st CCLC school site. The PD acts as the main contact for the evaluator to facilitate access to student and school data needed for conducting the formative and summative evaluations. The PD has additional responsibilities such as organizing professional development, overseeing the budget, and monitoring progress toward program goals and objectives.

Site Coordinators: Each center will have one or two site coordinator(s) (SC). The responsibilities of an SC include operating the program, scheduling personnel, coordinating services for family members, staff development, collecting and maintaining all data including attendance and assessment data, and progress-monitoring. The site coordinators are also collaboration liaisons who ensure effective communication with regular school day teachers. Finally, 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 21st CCLC employee will also be CPR and First Aid Certified (including the face-to-face component) for an extra layer of safety for our students.

Afterschool and Summer Teachers: Certified teachers prepare, plan, implement, and evaluate program activities. Certified teachers also ensure the learning environment is safe for all 21st CCLC students. The 21st CCLC program will employ teachers at a ratio of 10 students to one teacher for small group instruction and 20 students to 1 teacher for personal enrichment activities.

Family Liaison: The Family Liaison is tasked with facilitating communication between the 21st CCLC program and the parents and families. Additionally, the Family Liaison monitors the sign-out process for students to provide an additional layer of safety for students in the 21st CCLC program.

All personnel employed by the 21st CCLC program will have the proper state certification for the subjects taught, all of which will be reviewed and approved by the district's Personnel Department. Qualifications of instructional staff providing academic instruction to students in the academic core areas will be certified according to the standards and criteria set forth by the state of Florida. The Program Director will ensure the program hires only certified teachers. All 21st CCLC personnel will comply with the hiring practices of St. Lucie Public Schools including a full background check. Fingerprints will be submitted to the Florida Department of Law Enforcement for statewide criminal and juvenile records checks and to the Federal Bureau of Investigation for federal criminal records checks. Any applicant 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 the students of St. Lucie Public Schools.

3.9.b. Professional Development 21st CCLC teachers will actively participate in professional learning related to planning for rigorous ELA, math, and science instruction, social emotional learning (SEL) curriculum implementation. Teachers will also engage in learning how to successfully include academic enrichment, progress monitoring, and behavioral strategies during programming. 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 Program Director will collaborate with the SLPS's 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 Social Emotional Learning Department has committed to supporting 21st CCLC teachers by providing SEL training the week prior to the start of the summer programming for students. Funded by Title IV, Part A, a team of 10 SEL specialists will be hired for a six-week period over the summer to train 21st 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) Social Emotional Learning for Elementary 21st CCLC programs including Meet Up/Circles to start each day; (b) Role of SEL Teacher and Positive Action Curriculum; (c) Social Emotional Learning for Secondary 21st CCLC Programs; (d) Planning and Set-up; and then (e) a full day session “Creating Relationship-Centered Communities.”

To sustain proper implementation, a follow-up menu of training options is offered to 21st CCLC teachers and staff throughout the school year. This will ensure continued support for the teachers. The menu was designed to target teachers in each grade level band, so 21st CCLC teachers and staff can attend the sessions which are most relevant for their position. The program designed for 21st CCLC teachers at the elementary level includes: (a) Introduction to SEL; (b) Sanford Harmony Curriculum with Curriculum Coaching and Follow-up; (c) SEL Social Teaching Practices; and (d) SEL Instructional Teaching Practices. The program designed for 21st CCLC teachers at the middle school level includes: (a) Introduction to SEL; (b) Lions Quest Instructional Strategies; (c) Lions Question Curriculum with Curriculum Coaching and Follow-up; (d) SEL Social Teaching Practices; and (e) SEL Instructional Teaching Practices.

The professional development provided for teachers will employ best practices for professional learning, as outlined in the FLDOE’s Florida Professional Development Standards. Program teachers will also benefit from ongoing District professional development offerings aligned with the vision of the 21st Century Learning Center Programs. Additionally, Family

Liaisons will participate in training on strategies to help them effectively partner with parents and families to provide adult family education.

3.10 Facilities (5 points)

District school-site facilities will be used to house all proposed 21st CCLC programs. The proposed project will be located at four SLPS public schools. The schools are currently in operation, have secure campuses, and are ADA-compliant. A variety of school facilities will be made available to support the 21st CCLC programs including classrooms, the media center, the cafeteria, and the gym (where available). Students will have access to the technology labs to complete online activities. Each school has a generous outdoor space with maintained fields, basketball courts, and outdoor play equipment. Students will remain under full supervision, in all locations, based on each site's program schedule.

| Size of Campus Facilities | | | | | |
|----------------------------|--|--------------|-----------------|---------------|---------------|
| 21 CCLC Site | Classroom | # classrooms | Gym | Media Center | Cafeteria |
| Chester A. Moore Elem. | 952 sq. ft. | 6 | Uses cafeteria* | 2,900 sq. ft. | 5,733 sq. ft. |
| White City Elementary | 900 sq. ft. | 6 | Uses cafeteria* | 1,944 sq. ft. | 3,180 sq. ft. |
| Lawnwood Elementary | 900 sq. ft. | 6 | Uses cafeteria* | 2,660 sq. ft. | 4,400 sq. ft. |
| Forest Grove Middle School | 900 sq. ft. | 6 | 9,984 sq. ft. | 1,518 sq. ft. | 3,880 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)

Safety Students will be directly supervised by certified teachers who are fully background checked at all times during the 21st CCLC programming. Safety measures at each public-school site include adherence to the dismissal processes of the regular school day by teachers and students. Teachers from day school and after-school programs jointly monitor

school corridors while students walk from their regular school day classrooms to the cafeteria, which is the starting location of the 21st CCLC program. 21st CCLC teachers are expected to meet their students in the cafeteria, record attendance, and then escort students to their respective classrooms, all of which are confined to one wing of the school.

When the program ends, teachers escort students to the bus loop and ensure all students leave in a parent or legal guardian's vehicle. If a parent or legal guardian removes the student from the program before the official dismissal time, the parent or legal guardian will provide the appropriate documentation and record the early dismissal of the student in the sign-out log. All school buildings are monitored through multiple on-site cameras which are watched by district security. School doors are required to be locked, preventing access from the outside, forcing all visitors to a single point of entry. This ensures program staff and other school personnel are aware of all individuals on campus. It is important to note that the 21st CCLC sites will conduct regular drills for fire, lockdown, and tornadoes.

All documentation will be collected and maintained by the Site Coordinators. All safety and security practices, including sign out by parent, are aligned with the school district's policies. It is the responsibility of each Site Coordinator to 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, which ensures 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.

Student Transportation Each of the 21st CCLC programs will be located at district school sites. The students served will be those students who regularly attend the respective schools during the regular school day, as well as students from nearby participating private schools. St. Lucie Public Schools has successfully operated numerous after-school and summer programs without offering transportation, including eleven current 21st CCLC programs.

Students generally reside near their schools, making transportation of minimal importance. Off-

campus travel for field trips is contracted through SLPS transportation department. Student participation requires parent permission.

3.12 Partnerships, Collaboration and Sustainability (8 points)

3.12.a. Partnerships nine different organizations or departments have provided letters of commitment to the 21st CCLC program being proposed. These organizations have long-standing relationships with previous 21st CCLC programs in the district and desire to continue to partner to serve students through afterschool and summer programming. The partner organizations include: (a) the City of Port St. Lucie which provides education on water conservations to students in grades K-8; (b) St. Lucie County Fire Department which provides fire safety education and career opportunities in the field of emergency; (c) Families of the Treasure Coast which provides training and mentorship to parents in financial literacy, engaging in students learning at home, and parenting skills; (d) Girl Scouts of Southeast Florida which provides mentorships for girls in math, science, and pro-social skills; (e) i-9 Sports which provides organized athletics and character-building skills; (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) University of Florida which provides hands-on science-based curriculum; and (i) the district's SEL Department which provides curriculum, materials, and teacher training.

3.12.b. Collaboration The administrators of the schools in which the proposed program will be located were consulted during application development. District administrators and private school administrators both 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 met with stakeholders and jointly developed the plan for the proposed program.

Collaboration will continue if the proposed programs are implemented. The Program Director will work with Site Coordinators, site-based leadership, and other county stakeholders

to coordinate a program which meets the needs of students and their families. The 21st CCLC Advisory Board will also participate in the examination of data to determine if the program is on track to meet the objectives.

3.12.c. Sustainability The district will explore a partnership with Boys and Girls Club and local organizations such as the YMCA to sustain the afterschool program beyond the end of the project. Each participating site is eligible for Title I funds which may be used to supplement the costs of the program. The St. Lucie Education Foundation will also solicit funding by applying for grants from foundations such as the Hearst Foundation and the Helios Foundation.

4. Project Budget

In terms of the 21st CCLC program being proposed, the accompanying budget is appropriate and reasonable to achieve the program goals and objectives. The budget closely aligns with the activities detailed in this proposal. The funding being requested was determined through a collaboration among program staff, the SEL Department, and district personnel. These critical stakeholders conducted a 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. When new resources are needed to support the program, they will be examined carefully to ensure they align with program goals and objectives.

The Budget Narrative provides a concise explanation of the estimates for the cost of each budgeted category. To successfully implement the small group instruction and individualized tutoring, a significant portion of grant funds is designated to employ adequate personnel to maintain a low teacher-to-student ratio. Additional dollars are requested to provide supplemental materials for small group instruction, supplies, equipment, printing, and travel.

5. Priority 1: Evidence the proposal targets only high-need students & families (5 pts)

High-need student populations are specifically targeted in this proposal. All four of the schools included in this proposal have a Free and Reduced Lunch rate of 100 percent, meeting

the criterion for five priority points. According to the Florida Department of Education *Lunch Status by LEA (for Federal Funding) 2018-19, Final Survey 3*, Chester A. Moore, White City, Lawnwood, and Forest Grove all have a Free and Reduced Lunch rate of 100 percent.

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

The 21st CCLC program will continue to partner with the Social Emotional Learning Department, to provide SEL training to all 21st CCLC personnel the week prior to the start of the summer programming for students. A team of ten SEL specialists, funded by the Title IV, Part A grant are hired for six weeks over the summer to train 21st CCLC teachers, to provide direct SEL instruction to students using Positive Action curriculum, and to support 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 21st CCLC programs including Meet Up/Circles to start each day; (b) Role of SEL Teacher and Positive Action Curriculum; (c) SEL for Secondary 21st CCLC Programs; (d) Planning and Set-up; and then (e) a full day session “Creating Relationship-Centered Communities.”

The SEL Department will offer customized follow-up to the summer learning for the 21st CCLC teachers and staff throughout the school year. This will increase implementation and effectiveness of SEL curriculum and classroom management techniques throughout the school year. The professional learning offerings are split by grade level band so 21st CCLC teachers and staff can attend the sessions which are most closely aligned to their position. The program designed for 21st CCLC teachers at the elementary level includes: (a) Introduction to SEL; (b) Sanford Harmony Curriculum with Curriculum Coaching and Follow-up; (c) SEL Social Teaching Practices; and (d) SEL Instructional Teaching Practices. The program designed for 21st CCLC teachers at the middle school level includes: (a) Introduction to SEL; (b) Lions Quest Instructional Strategies; (c) Lions Question Curriculum with Curriculum Coaching and Follow-up; (d) SEL Social Teaching Practices; and (e) SEL Instructional Teaching Practices.