



5.1 PROJECT ABSTRACT/SUMMARY (0 POINTS)

The goal of the STAR Academy is to assist students in meeting performance standards for core academic areas and to provide personal enrichment opportunities through programs and activities related to reading, mathematics, science, art, technology, music and physical activity. The STAR Academy is implemented at two Pasco County School District elementary schools (Gulf Highlands Elementary and Lacoochee Elementary), each providing services to students in grades kindergarten through fifth. The curriculum and project-based learning activities offered to students focus on building literacy skills, while simultaneously enhancing science, technology, engineering, arts and math skills (STEAM). In addition, personal enrichment activities are provided to improve student health, physical fitness, cultural understanding, and appreciation of visual and performing arts. Adult family members are kept involved with project-based learning activities through each project's culminating activity. Adult family members will also be provided opportunities for learning through adult literacy workshops delivered throughout the year.

5.2 NEEDS ASSESSMENT (7 POINTS)

The district sponsored a community meeting March 3, 2016 at Rodney B. Cox Elementary School to review the 21st Century Community Learning Center application for Rodney B. Cox Elementary School (RBCES). Invitations were sent to private schools in Pasco County serving students in the RBCES area and to parents of the children at the schools we are targeting (via telephone message). Finally, the meetings were announced via the district's 21st Century webpage, Twitter and the local newspaper. In addition, a needs assessment was sent home to all parents and also distributed at the community meeting.

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



Specific Needs

This application will focus on serving the students at Rodney B Cox Elementary School (RBCES). RBCES serves 473 students.

Gallup

In the fall of 2013 the district initiated a multi-year survey process with *Gallup, Inc.* to gauge student feelings in two categories, hope and engagement. More than half of RBCES students report feeling hopeless, while three fourths of RBCES students report feeling “engaged”. RBCES has a 98% free and reduced lunch rate.

Gallup Student Poll		
	Hope	Engagement
District	42%	55%
RBCES	45%	77%

Attendance

A key risk factor in student achievement is **attendance**. As you can see from the chart below, RBCES reports a high absentee rate in the first half of the 2016-17 school year. A key component in the success of Pasco County Schools’ STAR Academy is engaging students in ways that increases their desire to attend school and the STAR Academy.

RB Cox Elementary School 2016-2017 School Data Number of Absences

	QTR 1	% of	QTR 2	% of	1 st Sem.	% of
PK	253	29.83%	312	29.46%	565	29.63%
KG	84	9.91%	72	6.80%	156	8.18%
1	105	12.38%	157	14.83%	262	13.74%
2	134	15.80%	154	14.54%	288	15.10%
3	122	14.39%	142	13.41%	264	13.84%
4	84	9.91%	89	8.40%	173	9.07%
5	66	7.78%	133	12.56%	199	10.44%
Total	848		1059		1907	

Quarterly Checks

Beginning in 2015-16, Pasco County teachers were asked to administer quarterly checks in certain subjects to determine whether their students were learning what was being taught. The



purpose of these “checks” was to make sure that students were on track to master the standards of each class and course. This information can assist teachers in providing any necessary supports for students as soon as possible in the school year.

These quarterly curriculum checks were intentionally planned prior to the end of each quarter so that teachers can use the results for their instructional decisions as each new quarter begins. The checks are designed to match the district curriculum resources, which help teachers sequence their instruction for the year by grouping sets of standards into each quarter. This is important to ensure students across the county have access to similar concepts and content at similar times during the year. RBCES quarterly check results are summarized in the table below:

	Humanities	Math	Science
	RBCES	RBCES	RBCES
K	46%	65%	81%
1	19%	25%	46%
2	26%	13%	24%
3	19%	26%	19%
4	14%	5%	11%
5	8%	8%	10%

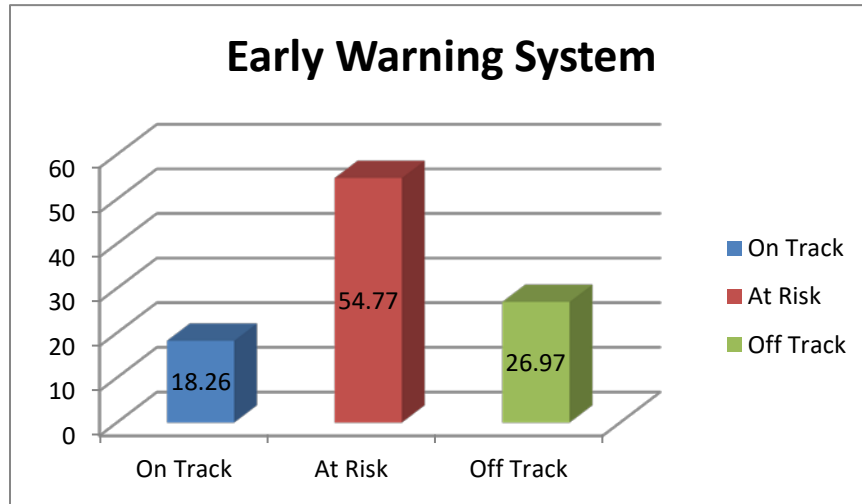
It's not surprising that students do not have much hope for the future, given the numbers of students who struggle academically. Look no further than the Quarterly check results and the reader will notice that 81% of third graders, 86% of fourth graders and 92% of fifth graders struggle with reading. The results for math are just as dismal, with 74% of third graders, 95% of fourth graders and 92% of fifth graders demonstrating poor results. The Science results are no better.

Early Warning System

The Early Warning System (EWS) enables schools and districts to identify students who may be at risk of dropping out of high school and to monitor these students’ responses to interventions. The tool relies on student level data available at the school or district including indicators for attendance, course failures, GPA, credit attainment, and behavior (if available) to calculate potential risk for dropping out. The intended purpose is to support students who have



an increased risk of academic failure in order to get them back on track for graduation.



The Early Warning data for RBCES shows that 81.74% of students are at risk or off track for dropping out of high school.

Needs Assessment Survey results

During the week of February 22, 2016 and at the community meeting on March 1, parents and students were surveyed to determine their interest in the 21st CCLC at their school. Here are the results:

Students were asked to select which (of the following) topics interested them.

	Yes responses
Robotics	90%
Art Enrichment	70%
Video Game Creation	80%
Mad Science	90%
Team Sports	100%
Health and Nutrition	100%
Homework Help	90%
Community Volunteering	90%

Parents were asked to select which (of the following) topics would interest them during the parents meetings.

Healthy Cooking	35%
Financial Literacy	32%
English Language Literacy	42%
Acquiring a GED	26%
Computer Classes	39%



Developing a Resume	13%
Assisting my child with homework	71%

Additionally, 88% of parents surveyed stated they would enroll their child in the STAR Academy at RBCES.

A before and after school program for students at Rodney B. Cox Elementary School will have a positive impact on academic results and will help facilitate an escape from the prevalent socio-economic conditions facing students and families in this school.

5.3 PROGRAM EVALUATION (15 POINTS)

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 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 Pasco County School District will collect and analyze a limited amount of data at least quarterly and compare the obtained data using within-subjects 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.

5.3.a EVALUATION PLAN

External Program Evaluator

As required by the RFP, the Pasco County School District 21st CCLC program will utilize an external evaluator. The evaluator will oversee all aspects of program evaluation, including formative, summative, and data reporting to both the Florida Department of Education and the US Department of Education. The evaluator fully understands the 21st CCLC program and will personally conduct all evaluation tasks. 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. Led by a professional evaluator and licensed psychologist, the evaluation firm has overseen the evaluation of over 300 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted under the ethical codes and established procedures of these professional organizations. The evaluation firm has no vested interest in the Pasco County School District 21st CCLC program.



Formative Evaluations will be completed in accordance with the requirements of the Florida Department of Education (FLDOE; Years 1, 3, 4), with additional informal and interim evaluations completed after on-site visits. Formal formative reports will include a review of operational accomplishments and challenges (e.g., staff, student recruitment/retention, partner board, etc.), actual versus proposed operation, objective progress, and recommendations for addressing any challenges.

Summative Evaluations will have additional information on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. Summative evaluations will be completed in accordance with the requirements of the FLDOE (Years 2, 5), though interim reports will be provided to summarize data and progress towards objectives in the other years. The purpose of the summative evaluation is aimed at recording and developing a model that can be applied in other settings. Summative evaluations will include all elements of program operation; activities; enrollment and attendance; measures of academic performance; federal teacher impact surveys; feeder schools; staff information; and partnerships. Recommendations for program refinement will be 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.

Data Collection Methods: The specific objectives and measurements are included in the objective section 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 those proposed objectives for successful progression. The program will be implementing 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 will be collected by the program and provided to the evaluators, as federal law limits access to identifiable information



on students and families (while the evaluator will be included in agreements with permission from parents to view the information, it is not possible for the evaluator to directly access agency computers or databases to actually gather the information). 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.

Feedback and Debriefings: 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 Pasco County School 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 Department of Education or the US Department of Education with regards to 21st CCLC programs.

5.3.b MEASURABLE OBJECTIVES AND ASSESSMENTS

Utilize New Statewide Standardized Objective System:

The newly developed statewide objective system for the 2016-2017 RFP will contain the specific information requested for this area. Pasco Learning and Activity Centers of Enrichment (PLACE), as a school district entity, has the required access to appropriate student data.

5.4 EXPERIENCE AND CAPACITY (10 POINTS)

Program Administration and Fiscal Management:

Due to the years of experience and successful leadership of current before/after school programs, several district office staff have been identified to provide program oversight and leadership for this project. The district school board's Finance Services department successfully manages over 49 million dollars of federal grants and assigns staff to assist with the financial accountability of specific grants. In addition to the specific positions on the following chart, the PLACE program supports a total of three (3) dedicated finance personnel to assist in all areas of financial accountability.

District Office Staff	Education	Experience	Responsibility	Position Type
PLACE Dept. Director	MBA	32+ yrs	Oversight/ Program Direction	In-Kind
Financial Services Analyst	BS (accounting)	5 yrs	All Financial Accounting Processes	In-Kind
Specialist (Project Director)	BA (business)	19+ years	Direct Supervision	In-Kind



Coaching, Training,
Monitoring, Data
Uploads to State

Also funded through this proposal on a site level is: (1) Site Coordinator who will be a certified teacher with background and experience working with elementary school students. (1) Assistant Site Coordinator who may also be certified and have experience working with elementary school students, and (3) Senior Child Care Assistants who must have a minimum of 1 year of paid experience working with elementary school students.

Program Implementation:

The District School Board of Pasco County's PLACE department, designs, facilitates, supports and evaluates quality before/afterschool programs that are both fee based and grant funded.

The PLACE Program: Established in June of 1990, the PLACE program has grown from 450 students located in 6 elementary school sites to over 5,000 students being served in 36 elementary school sites 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, in kindergarten through grade five, who must arrive at school early, stay late and/or require supervised activities on most school holidays and throughout the summer. Students with varying backgrounds, special needs, and physical disabilities successfully participate in the program. The students are provided homework assistance, are immersed in theme based activities covering content areas of music, drama, science, technology, engineering, art, math and language arts. The Enrichment curriculum has been developed by certified teachers that align with the Florida Standards. Through the implementation of this enrichment curriculum, the student's knowledge acquired in the class room setting is further enhanced through the hands-on experiences, project based learning activities and other relevant experiences provided daily in the program. Physical activity is an essential element in developing



a healthy lifestyle. Students are provided opportunities to participate in outdoor activities as part of their daily schedule. Beyond the development of gross motor skills- cooperative play, team building and sportsmanship are fostered through the games and activities provided.

21st Century Community Learning Center Grants: In December of 2014, Pasco County Schools was awarded a 21st CCLC grant for 2 elementary schools, (the STAR Academy), to eliminate confusion with the district's PLACE Program, and a 21st CCLC grant for 3 middle schools, called the DELTA Academy. These programs offer students fun, hands-on project based learning activities that incorporate; science, technology, engineering, the arts and math (STEAM), physical activity, healthy living and sports instruction. Students receive homework assistance, targeted tutoring and academic support by certified teaching staff 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.

Program Evaluations: The District School Board of Pasco County's PLACE department, has over 25 years of experience in collecting, maintaining, analyzing and reporting accurate program evaluation data. As a fee supported program that receives no educational dollars to maintain programs, 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 program 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 (2) 21st CCLC grants, which provided for two (2) elementary programs and three (3) middle school 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 made. The district maintains its commitment to continuous improvement of operations, services, and outcomes.

An independent audit of all federal grants in 2014 and 2015 concludes “no matters reported”.

5.5 PARTNERSHIPS, COLLABORATION & SUSTAINABILITY (8 POINTS)

Pasco County Schools 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. This includes documentation attachments including program flyers and brochures (created in-kind by the School District). 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 professionals from the area). Emails are sent to the private school principal contacts announcing all professional development opportunities provided under the 21st CCLC initiative. The private school faculty and staff are welcomed to attend any and all professional development opportunities provided by the 21st CCLC program. Although the District reached out to private schools in the surrounding communities, none have chosen to engage with the District in the 21st CCLC programs.

5.5.a COMMUNITY NOTICE

To inform community stakeholders of the intent to submit a proposal to expand the 21st CCLC elementary program, Pasco County Schools utilized methods that have proven to be successful in the past. Specifically, the means included: broadcasting the intent to apply over social media platforms such as Facebook and Twitter, announcements placed on both the District and 21st CCLC Program websites, announcements made through the District’s automatic telephone contact system (School Connect), emails to stakeholders announcing the proposal to apply for two new elementary grants and accepting feedback about potential changes, and information



flyers (created with District funds) posted at community businesses and the local library. Invitations were sent via email to all local private schools. In addition, the Pasco County Schools Communication Department prepared and distributed a media release about this opportunity and subsequent articles were published in local newspapers. A copy of the completed application will be posted on Pasco County Schools 21st CCLC program webpage for public review and consumption. Information will also be dispersed to stakeholders when the application is submitted and posted on the district web pages.

21st CCLC Program Web Page: A web page for our current 21st CCLC programs can be viewed at <http://connectplus.pasco.k12.fl.us/do/cclc/>. This informative website is designed and maintained by the Technology Services Analyst. Program information is updated monthly or more often as needed.

Stakeholder Plan Development: A community meeting was held and led by Mary Grey and Maree Marian and an interpreter for the primarily Spanish speaking population. Parents, students, school administration and community members were in attendance. An overview of the grant requirements and potential outcomes for students who participated were reviewed. Input was gathered on the types of activities and interest areas that would draw students to participate in the program through a needs assessment. Several pages of ideas ranging from electronics, robotics, dance and sports were discussed. Cooking, performing arts and subject area tutoring was also among the lists. In addition; input was gathered as to the length of the program, the need for transportation and the programs ability to meet the needs of students enrolled in the exceptional student education classes.

5.5.b PARTNERSHIPS

One of the most important partnerships supporting the 21st CCLC program is the relationship and partnership with the Pasco County School's PLACE Program. Prior experience of program staff is derived from 25 years of administering the district's model PLACE program for elementary



school students. PLACE has served as a model for districts statewide due to overall self-sustainability. PLACE is a school-age before school and afterschool enrichment program operated by Pasco County Schools. The 21st CCLC project leveraged the experience gained from 25 years of operating PLACE by creating an afterschool program for students and utilizing the leadership of the same Executive Director. The PLACE Program provides substantial financial support (e.g., funding part of the site coordinators, funding the snacks and meals, etc.) 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. PLACE enjoys a partnership with the district's Food and Nutrition Services Department, (FNS) since 2005. After school snacks are provided daily to all Title I schools that provide an afterschool program. During any full day when school is closed and STAR will be open, FNS will provide a nutritious breakfast, lunch and an afterschool snack (which is paid for by PLACE). During the summer, the FNS department will provide summer feeding sites at the Title I schools and provides hot meals daily for all students participating in the programs.

Documenting / Maintaining Partnerships: The Partners Table is included as part of the application, which shows all of the agencies that participate in providing program support. Currently, district staff members work with the partners to provide services to specific schools. This interaction is documented for future reference. The amount of time, talent and treasure that is provided by each partner is recorded for an annual report. Partnerships are recognized publicly on the 21st CCLC and/or District website, as well as in written literature on the program.

Advisory Board: A 21st CCLC advisory board was established during the first year of programming for the STAR Academy that includes students, parents, teachers, and members of the community. 21st CCLC site staff members spearheaded the recruitment of teachers, school administrators and community members to participate. The purpose of the meetings is to discuss program and student needs, program concerns, program operations, and sustainability of the 21st



CCLC program. The 21st CCLC Advisory Board meets at least twice a year and receives regular updates about program activities, opportunities, and performance indicators.

If the 2016-2017 Request for Proposal is awarded, another interest inventory will be conducted prior to the 2016-2017 academic year to garner additional family members and students to participate on the 21st CCLC advisory board.

5.5.c COLLABORATIONS WITH THE REGULAR SCHOOL DAY

Consultation During the Development of the Application: During the development of this application, the Principal of R.B. Cox discussed the needs of her students, expressed her desire for a 21st CCLC program at her school, assisted in the distribution of the needs surveys and identified some goals for her non-English speaking families. In addition to the academic support, she wants her families to be comfortable coming to the school and has stated that a 21st CCLC program that can provide for family involvement would help make home/school connections. She attended the community meeting and has reached out to her 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 21st CCLC program and will continue the same for any new 21st CCLC programs. There is a full-time site coordinator at each site within the academy, 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 Florida certified teacher, and is a 'teacher of record' for the students enrolled in the afterschool program, thus allowing full use of the District grading system dashboards (eSembler). The site coordinator monitors student progress in individual courses in which students are enrolled during the school day. The site coordinator is able to 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. Along with this system, the



site coordinator conferences with teacher teams regarding specific needs of individual students. 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 of the school and instructional leadership team members to ensure a focus on alignment and coherence within the school day and the afterschool 21st CCLC program. In addition, the district provides the 21st CCLC site coordinators with the "Rainbow Map", an outline of the scope and sequence of instruction, for each grade level broken down into 9 week blocks. Family members receive ongoing communication from the 21st CCLC staff on their students' progress in the program. Staff include short and long term goals within the school-wide student planners.

5.5.d SUSTAINABILITY

Not only the creation, but the sustainability of the current and future before- and after-school 21st CCLC programs is paramount to continued success for students. No national or state data exist to determine exactly how many previously funded 21st CCLC programs are still in operation. Research and conversations published by *The Finance Project* (2006) under a grant funded by the C.S. Mott Foundation in support of the US Dept. of Ed., indicate that many former 21st CCLC grantees have not been able to sustain out-of-school time programs at the same level as with their initial grants. Some grantees reported that, while they have lost 21st CCLC funding, they have been able to leverage additional support from local partners or other public or private funding streams, though this still typically means a reduction in their program budget. *The Finance Project* found that grantees across the country identified the following factors as keys to their sustainability: (1) collaborative partnerships; (2) diverse portfolio of funding sources; (3) high-quality programs and proven results; (4) support from school administration; (5) key champions; (6) community engagement; and (7) experience with afterschool programs before the 21st CCLC grant. *The Finance Project* suggests sustainability options may include innovative and creative ideas such as: (1) promoting and supporting local efforts to develop dedicated sources of revenue



to support youth programming (e.g., a local youth services tax); (2) developing an annual drive for individual donors; (3) developing an afterschool program component during which children create and run a self-supporting business; (4) developing a fee-based program in a higher income school that can offset program costs in a lower income school; and (5) establishing a 501(c)3 organization with a board of directors that can apply for grants for which a school district is not eligible or does not wish to administer.

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 School District will work to establish a strong source of financial, in-kind, staffing and partnership agreements. Currently, the District partners with All Children's Hospital, Pasco County Schools Food and Nutrition Department, as well as private vendors and organizations that provide specialty services.

In addition to establishing strong funding streams and resources, the district will seek to establish fee-based afterschool programs at other schools and/or with students that do not qualify for 21st CCLC programming in the current schools (as recommended by the Finance Project). 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 district office leadership team will be utilized for this project, and partnerships will be developed throughout the five (5) years of this grant funded period. The leadership of the Pasco County Schools has a strong commitment to student achievement, utilizing all resources necessary to assist students to become college, career and life ready. 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.

5.6 PROGRAM PLAN (35 POINTS)

5.6.a TARGET STUDENTS

Based on community need, the schools Title 1 eligibility and a high level of administrative support for a 21st CCLC program, students at R.B. Cox Elementary School who are in Kindergarten (age 5 or 6) through Fifth grade (age 10 or 11) will be targeted. RBCES is located in a low socioeconomic area and has a 98% free and reduced lunch rate and is a Title I school. Based on quarterly data checks, 81% of third graders, 86% of fourth graders and 92% of fifth graders struggle with reading. The results for math show that 74% of third graders, 95% of fourth graders and 92% of fifth graders are struggling with math. The risk factors used to identify these students include data from the Early Warning data for RBCES which shows that 81.74% of students are at risk or off track for dropping out of high school.

The program will be open to all students who want to participate however, special collaborative activity will be conducted with RBCES' administrative team and faculty 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.

5.6.b RECRUITMENT AND RETENTION

Recruitment: All students at each school site are eligible to participate in the STAR Academy 21st CCLC program. Students will be enrolled on a "first come, first serve" basis. Information detailing the STAR Academy program and registration information is distributed through a variety of communication methods such as announcements via electronic phone messages, the District's webpage, Facebook, Twitter, and the local newspaper. Flyers will also be distributed throughout the county to various community locations, as well as sent home with students from each STAR



Academy school site. The STAR Academy site coordinator will work with the school based administration to identify specific students who may benefit from the program. In addition, STAR Academy program staff members will attend school site staff meetings to inform teachers of the benefits of the program to aide in recruiting their students. Program staff members will also disseminate information about the program in the afterschool car lines and the cafeteria 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. Selection of personal enrichment activities and offerings of instruction led by a contracted professional (such as musical instrument instruction or graphic design) will be planned based on the students' interests. We want our students to be excited about attending the STAR Academy and be actively engaged in fun, STEAM based learning. In addition, retention is enhanced by hiring engaging staff who are dedicated to student success and utilizing a well-developed curriculum of project based learning activities that meet the interest level of students at 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. Additionally, staff will regularly survey program participants to determine the types of activities in which they would like to participate.

5.6.c STUDENT PROGRAM ACTIVITIES

The STAR Academy is a program focused on project-based learning experiences as a means for increased student engagement. The STAR Academy is designed as a place where students can extend their day and truly build upon the concepts of their academic courses through hands-on, personalized learning experiences in a highly collaborative environment. The 21st CCLC program activities and project-based learning plans are carefully designed by certified teachers to align with district pacing guides and approved school curricula, such that the program consistently supports grade level Florida Standards and District Benchmarks.



The teachers of the STAR Academy will have regular progress checks with each student's teachers to dive into extending and refining learning experiences helping each student positively connect with the content, their school community, and the Academy. Teachers of the Academy will focus on fostering collaborative, caring, positive and celebratory relationships. With the attendance concerns present within the data, the focus is on hooking the students into the Academy through personal connections fostered with the students and by creating mini majors of focus, where students are involved in choosing areas of interest to explore. When students have choice, they have personal connection to the Academy and their school. With high engagement opportunities designed around student interest, students will want to be in STAR and they will see the success that enrollment will play for their academic core classes. Many students do not have an elective opportunity within their school day. STAR will allow students individual choice in exploring and experiencing opportunities like studying a musical instrument, participation in intramural sports, community-based service learning projects, engineering and problem solving experiences. With the increase in rigor within academic standards, it is critical to have a balance of social, emotional and academic focus to support a student's academic stamina and well-being. Modeling, nurturing and celebrating accomplishments through STAR Academy will influence the academic, hope, engagement, and well-being gains needed for the district's students and school communities.

Project-based learning experiences are the foundation of the STAR Academy. Students gain knowledge in subjects of interest through hands-on engagement. The *MindWorks* curriculum is used for the basis of the academic enrichment component and the activities are facilitated by a certified teacher. The curriculum is aligned with Florida State Standards and covers the subject areas of Literacy and English Language Arts, Math, Science, Social Studies which help support the regular school day. Personal Enrichment PBLs activities are based on the student's interests in the subject areas of Physical fitness and Arts and Culture. Students are placed into small



groups for activity participation. This allows for the teachers and staff members to provide more individualized instruction.

5.6.d ADULT FAMILY MEMBER PROGRAM ACTIVITIES

Adult family members will be involved with student’s participation in project based learning activities by taking part in each projects culminating activity. Adult family members will also be provided opportunities for learning through adult family literacy workshops delivered in hourly increments every month. Topics of the classes are planned by the outcome of a client survey used to determine interest and need. Healthy cooking and eating habits, computer skills, financial management, homework assistance and parenting skills are among workshop topics to be planned. All adult family members are encouraged to attend monthly workshops by program staff; not only to learn about what knowledge their children have gained through the PBL projects but to enhance their own knowledge base.

Family Involvement Activity Plan

Month	Name of Activity	Length of Activity	Activity Lead
August	Family Orientation Night	1 hour	Site Coordinator
September	Homework Help- Parents	1 hour	Site Coordinator
October	English Language Literacy	1 hour	Site Coordinator
November	Simple Robotics	1 hour	Site Coordinator
December	Family Fun Engineering	1 hour	Site Coordinator
January	Financial Literacy (Tax prep.)	1 hour	Site Coordinator
February	Family Math Night	1 hour	Site Coordinator
March	Technology 101	1 hour	Site Coordinator
April	Exercise is Fun & Healthy!	1 hour	Site Coordinator
May	Reading Rocks	1 hour	Site Coordinator
June	Resume Writing	1 hour	Site Coordinator
July	Cooking Healthy with Kids	1 hour	Site Coordinator

5.6.e STAFFING PLAN AND PROFESSIONAL DEVELOPMENT



Staffing Plan: The STAR Academy at RBCES will be staffed with a full-time 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, not only with the delivery of services, daily operations and student data collection, an Assistant Site Coordinator who may also be a certified teacher 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, three (3) experienced senior counselors will also be part of the site based team. Due to the high percentage of non-English speaking families, a strong consideration will be given to candidates who are bilingual. All staff report directly to the Site Coordinator, who in turn reports to the Specialist (Project Director).

Staff members working with elementary school students in an afterschool program are required to acquire First Aid and CPR certification, which must be obtained within the first 90 days after hire. These certifications are a requirement of employment and must be renewed and kept current. 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 will be advertised, applicants apply providing documentation of specific qualifications, qualified individuals are interviewed and the selection process takes place. All successful applicants go through a centralized hiring and orientation process. The teachers that will be hired for 1 hour per day to provide the academic and/or personal enrichment activities, will be notified of such opportunities through flyers (paid for by the PLACE department), distributed



through district email, posted in faculty lounges and personal contact made by the Site Coordinator.

Professional Development: Professional development opportunities are provided through the district's Office for Professional Development and School Supports, and the PLACE Department. Professional Development opportunities are determined by, program focus, specific skill development needed and program enrichment needs. Trainers are selected based on their area of expertise in STEAM curriculum implementation. Certified teachers are identified trainers within the Office for Professional Development and School Supports, as well as, within the PLACE Department. Occasionally, trainers from outside agencies will provide activity specific training. As an example the staff trainer from the Museum of Science and Industry may offer workshops for activities involving science and innovation. Planned for a time during the day when staff can gather for training, this presentation would be made.

5.6.f PROGRAM CENTER(S)

R.B. Cox School will be the location of the STAR Academy. With some parts of the campus newly remodeled, the school provides a clean, safe and aesthetically pleasing environment where children can learn and grow. The primary location of the STAR Academy will be in the new cafeteria. However, students will also utilize classroom space when participating in enrichment and project based learning activities. The media center is space that can be used for project research and group collaboration and access to the technology lab is available. The outdoor space includes a covered court area, large grassy field, mulched playground area with a variety of climbing equipment. The 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.

5.6.g SAFETY AND STUDENT TRANSPORTATION



On-Site Safety: The district will utilize the R.B. Cox school campus for the STAR Academy. 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. The district utilizes 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 and From Site: As determined with the needs survey, transportation in the evening after program will be required for many of the students enrolled. Transportation will be provided by district licensed and approved school buses and school bus personnel. Parents will provide written authorization if a student is to go home by any other means than on the school bus or parent pick up. The program staff members ensure that all students have been checked-out of the program using the *Procare* 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 child, the school name and phone number. Additionally, chaperones are provided at a 1:10 ratio and attendance and emergency records are kept with the site coordinator at all times.

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

5.6.h DISSEMINATION PLAN

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 Pasco County School's Communications Department 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. Connect Ed (automated calling system) calls will be sent out to all families with students attending RBCES informing them about the STAR Academy. Information will be provided to the school about the STAR Academy to be posted on their school webpage and school newsfeed. Flyers will be printed as an in-kind contribution from the PLACE Department and distributed throughout the Dade City Community. The flyers will also be sent home with every student attending RBCES. The same process will be followed before the start of the STAR Academy summer and fall programs.

A Pasco County Schools 21st CCLC website is maintained by the PLACE Department's Tech Services Analyst. It provides information of the current 21st CCLC grant as well as links to each STAR Academy program website. Each program website contains newsletters detailing current program and PBL project information, daily program schedule and an on-line parent handbook.