

Leon County Schools and the communities of James S. Rickards High School and Fairview Middle School are requesting support for before-school, after-school, spring break and summer programming.

5.1 PROJECT ABSTRACT (100 characters should describe overall program)

James S. Rickards High School and Fairview Middle School are located in Tallahassee and accommodate almost 2100 students grades 6-12. Rickards High School has two dismissal times due to students having the option of taking a 7th period course. After the first dismissal of 1:50pm the 21st CCLC program will serve 20 students starting at 2pm. After the subsequent release of 2:50pm, the 21st CCLC program will serve 80 students starting at 3pm. All 100 students will be released at 5:30pm daily. During early release, the 21st CCLC program will serve 100 students. The 21st CCLC program will be open during the Spring Break Week(5days) and will have 50 participating students. 60 students will be served during the summer.

Fairview will serve 65 after school students Monday-Friday from 3:55-6pm for 180 days and 50 summer students Monday – Thursday from 8-1pm for 24 days.

The 21st CCLC funds provide for an enriched academic and career development environment that builds upon the school day. The program will operate 10.5 hours per week, Monday through Friday, for 36 weeks (180 days) during after-school hours. A six-week summer program (24 days) provides for continued educational services.

The project has four major goals: (1) To provide dropout prevention strategies and exploration of career opportunities through industry certifications; (2) To offer a range of high-quality services to students and their families, including core educational services, character education, service learning, and enrichment/support activities through community partnerships; (3) To increase family literacy and involvement in education; and (4) To improve the physical health of students and increase their knowledge of wellness.

5.2 NEEDS ASSESSMENT

This proposal encompasses a Title I High School and high-poverty middle school serving the south side of Tallahassee. Both school administrators have requested to operate this program and have actively participated in all planning stages of this proposal. Initially, LCS conducted a survey to assess what afterschool programs existed, and where 21st Century programs may be needed. Planning meetings were held for each level (middle and high schools) to review the parameters and objectives of the program. This selection of schools is based on serving secondary students with a significant need for academic services outside of school hours.

The administrators' and communities' request is one of the multiple factors identified that demonstrates the need for an afterschool program. To assess the need for the support of the 21st CCLC project we have identified: (1) the poverty rates of the communities to be served, (2) percentage of students participating in the federal Free/Reduced lunch program, (3) reading and math score data and trends, (4) violent and drug-related offenses, (5) behavior and referrals, (6) attendance data, (7) survey results that support program needs, and (8) unemployment rate and gang-related data.

1) Poverty Rates of the Communities to be Served. The schools proposed are all located in southern Leon County. Almost 60% of the households have incomes below \$50,000, as compared to only 30% in the northwest region and 16.8% in the northeast regions.

2) Percentage of Low-Income Students. The schools proposed all had between 66%-73% of students participating in the Federal Free and Reduced Lunch Program and all (100%) of the students at the schools are provided breakfast and lunch free under the US Department of Agriculture's Community Economic Option.

3) Reading and Math Score Data and Trends. Both schools host the International Baccalaureate program, and even with the high-performing population, performance on state

assessments is low. This demonstrates a significant need to serve the non-IB populations. Only 37% of the students at Rickards High School and 60% of the students at Fairview Middle School are proficient in reading. Only 49% of the students at Rickards High School are proficient in math and 58% of the students at Fairview Middle School are proficient in math. Science scores are not much stronger with the FCAT Science ranging from 33-55% for the two schools. Students performing below grade level will be specifically recruited to participate in the 21st CCLC program.

4) Violent and Drug-Related Offenses. (For clarity...According to the Tallahassee Police Department, in the past three months (90 days), reported incidents included: 68 incidents within a half-mile of Rickards High and and Fairview Middle Schools

5) Behavior and Referrals. Students participating in after-school programs have better than average behavior and school participation. Rickards High has the highest number of referrals when compared with other high schools. Combined Rickards and Fairview have lost almost 1,500 instructional days due to disciplinary issues, which represents 10% of the days lost within a district of 51 schools. At Fairview, over 77% were offenses that warranted detention or suspension. The district average is 8% of the students have more than three referrals. The rates are 19% and 9% respectively for Rickards and Fairview

6) Attendance Data. At the proposed schools, attendance rates were the lowest in the district. From those absent 11-20 days, the rate is over 20% at Rickards and 16% at Fairview. Research identifies students participating in after-school programs as having better than average attendance.

7) Survey Results that Support Program Needs. Initial assessment of parent surveys for 2014-2015 (mid-term surveys) indicates we are addressing the needs of the families. Parent surveys provided in the spring 2015 indicate satisfaction with the activities, and parents see improvement in their students' homework, academics, behavior and ability to get along with others. In support of families of students actively participating in 21st CCLC program, parent

workshops will continue to focus on ways parents may assist their children at home with homework and academic studies. Popular workshops, such as money and time management, and technical support will continue. The Technical support workshop will incorporate Florida Assessment preparation and on-line assistance tools for parents.

(8) Unemployment Rate: According to the latest demographic information from the US Census Bureau, the unemployment levels in southern Leon County have almost doubled the unemployment on the northwest and tripled the percentage on the northeast areas. Those that are employed in southern Leon County are employed at a greater percentage within service, production and transportation jobs.

8) Other notable points of data include that both schools are open enrollment schools allowing for a diverse student population. If provided effective instruction, opportunities at the school sites for students to enroll and succeed in advanced coursework is readily available. The school zones represented are within established gang territories, which highly influences out of school activities of youth.

5.3 PROGRAM EVALUATION

5.3A Evaluation Plan

The project's four major goals are (1) To provide dropout prevention strategies and exploration of career opportunities through industry certifications; (2) To offer a range of high-quality services to students and their families, including core educational services, character education, service learning, and enrichment/support activities through community partnerships; (3) To increase family literacy and involvement in education; and (4) Improve the physical wellness/health of students.

The evaluation will be a continuous improvement process with routine monitoring of student progress and program implementation to provide feedback to refine and improve the program. The evaluation will utilize mixed-method techniques, employing both quantitative and qualitative data to (a) document and assess the extent to which the project's academic and enrichment activities have been successfully implemented, including professional development of staff, (b) identify areas in need of improvement, (c) evaluate the measurable objectives outlined in Section 5.3B below. The purpose of the evaluation is to help the program make continuous progress towards achieving its goals and objectives. An independent, external evaluator with over 20 years of evaluation experience will coordinate the evaluation activities and will be responsible for the analysis and writing of the reports required by the FLDOE and USDOE. In the words of FLDOE staff when questioned if our evaluator should attend the fall 2016 trainings, "she could teach the course." Dr. Ogawa has been the Leon County 21st CCLC evaluator for over a decade and is an essential component to the continuous improvement structure of the LCS 21st CCLC program.

The site coordinator is assigned the daily task of collecting data in a timely fashion to meet deadlines for deliverables. The district utilizes online software programs allowing for ready access to student academic records and school-wide assessment data. The program director and site coordinator will have access to student data allowing for structured and targeted PBLs based on the student's academic and social needs.

During the formative evaluation phase, the quality of the implementation of the grant activities and progress made toward achieving the grant's objectives will be monitored. During weekly site visits, the project manager will observe site activities using a standard observation protocol that includes scheduled activities and visits, unannounced visits and meetings with 21st CCLC teachers. Progress in student achievement will be tracked, using grades (each 9-week period), progress reports to parents (each 9-week period), and communication (email, notes, meeting minutes) with regular classroom teachers. When students are not making adequate

Report for Program Implementation	
LCS Status Survey, 21st CCLC Progress Reports	Quarterly (9 week period)
LCS Parent Survey, Student Survey	November 2015
LCS Summer surveys (student, teacher, and coordinator)	July 2016
LCS Site Visit Reports (observations and interviews)	Monthly

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

5.3B Measurable Objectives and Assessments

Goal #1: To provide dropout prevention strategies and exploration of career opportunities through industry certifications
Performance Measure #3: 70% of participating students will meet or exceed proficiency in their technical, job-specific skills as measured by curriculum-based assessment.
Examples of Components: completed assignments, completion of certification exams, awarded student certifications
Activities
- Certification courses (Weekly, as scheduled) - Optional elective enrichment courses (Weekly, as scheduled)
Primary Need(s) Addressed: Poverty Rates; Free/Reduced Lunch Participation Rates; Reading, Math and Science Data and Trends; Violent & Drug -Related Offenses; Behavior and Referrals, Attendance Data; Survey Data; Unemployment Rates

progress, activities will be refined, improved or changed, as needed. Instructional support can then become targeted to help students attain academic objectives faster. Attendance will be monitored daily by teachers and weekly by program site manager. If the school is not showing average daily attendance rates as budgeted, the program's recruitment and retention procedures will be modified. Behavioral indicators (citizenship, discipline) will be monitored through report card notes and parent progress reports. Monitoring of all other indicators will be accomplished through site observations and informal staff and teacher interviews.

In the **summative phase**, whether or not the program's intended outcomes have been achieved will be examined. Quantitative data on achievement (e.g., Florida Assessment, grades) and behavior information (e.g., attendance, citizenship) will be used to assess the academic and behavioral objectives of the program. Qualitative data from interviews and surveys to students, parents, teacher and other staff will provide additional information about the outcomes. Descriptive data from the formative stage will be utilized to aid in the interpretation of impact information and to examine the factors that contribute or impede the attainment of the overall effectiveness of the program. Sharing Findings: The chart below shows the data and reports that will be submitted to the FLDOE by the required dates:

Data and Reports	Due Dates
USDOE Profile and Performance Info Collection System	Summer 2016
FLDOE Monthly Attendance and Deliverables	15 th day of each month
FLDOE Baseline Data Collection	No later than Aug 31, 2015
FLDOE Mid-Year Data Collection Submission	No later than Jan 31, 2016
FLDOE Mid-year Data Collection & Formative Evaluation	No later than Feb 28, 2016
FLDOE End-of-Year Data Collection Submission	No later than July 31, 2016
FLDOE Year-End Data Collection and Summative Evaluation	No later than Aug 31, 2016

Goal #2: To offer a range of high-quality services to students and their families, including core educational services, character education, service learning, and enrichment/support activities through community partnerships
Performance Measures #1, 2: Required performance measures
Examples of Components: group activities, targeted academic assistance, report cards, Florida Assessments, lesson plans, PBLs, teacher observations
Activities
- Integrated learning activities (On-going) - One-to-one and small- group instruction in targeted deficit areas (Daily) - Academic and enrichment activities, i.e. drama, music, art (Daily) - Only research-based strategies and programs will be included in core educational activities (On-going)
Primary Need(s) Addressed: Poverty Rates; Free/Reduced Lunch Participation Rates; Reading, Math and Science Data and Trends; Violent & Drug- Related Offenses; Behavior and Referrals, Attendance Data; Survey Data; Unemployment Rates

Goal #3: To increase family literacy and involvement in education
Performance Measure #6: 80% of participating family members will increase their parenting skills as measured by perceptual survey (parent).
Examples of Components: Agendas, sign in logs, parent and student surveys
Activities
- Monthly parent workshops (two nutrition workshops, four student performance workshops, 2 ELA/Writing academic workshops, 2 STEM academic workshops)

- that teach advocacy, education plans, transition strategies, and other pertinent topics.
Primary Need(s) Addressed: Reading, Math and Science Data and Trends; Violent & Drug-Related Offenses; Behavior and Referrals, Attendance Data; Survey Data

Goal #4: To improve the physical health of students and their families
Performance Measure #3: 70% of participating students will maintain high performance or improve their knowledge of healthy weight as measured by logs.
Examples of Components: Pre/post assessment, parent and student surveys, teacher observations
Activities
- A research-based health and nutrition education program will be implemented (Daily) - Parent/student health/fitness workshops & family recreation opportunities (2 annually) - Fitness activities conducted by staff & partners.. (Daily)
Primary Need(s) Addressed: Reading, Math and Science Data and Trends; Violent & Drug - Related Offenses; Behavior and Referrals, Attendance Data; Survey Data

5.4 APPLICANTS EXPERIENCE AND CAPACITY

LCS provides safe, healthy, and secured school sites, highly-qualified teachers and over 10 years-experience providing quality 21st Century afterschool programs that complement and improve the academic performance of targeted students. The summative reports for the 2014 programs show that current programs exceeded targets in 15 of 18 objectives and exceeded the state averages for 21st CCLC programs in 14 of 16 program standards. Results from the 2014 end-of-year surveys illustrated the satisfaction of parents and students with the program. Ninety-five and one-half percent (95.5%) of the parents surveyed said they would

recommend the program to other parents, and 96.2% of parents would register their child(ren) for the program again. Support for the program from the community is evidenced by the six letters of support, and 24 community project-based plans to add to the catalog of PBLs the district has available to site coordinator.

A look at the Program's Organization Chart will remind one of a spider web. The program operates in such a collaborative way, that no one aspect is seen by an individual person. The program operation is such that every component (the daily activities, finances and collaboration with the school day) engages students, parents, and stake-holders. If any component is performing below standards, it is evident to multiple parties and is immediately addressed. Ashley Scott, former FLDOE Title I auditor and LCS grant compliance assistant, serves as the program manager and provides administrative oversight and community coordination of the 21st Century program. A district bookkeeper is assigned to ensure the program is in compliance with district policies and procedures and the grant as budgeted. An advisory committee and a team of district support, including finance, human resources, curriculum development and school improvement provides support and advise the program manager. A 21st Century Community Learning Center Advisory committee will be established to serve Rickards High and Fairview Middle Schools' programs, based on the existing LCS 21st CCLC Advisory Committee structure. The advisory committee will include: The CEO of the Florida Afterschool Network, the Director of Education Strategies at the United Way of the Big Bend, and the CEO of Boys and Girls Clubs of the Big Bend. The Advisory Committee will help ensure students and parents have a voice, that the community is fully engaged in serving the youth, and the program services are accepted as a community responsibility, not simply a district responsibility to ensure youth are given a safe and healthy place to continue their personal education.

A site coordinator will provide data directly to an external evaluator and the program manager, as required. The program manager will coordinate and monitor the required FLDOE

timelines, deadlines, and reports to ensure timely response and/or submission. Any reports developed by the program manager will be provided to the external evaluator to ensure reports' reliability and fidelity. Upon approval, the external evaluator will report data and/or information directly to the Advisory Committee. The 21st CCLC team of site coordinators, staff members, and district leaders, will review recommendations of the Advisory Committee regarding specific actions or changes based on evaluation data.

A Florida certified teacher will lead the program and modify the program's curriculum as needed for each student. In addition, LCS has a team of curriculum developers for each subject that will review and approve project-based learning (PBL) activities based on the needs of the schools and students. Additionally, LCS will ensure and monitor the state alignments with classroom curriculum. The 21st CCLC team includes the LCS program managers, bookkeepers, district department resources, an Advisory Team, external evaluator, school administrator, site coordinator, teachers, teacher aides, committed community partners and tutors.

The Site Coordinator is given two extra hours daily to prepare the program activities, coordinate with vendors and community partners, and prepare for issues such as youth interventions, identifying substitutes as needed, and ensuring time is utilized wisely when students are present. Teachers are given an additional two hours weekly to prepare daily academic instruction and confer with the student's teachers regarding Florida Standards to address and the specific data-based needs of each student. Teacher aides are provided an additional hour to allow for setup and clean up. The site coordinator will work with teachers to ensure that the academic instruction and enrichment activities of the program parallel the regular school day instruction; student academic records are available; participants are in attendance during the regular school day; information is shared about students' progress at school and district level.

LCS will be represented at each annual Florida Afterschool Conference. In the past, LCS has presented at state and national conferences for their best practices and accommodations of

students with disabilities. The sites' coordinators and staff members will attend recommended FLDOE regional technical assistance trainings scheduled throughout the year.

5.5 PARTNERSHIPS, COLLABORATION & SUSTAINABILITY

5.5A Community Notice

Leon County Schools posted the intent to apply for 21st CCLC funds on the website and on the current 21st CCLC program site. LCS has a centralized Grants Department to facilitate coordination of federal, state and local programs. The development of this proposal included a school administrator, site coordinator, and staff from Title I-A, Title I-D, Title II, Title III, Title X, and AmeriCorps grant offices.

Grants presented to the District Advisory Council (DAC), a group of parents representing every school that meets monthly. The presentation specifically stated Rickards High School's and Fairview Middle School's intent to apply. Additionally a summary of the DAC meeting, noting the disclosure of the intent to apply, is a standard School Board Agenda item. The School Board meetings are televised and are available online. Charter Schools' governing boards were also informed elected whether or not to apply for the 21st CCLC program in conjunction with LCS.

A community partner and vendor meeting was advertised and held in mid-March. At the community partner meeting, the intent to apply for Rickards and Fairview was communicated and needed services were detailed.

5.5B Collaboration with Private Schools

Qualifying private school students are eligible to participate and private school administrators were notified last February of the district's intent to submit a 21st CCLC proposal.

LCS offered an opportunity for them to participate in the grant planning. No private schools requested to participate. Private schools will be notified upon grant award and will be offered an opportunity to participate. No student will be denied services upon his or her gender, race, national origin, color, disability, or age.

5.5C Partnerships

The 21st Century team, LCS leadership, and community stakeholders were invited to participate and met multiple times in March and April in order to provide program suggestions, revisions, preferences for collaboration and to finalize the extensive collaborative agreements. In all, more than a dozen meetings were held to gather input and align the strategies of the partner organizations. LCS federally funded grant program is truly a community program. It is critical that stakeholders (School Advisory Councils, Parent -Teacher Organizations) will continue to provide program information and resources. Similarly, the Advisory Committee will meet at least twice each year to review process and progress on program goals and at least once prior to funding renewal to identify further collaboration and dissemination plans.

The new PBL activities incorporated community partners where possible. In partner planning meetings, community partners were asked to detail their services and structure their plans in accordance with the PBL form provided by FLDOE. In addition to the reference books of PBLs already available to the school administrator and site coordinator, PBLs submitted by community partners will be distributed. Some community partnerships are simply contractual; a vendor relationship, but most community partnerships are collaborative. The partners have committed to helping LCS 21st CCLC sustain their programs and services knowing there is a reduction of available funds cut to the programs in future years. These partnerships, both contractual and collaborative, provide support and address the unique needs of Rickards High and Fairview Middle schools. The site coordinator will be provided resources to help recruit additional community partners as individual student and family needs may arise.

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

The Partners Table and letters of support provided identify community support. The site coordinator will document and maintain a log that will reflect the value of in-kind contributions provided by partners. Collaborative partners will also be invited to the school volunteer celebration where they will be recognized for their contributions to the program. The program coordinator will frequently engage partners and maintain a productive relationship with each partner to ensure partner relationships stay in good standing.

5.5D Collaborations with the Regular School Day

The school administrators and the site coordinators at each school are familiar and have managed 21st Century Community Learning Centers in the recent past. The school administrators have requested to operate this program and have actively participated in all planning stages of this proposal. Based on the unique needs of the schools, selected programs will focus on reading, math and science, recreational activities, parental involvement, career opportunities, service learning, health and nutrition, and enrichment activities.

To support the school and data-based decisions, the district utilizes online assessment software programs, allowing for ready access to student academic records and school-wide

data. Parents have immediate access to student attendance, disciplinary records, classroom assignments and grades through existing district resources. The program manager and site coordinators will have access to student data allowing for structured and targeted PBLs based on the student's academic and social needs.

The program will reinforce what students learn during the regular school day. Project based learning units will be selected by school administration to ensure each activity reinforces core academic subjects and provides personal enrichment that specifically addresses the school need. The program manager will work with administrators, site coordinator, teachers and teacher aides in implementing the PBL units. PBLs will be structured to support academic subject areas (reading, writing, math, science) within fun, student-driven projects. These projects will offer engaging, academic and personal enrichment activities that will support student's development of persistence, critical thinking, decision-making, and behavior, necessary to improve academic achievement. In addition, the school administration PBLs and activities that are conducted at each 21st CCLC school site will be aligned with the school's Improvement Plan.

5.5E Sustainability

The budget provided is sufficient to operate the 21st CCLC and the funds will be utilized in an effective and efficient manner. Administrative costs are limited to 5% of 21st CCLC program's funds to ensure funds are primarily used to provide direct services to students. The district adheres to a strict supplement, not supplant ideology.

The activities and budget are written with sustainability in mind. The services will be maintained through the 5-year program operation, even with the reduced funding in years 3-5. Schools will receive a few dollars for each student certification received. The additional funding provided to the schools as a result of the student certifications will help to sustain the program.

At the partner planning meetings, in preparation for proposal development, partners were asked to consider their own sustainability efforts. We asked if the partners could help share the burden and reduce their own costs over time through improved efficiency and other funding sources. The Grants Office of Leon County Schools is contributing services for grant writing and grant seeking assistance to partners in their efforts to identify alternative funding.

The Advisory Council will have a significant percentage of members representing local businesses and community organizations. Committed Advisory Council Members will include the Chief Executive Officer of the Florida Afterschool Network, an a valuable member as we implement the sustainability plan.

5.6 PROGRAM PLAN

The 21st Century Community Learning Centers are designed to meet the Gold Standards of the Florida Afterschool Network. The Gold Standard Practices were established in cooperation with the FLDOE and the Children's Forum to represent the core principles and best practices that lead to the delivery of quality programming for children and youth in afterschool programs. Leon County Schools was a participant in the discussions to establish the Gold Standard Practices.

5.6A Target Students

Students are eligible on a first come - first- served basis with priority provided to students performing below grade level in core subjects, and those recommended by teachers. Siblings of priority participants will also receive priority as historically, this method has a significant impact on the ability for those students to participate. Adult family members and guardians of participating students will receive specific information on activities and 21st Community Learning Center services. Students who are at-risk of dropout will be targeted and encouraged to enroll in the 21st CCLC afterschool program. Preference will be given to students in need of

assistance for behavioral, social or guidance programs. Planning times will be held for regular day and extended day staff to coordinate services and to facilitate the integration of the program with the regular school day. Families of students enrolled in the program will be provided information about training opportunities through flyers, brochures, newsletters, listserv, and district's educational TV station.

5.6B Recruitment and Retention

21st CCLC has a phenomenal reputation in the Leon County community for being a well-structured and supportive after-school program. Historically, recruitment has not been an issue within school-based programs. However, retention is a greater challenge for 21st Century programs than recruitment. This is a statewide issue. Regularly reminding parents and guardians of mandatory participation hours directly reduces the number of students picked up prior to the end of the program. Providing fun, interactive activities that engage youth, and having students who want to be at the program, is an effective strategy for retention. If retention is directly impacting a program site's performance, parent and student surveys will be reviewed to identify additional services that may be provided. If needed, a survey focused on parents of disengaged youth will be issued to help assess what needs are not being met. We have found this approach to be effective.

5.6C Student Program Activities

PBLs and lesson plans will be closely aligned with current activities, themes, and/or learning objectives a student is working on during the regular school day.

Afterschool students will sign in after transitioning from the end of the regular school day. Sign in logs will be monitored and maintained by the site coordinator. Rickards High School's program will begin at 2:00pm. Students will receive snacks and targeted academic assistance (30 minutes). Parents have indicated their biggest concern with implementing PBL activities is a reduction of homework and tutoring assistance. In response, targeted academic and tutoring

assistance will be provided during snack time. Targeted academic and tutoring assistance is based on the individual students needs and does not supplant the academic activities. At 2:30 p.m., students will then group for their focused academic activities for 60 minutes. After the academic component, activities will focus on recreation, arts and music for 30 minutes. The program will dismiss at 5:30 p.m.

During the week of spring break, Rickards High will take at least 50 students on a tour of college campuses throughout the state of Florida. In the past, this opportunity was provided with assistance from GearUP. As a results, many of Rickards High School seniors were offered immediate admission to the university of their choice. While an ambitious schedule, they cover eight state institutions in the week by conducting a series of single day college tour bus trips throughout Florida. Students will leave early in the morning, spend four hours on campuses and return in the evening. Food will be provided by Rickards High School. 21st CCLC will support the transportation cost and supervision during the week. Pre/post surveys of the experience will be conducted. Historically, students are invigorated by the experience and overwhelmed to see themselves on a college campus.

Fairview Middle School's program will begin at 3:55 p.m. Students will receive snacks and targeted academic assistance (30 minutes). Targeted academic and tutoring assistance is based on the individual students needs and does not supplant the academic activities. At 4:30 p.m., students will meet in the group of their focused academic area for 60 minutes. After the academic component, activities will focus on recreation, arts and music for 30 minutes. The program will dismiss at 6:00pm.

Summer program activities will be determined based on the needs of the participating students. All activities will be aligned to state standards, and will likely contain a balance of English Language Arts and STEM curriculum.

The driving mission will be the four main goals of the 21st Century Community Learning Center Program. Program success will be measured by how well each goal is met.

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

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

Proposed PBL Activities: Project based- learning (PBL) activities will vary by site and scheduling of key partners. Project selections are based on student interests, as well as, needs identified in the needs' assessment and School Improvement Plan. Identified needs are focused on reading proficiency and positive behavior support. Monthly trainings allow site

coordinators and teachers to assess PBL activities and define effective practices. Every site coordinator receives copies of all PBLs submitted by community partners (over 25 PBLs). Daily activities will be scripted through an approved PBL.

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

5.6D Adult Family Member Program Activities

Community partners, including Mr. Zachary Richardson with The Character Center, will be engaged to assist with parent workshops. Past workshops that have been valuable include "How to Talk to Your Teenager." A survey of parent needs will be conducted at the beginning of the program year. Ten workshops will be held throughout the program year. The parent needs survey may bring forward an additional need, but based on historical needs, we are planning to conduct two nutrition workshops, four student academic progress workshops; two English Language Arts focused workshops, and two STEM focused workshops. All of these will provide guidance to parents on how to help their students succeed in the above mentioned areas.

Parent workshops will be held monthly and will be scheduled in the afternoons. When available, they will coincide with already scheduled school events in order to maximize attendance at the workshops.

5.6E Staffing Plan and Professional Development

The LCS program manager will engage the site coordinators and regularly participate in site activities. This arrangement allows for the schools to be visited for at least weekly during program hours, trainings to be developed and conducted, and technical assistance provided promptly to address identified issues. Standard observation protocol will be used to observe site activities.

The site coordinators will be certified teachers or a certified teacher will be on hand during operating hours to assist in guiding the academic activities. The site coordinators will collect site-specific records such as attendance, classroom data, PBL activity, and lesson plans. The LCS program manager will ensure accuracy and completeness of data collected, and submit needed information to the evaluator. The evaluator verifies accuracy of reports submitted and reports directly to the Advisory Committee and the site coordinators. Highly qualified teachers will provide academic tutoring and small-group instruction in reading, math and science incorporated within the hands-on projects. Teacher aides will be responsible for supporting the teachers by supervising students, directly engaging students in hands-on activities and ensuring parents sign their child(ren) out in accordance with school and district procedures. Historically, the ratio is 1:10, one adult to ten students during the academic components and 1:20 during enrichment activities.

LCS will ensure all 21st Century staff have adequate time to execute the duties of the program. This includes training and professional development for the site coordinator and teacher aides to provide skill sets to manage and/or implement the educational programs.

5.6F Program Site

Every family completes an application form for participation in the program. The application packet includes details of partners and third-party organizations that will have access to student data, as well as program rules and safety procedures. Disciplinary measures,

procedures, and/or a code of conduct will be implemented. Adult supervision will be provided for children at all times. The students will transition directly into the extended day program from the regular school day program. Student roll will be taken daily for all classes/activities and records maintained for data reporting. The schools will designate a 21st CCLC area, including an area for students to store their backpacks, an area for snack, classroom(s) for homework assistance and an area for the project-based learning (PBL) activity that will support all designed activities. As this program is conducted before and after- school hours, the entire campus is available, if needed. Historically, a few classrooms are utilized in addition to an outdoor activity area, the cafeteria, the media center and the 21st CCLC office. Every campus complies with the FLDOE requirements for classroom space for the population of the school. The school and all classrooms are handicap-accessible.

In cases of inclement weather, age appropriate alternative activities will be provided in covered areas, gymnasiums or other locations, such as classrooms. The site will have an "Alternative Activities Plan" on hand. Staff members use radios to communicate about student transitions, behavior issues, or other classroom issues. A buddy system is used during the program if a student needs to leave the classroom. Site coordinators will receive training during monthly site coordinator meetings about program procedures, requirements, and safety procedures. Teacher aides receive on-going, as well as, two additional trainings to ensure safety and program procedures are followed.

5.6G Safety and Student Transportation

Everyone is required to have identification visible when on school campuses. School Administrators will ensure the safety of students by adhering to the LCS Zero -Tolerance Policy. The Safety and Security Office issues identification badges required and level two background checks are conducted by FDLE in accordance with Section 10132.32, Florida Statutes, for all vendors and employees. All visitors are required to report to the front office, show proof of

identification, and sign in/out. For safety, the school has fencing and a closed campus. The district has a centralized 24-hour security center. This center monitors campus fire and security alarms, video cameras and a 24-hour call line. Fire drills and emergency event drills are conducted during the afterschool program. All schools use the LCS Safety Procedures and have multiple people at the site trained in CPR/First Aid. Every campus is equipped with alert radios providing instant notification of weather updates.

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

5.6H Dissemination Plan

The schools maintain a web page and will host an interactive 21st Century website that provides site information, contacts, program reports, parent and staff resources, as well as, Advisory Committee meeting dates and progress information. The district will continue to support the web page hosting. Upon funding, parents will be notified through direct letters from their principals.

The district will be conducting additional outreach campaigns at the start of school (August) through different media outlets, such as radio, newspaper and television. School Orientation will include announcements for the program. Once funded additional parent information opportunities will be held in conjunction with Parent Teacher Student Association,

School Advisory Council, and faculty meetings at the beginning of each school year to make teachers, parents, and the community aware of the goals and objectives of 21st CCLC programs and target populations.

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

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