



3.1 PROJECT ABSTRACT/SUMMARY (0 POINTS)

The STAR Academy is an elementary before and after school academic support program at Gulf Highlands Elementary School (GHES) and Richey Elementary School (RES). The goal of the STAR Academy is to assist students in meeting performance standards in core academic areas and to provide personal enrichment opportunities through programs and activities focusing on health & nutrition. The STAR Academy employs certified teachers to create and implement a curriculum focused on building literacy skills and incorporating science, technology, engineering, the arts and math (STEAM) into the daily educational experiences for all students enrolled. Through hands-on, experiential learning activities, students make connections between the learning that occurs during the school day and in the program. Individual and group academic support is provided to students in core academic areas daily.

Adult literacy opportunities are presented in collaboration with each school's quarterly family engagement night. The STAR Academy provides topics based on the client interest/need survey that is conducted annually. Topics include but are not limited to; financial literacy, healthy cooking & eating habits, homework assistance, computer skills, and social emotional learning. By collaborating with the quarterly family engagement event, family attendance will be higher, and more adults will be present to participate in these literacy opportunities.

The STAR Academy serves 50 students in grades K-5, before school Monday through Friday 7:00-9:40 am (13.35 hours) and after school 3:50-6:00 pm (10.8 hours) at GHES and 50 students in grades K-5, before school Monday through Friday from 7:00-9:40 am (13.35 hours) and after school 3:50-6:00 pm (10.8 hours) at RES. On 8 early release days during the school year, students attend 2 additional hours. The STAR Academy operates before and after school during the school year 174 regular days, 8 early release days, 22 full holiday days and 47 full days during the summer (see attached).



3.2 COMMUNITY NOTICE AND NEEDS ASSESSMENT (7 POINTS)

3.2.a. Community Notice

The District School Board of Pasco County (District) sponsored a community meeting April 24, 2019 at GHES and April 22, 2019 at RES, to review the 21st Century Community Learning Center (CCLC) application and solicit input to the goals and objectives for the programs at GHES and RES. Invitations were sent to private schools in Pasco County serving Title I students in the Hudson, Port Richey and New Port Richey areas and to parents of the students of the schools being targeted (via telephone message and flyers). The meetings were announced via the district's 21st CCLC webpage, Twitter, Facebook and local newspapers. Flyers were also posted at various locations throughout the community (see copies of all community notices).

In addition, all grant applications must be submitted for review and approval of the School Board. The meetings are open to the public and the electronic agenda for each board meeting is published for the community to review. Following the meeting, the 21st CCLC grant application will be posted on the District's 21st CCLC website.

3.2.b. Needs Assessment

Staff worked with the Accountability, Research and Measurement department to compile the data presented below for each of the schools and reviewed findings with community representatives to determine and define the set of agreed upon needs for this program (see detailed graphs of the data presented).

Specific Needs: The District is targeting two elementary schools in this proposal, GHES and RES which are both Title 1 schools located in impoverished sections of Pasco County. GHES is identified through ESSA as a school requiring "Targeted Support & Improvement", while RES is identified as requiring "Comprehensive Support & Improvement."



GHES has an enrollment of 642 students, of whom 90.19% are economically disadvantaged and 42.4% are minorities. RES has an enrollment of 629 students of which 90.30% are economically disadvantaged and 43% are minorities.

Student demographics for these schools include students in transition (homeless). During the 2018-2019 academic year, GHES reported 54 students in transition, while RES reported 89. Research has shown that students learn best when their basic physical, mental and emotional needs are met. The STAR Academy will provide priority registration to these students, so that they may receive the academic support and enrichment in a safe and caring atmosphere. This support will provide the foundation and encouragement for students to maintain daily attendance and engagement throughout the academic year.

There are limited opportunities for affordable before and after school enrichment programs within the communities of these two schools. A STAR Academy will provide the structure and support to positively impact academic results; for without these programs there may be no escape from the prevalent socio-economic conditions facing students and their families.

Gallup: In the Fall of 2018, the district continued a multi-year survey process conducted by Gallup, Inc. Gallup's student poll is designed to measure several dimensions of student success, which includes engagement with school, hope for the future, entrepreneurial aspiration and career/financial literacy. According to Gallup, the results of hope (ideas and energy for the future) and engagement (involvement with and enthusiasm for school) are actionable targets linked to student achievement, retention, and future employment. The student survey results indicated that 64% of students at GHES and 64% of students at RES reported feeling hopeless; and 33% of the students at GHES and 40% of the students at RES reported a lack of engagement. The results of these two areas highlight a need for before/after school academic and personal enrichment programs like the STAR Academy.



Attendance: A key risk factor leading to reduced student achievement is high absenteeism from the regular school day. The tables provide (see attached) detailed information about the high absentee rate within the GHES and RES student body for the 2018-2019 academic year. Most notably, there were 9,715 student absences at GHES, and 8,259 at RES, in just one year. This equates to over 107,855 hours of lost instructional time across both schools. Fortunately, structured and engaging before/afterschool programs have been shown to improve student attendance during the regular school day due to improved motivation and dedication developed as part of the engaging and hands-on learning environment provided before/afterschool. STAR Academy is specifically designed to provide high interest, engaging, and fun academic and enrichment activities that bolster self-esteem and commitment to the educational process (and the students must come to school to participate in the before/afterschool program).

Comprehensive Testing: The Spring 2019 State testing results for the Florida Standard Assessment (FSA) and Next Generation Sunshine State Standards Assessment (NGSSS) showed that the students in both GHES and RES performed significantly below the State percentage of students scoring at proficiency levels 3-5 in English Language Arts, Math and Science. The percentage of students scoring at proficiency levels in ELA for GHES were 43% for grade 3, 46% for grade 4, and 44% for grade 5. In Math, the percentage of students scoring at proficiency levels were 45% for grade 3, 45% for grade 4, and 46% for grade 5. The FCAT 2.0 Science proficiency percentage was 44% for grade 5. The percentage of students scoring at proficiency levels in ELA for RES were 47% for grade 3, 40% for grade 4, and 38% for grade 5. In Mathematics, the percentage of students scoring at proficiency levels were 41% for grade 3, 45% for grade 4, and 31% for grade 5. The FCAT 2.0 Science proficiency percentage was 35% for grade 5 (see attached).

Needs Assessment/Interest Survey Results: At the meeting on April 24, 2019, parents and students of GHES and RES were surveyed to determine their interest in the 21st CCLC at



their school and the type of enrichment activities that should be included. Student surveys results for GHES showed high interest in Mad Science, team sports, homework help, with students from RES identifying team sports, robotics and art enrichment as their top choices. The parent survey results for GHES, showed high interest in homework assistance, healthy cooking and financial literacy, while RES parents identified healthy cooking, homework assistance and financial literacy as their top choices (see complete survey results).

3.3 DISSEMINATION OF INFORMATION (5 POINTS)

Dissemination of information about the STAR Academy is an ongoing effort and will be distributed through a variety of methods to ensure members of the community have access to the information. Before registration for the program begins, the District will provide a media release detailing program and registration information to local newspapers. The media release will also be posted on the District's Facebook page and Twitter feed. Automated calls will be sent out to families with students attending GHES and RES informing them about the STAR Academy. Information about the STAR Academy will be posted on each school's webpage and newsfeed. Flyers and brochures will be printed as an in-kind contribution and distributed throughout the Hudson, Port Richey and New Port Richey Community. The flyers will also be sent home with every student attending GHES and RES. The same process will be followed before the start of the STAR Academy summer and fall programs.

21st CCLC Website: A District's 21st CCLC website is maintained by the ASEP's Tech team. It provides information about the current 21st CCLC grants managed by the district as well as links to each program location's web page. The main 21st CCLC website for STAR Academy contains several drop-down menus that include; About Us, a description of 21st CCLC grant information; Locations, a clickable link with information pertinent to that site; Registration, online registration links and information; Newsletters, current month and archived newsletters; FAQ, sample questions and answers related to the program; and the Summative Evaluation for each



grant. The main webpage also includes additional links; Summer flyers; Social Media, for families and students to follow the program activities; Helpful Links, which includes the grant narrative and links to the FLDOE 21st CCLC & USDOE 21st CCLC webpages.

3.4 TARGET POPULATION, RECRUITMENT AND RETENTION (10 POINTS)

Target Population: GHES and RES are Title 1 schools located in low socioeconomic areas. GHES has an 90.19% free and reduced lunch rate and RES has an 90.30% free and reduced lunch rate. Factors taken into consideration when determining the target population include; FSA and NGSSS test scores, which are significantly lower than State proficiency percentages in ELA, Math, Science; high absenteeism; Gallup student survey results; and the number of students in transition (homeless), all students within each school will be targeted.

Based on the community need and a high level of site based administrative support for a 21st CCLC program, the STAR Academy will serve 50 students in K-5 grade at GHES and 50 students in K-5 grade at RES during the academic year. Priority registration will be given to homeless students and those specifically selected by the school administration. The administrative team and faculty at each school will work together to identify those students who are facing the most significant barriers to academic achievement. Program staff will reach out to the parents of those identified students regarding their participation in this program.

Recruitment: All students at each school site are eligible to participate in the STAR Academy 21st CCLC program. Students with disabilities will be provided with the appropriate ADA supports and accommodations to assure equitable access to and participation in the program. Students will be enrolled on a “first come, first serve” basis with priority registration given to homeless students and those specifically selected by the school administration. Information detailing the STAR Academy program and registration information will be distributed through a variety of communication methods such as announcements via phone messages, the District’s webpage, Facebook, Twitter, and through the local media resources. Flyers will also be



distributed throughout the county to various community locations, provided to school guidance counselors, homeless liaisons and, sent home with students from each STAR Academy school site. In addition, STAR Academy staff will attend school staff meetings to inform teachers of the benefits of the program to aide in recruiting their students. Program staff will also disseminate information about the program in the afterschool car lines and during lunch periods, as well as provide information to be posted on the school's daily newsfeed.

RETENTION: Student surveys are used to gauge the interests of the students, so they remain engaged. Selection of personal enrichment activities and offerings of instruction led by staff members or contracted professionals, will be planned based on the students' interests. Retention is enhanced by hiring engaging staff who are dedicated to student success and utilizing a well-developed curriculum that meet the interest level of students at the STAR Academy. STAR Academy will maintain a waiting list to accommodate those students whose afterschool time is taken up by a seasonal activity, such that they may participate during the off-season.

3.5 TIMES AND FREQUENCY OF SERVICE PROVISION FOR STUDENTS & ADULT FAMILY MEMBERS (5 POINTS)

Time and Frequency of Service for Students: The STAR Academy serves 50 students in grades K-5, before school Monday through Friday 7:00-9:40 am (13.35 hours) and after school 3:50-6:00 pm (10.8 hours) at GHES and 50 students in grades K-5, before school Monday through Friday from 7:00-9:40 am (13.35 hours) and after school 3:50-6:00 pm (10.8 hours) at RES. On 8 early release days during the school year, students attend 2 additional hours. The STAR Academy operates before and after school during the school year 174 regular days, 8 early release days, 22 full holiday days and 47 full days during the summer (see attached).

Based on the needs assessment, students will receive 30 minutes of uninterrupted homework time each day to complete assignments provided by their school day teachers. In addition, students will participate in a one-hour teacher led activity each day that supports student



learning and aligns with curriculum offered during the school day. Students will also participate in Health and Nutrition activities and other adult supervised, high interest personal enrichment activities. A copy of the STAR daily schedule is included in this application (see attached).

Time and Frequency of Service for Adult Family Members: Adult Family Members will be provided a one-hour information session at the start of the program year and then two-hour quarterly education sessions. These sessions will be held on the same night as the quarterly family nights hosted at GHES and RES, to increase family engagement. The adult family members will participate in meaningful activity and lessons that will provide the tools to allow them to assist their child in their academic and social-emotional growth. Based on the needs assessment, session topics will focus on socioemotional learning (mental health awareness resources), interactive mathematics (homework help), science and nutrition (healthy cooking), financial literacy (budgeting & money management), and cyber safety.

3.6 PROGRAM EVALUATION (10 POINTS)

Selection and Qualifications: The District utilized a competitive bid process to select an experienced ***Independent Evaluator*** for this project. The selected evaluator has agreed to oversee all aspects of program evaluation, including formative, summative, and data reporting to both the Florida Department of Education and US Department of Education. The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. As per agreement, the Lead Evaluator fully understands the 21st CCLC program and will personally conduct all evaluation tasks for this project. The lead evaluator was a middle school teacher and has been conducting evaluations of educational programs for over 15 years, with the past ten focused primarily on 21st CCLC programs. As an active member of the American Evaluation Association and the American Psychological Association, all evaluations tasks will be conducted under the



ethical codes and procedures of these professional organizations. The evaluation firm has no vested interest in the Pasco County School District 21st CCLC program.

Evaluation Plan and Activities: This 21st CCLC proposal is firmly rooted in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the 21st CCLC model is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing process-evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. With the support of the external evaluator, the District will collect and analyze data at least quarterly and compare the obtained data using within-subject methods to determine individual changes within students. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The program will also utilize CIM to help guide any immediate operational changes necessary to provide a high-quality program, including staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas.

Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from the CIM process and provide formal reports about processes and outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3)



documenting and analyzing how the model works in practice, and (4) documenting and analyzing changes in targeted student's actions, attitudes, knowledge, and performance. Although this is a District-led program, it is important to note that each of the participating schools have expressly committed to providing necessary data on active 21st CCLC students, including attendance, behavior, grades, and other data to support this program.

Data Collection and Timeline: The following provides the types of data to be collected to assess project objectives and performance. Each type of data is followed by the estimated frequency with which the data will be collected. Details about measures specific to objectives are provided in the objectives table (attached). Data collection will include: (1) Average daily attendance and student enrollment (**Monthly**); (2) State Standardized Assessments in Reading, Math, and Science (**Annual – Prior and Current Years**); (3) District-Based Diagnostic Assessments (all grades) in Reading, Math, and Science (**Bi-Annual**); (4) School Grades in Reading, Writing, Math, and Science (**Quarterly**); (5) School records on student absences from regular school day (**Bi-Annual – Mid-Year and End-of-Year**); (6) Pre-post curriculum-based knowledge assessment in Social Emotional Learning (**Quarterly**); (7) Pre-Mid-Post Health and Nutrition Assessments (**Quarterly**); (8) Staff surveys of professional development to effectively provide 21st CCLC activities (**Annually**); (9) Teacher and Staff Surveys on student impact and change (**Annually**); (10) Attendance logs from parent events (**Monthly; By Event**); (11) Adult Literacy Performance Surveys (ALPS) from all literacy-based parent events (**Monthly; By Event**); and (12) FLDOE Student and Parent Satisfaction and Impact Surveys (**Annual**).

Data Collection, Maintenance and Reporting: The specific objectives and metrics are included in the objective attachment of the online RFP submission system. The objectives and metrics are an integral part of the evaluation plan – with data collection and analysis founded upon the proposed objectives for successful progression. The program will implement pre-post assessments three times per year (at least): Summer, Fall, and Spring. As such, each student



will have at least three pre-post assessments for those objectives requiring such data. All data are collected by the District and provided to the evaluator, as federal law limits access to identifiable information on students (the evaluator will be included in agreements with permission from parents to view the information). The data includes all student demographics, state standardized tests (from all prior and current years), student report card grades, district diagnostic results on all students, and a variety of other data used for the evaluation process. The evaluator will provide substantial direct assistance in setting up databases, creating pre-post assessments, and developing or modifying student, parent, and teacher surveys to support the program.

The program director also has access to student data using dashboards developed by Pasco County Schools, and all teachers have access to data on 21st CCLC students - thus allowing an outstanding connection to the school day, but also providing for the necessary data to engage in the Continuous Improvement Model with support from the evaluator. The program will collect and provide all required teacher, parent, student surveys through the procedures developed by the FLDOE and enhanced with the strong connection with the parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by the FLDOE or developed by the program. Response rates will be improved through a number of methods: (1) the principals have agreed to assist in encouraging survey completion; (2) surveys will be distributed equally to teachers, when possible (to avoid overburdening any one teacher); and (3) teachers will be provided incentives from program partners to encourage participation. The FLDOE will have access to all FERPA-compliant data collected by the program.

Coordination of Evaluation Activities: The evaluation process will be coordinated with program staff, students, family members, and other stakeholders. Program staff will be provided training by District administrators on how to use the evaluation findings to inform decisions at the classroom and site levels, while also using ongoing data assessment to drive differentiated instruction within the broader project-based learning plans. Students, parents, and stakeholders



will be part of the Advisory Board and will help inform program content that drives the evaluation of program processes and impact. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

Examining Program Impact A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year (submitted by July 31) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using the Florida Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table. Recommendations for program refinement will be provided and based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

Use and Dissemination of Evaluation Results: The process for sharing and distributing information is an integral part of the evaluation plan. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. During these meetings, data trends and operations will be reviewed with a focus on program improvement and immediate refinement. Data will also be utilized by the



program director and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director and will help guide the District in refining and addressing any identified concerns or recommendations. In addition, an on-site debriefing will be provided to 21st CCLC staff to: (1) engage staff in addressing challenges; (2) promote “buy-in” into evaluation as a “living” process; and (3) promote discussion, cross-training, and support. Finally, evaluations and findings will be shared electronically with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve.

Reporting Outcomes: As detailed above, the evaluation process will include all elements of the required Reporting Outcomes detailed in the Request for Proposal. The External Evaluator will submit and validate all data to the US Dept. of Education 21st CCLC data collection system. The program and the external evaluator are fully aware that there may be changes to the online method of collecting data through the US Department of Education, as well as potential changes with data collection by the Florida Department of Education. The program and the external evaluator are committed to submitting all required data as instructed and through whatever system developed by these entities. The program and external evaluator are also committed to ‘beta test’ and assist with the development of any data collection or reporting system for the Florida Dept. of Education or the US Dept. of Education with regards to 21st CCLC programs.

Program Objectives: Program objectives have been prepared, as required, and placed on the Measurable Objectives and Assessments form required by the FLDOE. Please refer to the completed form, *2019-2020 RFP Measurable Objectives and Assessments* in the attachments.

3.7 APPROVED PROGRAM ACTIVITIES (20 POINTS)

The STAR Academy will offer diverse and age appropriate activities to increase student engagement and improve participant outcomes through a blend of academics, hands-on



exercises, interest-based learning and socioemotional skill-building. Critical to student engagement is synthesizing the academic and multidisciplinary activities along with incorporating physical fitness and other personal enrichment offerings into the program. Utilizing best practices in the development and implementation of program activities, the 21st CCLC activity plans are designed by certified teachers to align with the program objectives, the results of each school's needs assessment, and approved school curricula, such that the program consistently supports grade level Florida State Standards and District Benchmarks.

The 2019 State testing results for students of GHES and RES demonstrated a proficiency rate significantly below the State averages in ELA, Mathematics, and Science indicating a need for activities specifically design to support these academic areas. The proposed activities for **ELA** include student participation in vocabulary, knowledge of text, and story sequencing. The students will participate in read aloud sessions, independent work, as well as partner time demonstrate their knowledge. The expected outcome will be the student's ability to define vocabulary words using context a picture for support. In **Mathematics**, the proposed activity using addition and subtraction within 20 to solve word problems involving situations of adding, taking away, putting together, taking apart, and comparing equations. Multiple lessons will focus on patters to find the number of objects, show ways to make numbers 6 thru 9, write addition and subtraction sentences to help solve real-world problems. The expected outcomes include the student's ability to use addition and subtraction within 20 to solve world problems involving situations of asking to, taking from, putting together, taking apart, and comparing with unknowns by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. In **Science**, the proposed activity is describing the characteristics of different rocks. This activity encourages the students to work in groups to discuss how rocks are alike and different. The expected outcome is that students will be able to utilize their scientific inquiry skills and knowledge to explain if the rocks are sedimentary, ingenious, or metamorphic.



The proposed activities for **3rd Grade Promotion (ELA)** include student participation in identifying and describing the first-person point of view. Students will read the story White Socks Only and determine the first-person point of view in the book. The expected outcomes include the students' ability to have a better understanding of identifying and describing the first-person point of view.

The **Socioemotional** objective is important for the students of RES and GHES due to the hopelessness and lack of engagement as identified in the Gallup survey. The proposed activity plan will a lesson on learning to give and take compliments. The expected outcome is that students will utilize the skills learned to improve their social-emotional skills of receiving compliments, giving compliments, develop positive thinking, and learn how achieving goals can build self-confidence.

A **Health and Nutrition** component for personal enrichment was identified as a high interest area for RES and GHES. The proposed activity plan focuses teamwork and leadership skills as they learn in a cooperative learning unit. Students will learn the proper way to monitor their heart rate and take their vital signs. Through a series of ongoing activities, they will learn and develop the social-emotional skills needed to properly encourage and motivate peers, provide constructive feedback and communication strategies. The expected outcome is that students will utilize the skills learned and have a better understanding of how to keep their bodies healthy and fit.

Family involvement in students' learning and education promotes higher student achievement. Therefore, the **Adult Family Member** objective will focus on providing quarterly family nights that meet the needs and interests of the adult family members. The proposed activity plan highlights five specific areas that were of high interest to parents; socioemotional learning; interactive mathematics; Science and Nutrition; Financial Literacy; and Cyber Safety. The expected outcomes include, improved student academic achievement and adult family members acquiring the skills and confidence to be actively engaged in their students' education.



3.8 APPLICANT'S EXPERIENCE AND CAPACITY (5 POINTS)

Program Administration and Fiscal Management: Due to the years of experience and successful leadership of current before/after school programs, several district staff have been identified to provide program oversight and leadership for this project. The Director of the ASEP department oversees all fee based and grant funded before/afterschool enrichment programs for the District and will be the Project Director. The Director holds a Master of Business Administration degree and has over 36 years of experience in school-age childcare. The District's Finance Department successfully manages over 49 million dollars of federal grants and assigns staff to assist with the financial accountability of specific grants. In addition, ASEP supports three dedicated finance personnel to assist in all areas of financial accountability.

A district-based Enrichment Specialist, funded through this proposal, will be responsible for all aspects of supervision related to staffing and program implementation at each site. A district-based secretary/bookkeeper will manage all DOE requests, provide routine reporting and bookkeeping tasks and manage the collection, collation and processing of monthly deliverables. On a site level, funded through this proposal is: (1) Site Coordinator who may be a certified teacher with background and experience working with elementary school students. (1) Assistant Site Manager who may also be certified and have experience working with Elementary school students, and (2) Senior Group Leaders who must have a minimum of 1 year of paid experience working with elementary school students. (3) Group Leaders will be employed during summer program only due to the length of the day.

Program Implementation: The ASEP Department successfully designs, facilitates, supports and evaluates quality fee-based and grant funded before/afterschool programs.

Fee Based Programs: Established in June of 1990, the **PLACE** program is a before/afterschool enrichment program that has grown from 450 students located in 6 elementary schools to over 5,000 students being served in 36 elementary schools daily. The PLACE program



receives no educational dollars to operate and is totally fee supported by families who require an active and enriching environment for their elementary age students. Students with varying backgrounds, special needs, and physical disabilities successfully participate in the program. The students are provided homework assistance, and are immersed in theme-based activities covering content areas like music, science, technology, engineering, math and language arts. The curriculum has been developed by certified teachers that align with the Florida Standards. In 2018, ASEP opened two fee based middle school afterschool enrichment programs called **Beyond the Bell**. These programs are totally fee supported by families who require an enriching, academic focused after school program for their students in grades 6-8. Due to the program's success Beyond the Bell will be expanding to two additional middle schools for next school year.

21st Century Community Learning Center Grants: In December of 2014, the District was awarded a 21st CCLC grant for 2 elementary schools (the STAR Academy), and a 21st CCLC grant for 3 middle schools (DELTA Academy). In 2016-17 the District was awarded a 21st CCLC grant for 2 additional elementary schools. These programs offer students fun, hands-on project-based learning activities that incorporate; STEAM, physical fitness, healthy living, sports instruction, and college and career readiness. Students receive homework assistance, targeted tutoring and academic support by certified teachers in the needed academic areas. In addition to assisting students in meeting performance standards for core academic areas, increasing student engagement and nurturing personal enrichment, the staff focus on fostering and maintaining collaborative, caring and positive relationships with their students and school faculty and families.

The programs have been successful in making progress towards or meeting the stated objectives in core subject areas. Students have improved their grades, reduced their school absences and demonstrate improved behavior. The structure, guidance and support that has been provided through the STAR and DELTA Academies, have made a significant difference in the student's academic and social lives.



Program Evaluations: The ASEP department, has over 29 years of experience in collecting, maintaining, analyzing and reporting accurate program evaluation data. As a fee supported program that receives no educational dollars, fiscal stability and program quality are vital to meet the expectations of the clients. Regular monitoring of sites for compliance with local, state and federal standards are conducted by 6 ASEP Enrichment Specialists. When a deficiency is noted, corrective action takes place which includes, giving direction, providing training, conducting additional monitoring and follow up of quality assurance compliance efforts.

As a 2014-15 recipient of two 21st CCLC grants, which provided for two elementary programs and three middle school programs, and a 2016-17 recipient of two 21st CCLC grants, which provided for two additional elementary programs, the district has efficiently managed the collection and reporting of data, as well as analyzing program evaluation data. While working with an external evaluator, recommendations for program refinement have been implemented. Bi-weekly visits are made by the enrichment specialist to assess program quality and assure continued movement toward program goals and objectives. The district maintains its commitment to continuous improvement of operations, services, and outcomes.

An independent financial audit of all federal grants in 2017 and 2018 school year concludes “no matters reported”.

3.9 STAFFING & PROFESSIONAL DEVELOPMENT (5 POINTS)

3.9.a. Staffing Plan

The STAR Academy at GHES and RES will be staffed with a Site Coordinator. The Site Coordinator may hold a teaching certificate and/or have quality experience in afterschool programming. This position is responsible for the daily operation, coordination and delivery of services at their program site including student data collection and submission to the district office. To assist the Site Coordinator, the delivery of services, daily operations and student data collection, an Assistant Site Manager will fill not only an administrative role but a direct service



role to students. In order to assist in meeting the reduced ratio of 1:10 for both the academic enrichment activities and a 1:20 ratio for the personal enrichment activities, 2 experienced senior group leaders will also be part of the site-based team. All staff report directly to the Site Coordinator, who in turn reports to the Enrichment Specialist. While it is a grant requirement that one staff member with First Aid and CPR certification be on duty at all times, it is a District requirement that all staff working with students in a before/after school program are required to possess First Aid and CPR certification. Specific curriculum training, medication administration and blood borne pathogen training is also provided through the district office. All school board employees and subcontracted staff are required to be screened through a Level 2 criminal background check.

The advertising and hiring protocols developed by the district will also be followed for these positions. All positions are electronically advertised, applicants are then screened, and interviewed. All successful applicants go through a centralized hiring and orientation process. Certified teachers are hired to provide 1 hour per day of academic and/or personal enrichment activities. These opportunities are announced through internal emails and flyers (paid for by ASEP), posted in faculty lounges and personal contact made by the Site Coordinator.

3.9.b. Professional Development

Professional development opportunities in social emotional learning and youth mental health first aid are provided through the district's Office for Leading and Learning. Pursuant to F.S. 1012.584, all staff must attend. In addition, the Sanford Harmony SEL Inspire training platform will be used for all STAR Academy staff. The Sanford Harmony SEL curriculum will be implemented throughout all programs.

Additional Professional Development opportunities are determined by program focus, specific skill development and program enrichment needs. Trainers are selected based on their area of expertise in STEAM curriculum implementation and specific subject area. Certified



teachers are identified trainers within the Office for Leading and Learning, as well as, within the ASEP Department. Occasionally, trainers from outside agencies will provide activity specific training.

3.10 FACILITIES (5 POINTS)

The STAR Academy will operate in GHES and RES which are facilities operated, maintained and staffed by the District. The STAR Academy is not considered childcare per s.402.3025, F.S. and is therefore exempt from licensing requirements.

GHES is home to 642 students in grades K-5. The buildings are separated by beautiful grass lawn sections and is a clean, safe and aesthetically pleasing environment where students learn and grow. The primary location for the STAR Academy will be the cafeteria with restrooms in proximity, and access to the outdoor play area which has large grassy fields, cement play area that is protected from the sun, and basketball courts. RES is home to 629 students in grades K-5. This relatively new two-story brick school building provides a clean, safe and aesthetically pleasing environment where students learn and grow. The primary location for the STAR Academy the cafeteria with restrooms in proximity, and access to large grassy fields, cement play area that is protected from the sun, and basketball courts.

Students at both schools will also be able to use other areas within their campus. Students will utilize classroom space when participating in enrichment and project-based learning activities. The media center is space that may be used for project research and group collaboration and access to the technology lab equipment is available. Each facility is secured with fencing and access to the school is only through the main entrance. Visitors must sign in and present identification which is cleared through the Raptor system before entrance to the facility is allowed.

3.11 SAFETY AND STUDENT TRANSPORTATION (5 POINTS)

On-Site Safety: The district will utilize the campus of GHES and RES for the STAR Academy. All personnel assigned to each school facility have been fingerprinted and a level 2



background screening has been conducted. Each school facility has developed a district approved crisis intervention plan. The STAR Academy, which will operate during non-school hours, has developed a modified after-hours district approved crisis intervention plan. Regularly scheduled fire, disaster, inclement weather, and lock down drills are conducted following the newly developed crisis guidelines and a crisis notification system has been deployed to all personal and school related technology equipment. The district utilizes safety guards who are housed on elementary school properties during the school day and school resource officers who are housed on middle and high school properties and are available to any school in their region on an “as needed” basis.

Travel To/From Site: At the end of the regular school day, students move from their classroom to the STAR Academy location within the school facility. At the end of the program, GHES students will go home by transportation provided by the students’ parents, guardian or designee. RES students will be provided transportation from the school to designated bus stops by district licensed and approved school buses and school bus personnel. All school bus drivers are employees of the district and have been cleared through a level 2 background screening and meet all legal and functional state certifications and requirements to drive a school bus. During the summer program students from GHES and RES will be provided with transportation to and from the sites by district licensed and approved school buses and school bus personnel. Program staff members ensure that all students have been checked-out of the program using the *EZ Childcare Tracker* on-line attendance system by an authorized adult. Field trip transportation will be provided by district licensed and approved school buses and school bus personnel.

Off-Site Safety: Transportation of off-site activities is provided by district licensed and approved school buses and school bus personnel. Students are provided with an identification bracelet in case of emergency, which contains the first name of the student, the school name and



phone number. Additionally, chaperones are provided at a 1:10 ratio and attendance and emergency records are always kept with the site coordinator.

Meeting Safety and Accessibility Standards: As a district school board program, STAR Academy complies with all applicable state and federal laws.

3.12 PARTNERSHIPS, COLLABORATION AND SUSTAINABILITY (8 POINTS)

The District is committed to providing equitable services to the students and faculty of private schools throughout the county. Private schools in the surrounding communities of the 21st CCLC program schools are notified of registration dates, program offerings, start dates and program hours via email, program flyers and brochures (created in-kind by ASEP). In addition, the District allows all private school employees to participate in professional development provided for afterschool professionals (including an annual conference attended by hundreds of afterschool staff). Emails are sent to the private school principal's announcing all the opportunities provided under the 21st CCLC initiative. The private school faculty and staff are welcomed to attend all professional development opportunities provided by the 21st CCLC program.

3.12.a. Partnerships

One of the most important partnerships supporting the 21st CCLC program is the relationship and partnership with the District's ASEP department. The 21st CCLC project leveraged the experience gained from 29 years of operating the fee-based before/after school enrichment programs (PLACE), by creating a before/afterschool program for students and utilizing the leadership of the same department Director. The ASEP department provides substantial financial and personnel support at no cost to the 21st CCLC project.

Public/Private Partnerships: The District has many partnerships with both public and private agencies. ASEP enjoys a partnership with the district's Food and Nutrition Services Department, (FNS) since 2005. Snacks are provided daily to all Title I schools that provide an



afterschool program. During the summer, the FNS department provides hot meals daily for all students participating in the programs.

The STAR and DELTA Academies have enjoyed partnerships with organizations such as; Glazer Children's Museum, providing over \$4500 worth of free student access to the museum; BayCare Behavioral Health, providing a variety of free services such as social-emotional education, mindfulness, and prevention curricula; and the UF IFAS Extension, and the Family Nutrition Program, which provided evidence based education on nutrition and healthy living (see the partners table).

Documenting/Maintaining Partnerships; The Partners Table shows all the agencies that participate in providing program support. Currently, district staff work with the partners to provide services to specific schools. The amount of time, talent and treasure that is provided by each partner is recorded for an annual report.

3.12.b. Collaboration

Consultation During the Development of the Application: During the development of this application, the RES and GHES principals discussed the needs of their students, assisted in the distribution of the needs surveys and provided access to the collective data regarding the demographics and academic performance of their students. They or their representative attended the community meeting and have reached out to their school staff to assist with implementation, should the grant be awarded.

CONTINUED COLLABORATION: Ongoing communication has been the key within the STAR Academy. The following plan describes the feedback cycle for the current and future 21st CCLC programs. There is a site coordinator at each site with a primary vision to monitor and respond to information from teachers, school administrators, and parents regarding program offerings and individual student needs. The site coordinator is a 'teacher of record' for the students enrolled in the program. They monitor student progress in individual courses. They can see



assessment performance, check that assignments were turned in, see attendance per course within school days, and see which areas are being worked on within content areas. The site coordinator conferences with teacher teams regarding specific needs of individual students. The frequency of the conferences or communication varies based on specific student needs as determined by the site coordinator, administration, or teacher. The 21st CCLC instructional staff also use benchmark data from students' core courses to develop focus strands for learning within the program. The site coordinator collaborates with the administration and instructional leadership to ensure a focus on alignment and coherence within the school day and the before/afterschool program. In addition, the district provides the site coordinators with the scope and sequence of instruction, for each grade level broken down into 9-week blocks for each core academic subject. Family members receive ongoing communication from the 21st CCLC staff on their students' progress in the program at least weekly and provide general programmatic information through monthly newsletters. Staff include short- and long-term goals within the school-wide student planners.

3.12.c. Sustainability

As a school district, Pasco County has the expertise and personnel dedicated to grant writing and locating federal and state education funding streams. Areas such as Title I, reading initiatives, and private foundation grants will be identified and applied for prior to the expiration of the 21st CCLC grant funding. In addition, community collaboration and partnerships will be established. Utilizing current partners and developing new partnerships with our local health based organizations, county government parks and recreation, not-for profit organizations and reaching out to community organizations and businesses, the 21st CCLC Program and the District will work to establish a strong source of financial, in-kind, staffing and partnership agreements.

In addition to establishing strong funding streams and resources, the district will seek to establish fee-based programs at other schools and/or with students that do not qualify for 21st



CCLC programming in the current schools. The proceeds from these fee-based programs will help support scholarships and programming for the current 21st CCLC students that cannot afford a fee-based program after 21st CCLC funding ends. If this RFP is awarded, the ASEP team will be utilized for this project, and partnerships will be developed throughout the five (5) years of this grant funded period. The District has a strong commitment to student achievement, utilizing all resources necessary to assist students to become college, career and life ready.

Advisory Board: A 21st CCLC advisory board will be established STAR Academy that includes students, parents, teachers, and members of the community. 21st CCLC site staff members will spearhead the recruitment of teachers, school administrators and community members to participate. The purpose of the meetings will be to discuss program and student needs, program concerns, program operations, and sustainability of the 21st CCLC program. The 21st CCLC Advisory Board will meet at least twice a year and will receive regular updates about program activities, opportunities, and performance indicators.

Through this commitment, it is believed that partnerships and community support can be firmly established, and innovative processes can be utilized to develop the funding necessary to sustain these programs and continue the benefit of this program.