

### 3.1 PROGRAM ABSTRACT OR SUMMARY

The 21st CCLC STAR Academy is an elementary before and after school academic support program located at Gulf Highlands Elementary School (GHES) in Port Richey which serves 50 students in grades K-5, year-round; and Richey Elementary School (RES) in New Port Richey which serves 45 students, in grades K-5 during the school year and 40 students during the summer.

The 21st CCLC STAR Academy assists students in meeting performance standards in core academic areas and provides a broad array of personal enrichment opportunities that are designed to reinforce and complement the student's regular academic program. The 21st CCLC 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.

Interactive and engaging adult literacy opportunities are presented in collaboration with each school's quarterly family engagement night. The 21st CCLC STAR Academy provides these experiences based on the client interest/need survey that is conducted annually. Activity or topic areas include but are not limited to; financial literacy, healthy cooking & nutrition, homework assistance, cyber safety, and social emotional learning. By collaborating with each school's quarterly family engagement event, family member participation is increased, and connections are made between the school and the program goals.

### 3.2 APPLICANT'S EXPERIENCE AND CAPACITY (2 POINTS)

#### EXPERIENCE MANAGING FEDERAL FUNDING

The District School Board of Pasco County's Finance Department successfully manages over 107.6 million dollars of federal grants and assigns staff to assist with the financial accountability of specific grants. The District has established policies and procedures required by the Uniform Guidance in the following areas: cash management, allowability, time and effort, procurement, travel, property management, records retention, and conflict of interest.

#### DESCRIBE THE ADMINISTRATIVE CAPABILITIES OF THE AGENCY

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 Office for After School Enrichment Programs (ASEP) 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 and a Master of Business Administration- Marketing and has over 38 years of experience with school-age programs. 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 elementary site. A district-based secretary/bookkeeper, funded through this proposal will manage all DOE requests, provide routine reporting and bookkeeping tasks, and manage the collection, collation, and processing of monthly deliverables.

#### OUTCOMES OF ALL MONITORING AND AUDIT ACTIVITIES FOR 2018 & 2019

An independent financial audit of all federal grants in the 2018 and 2019 school year concludes "no matters reported".

#### LEADERSHIP QUALIFICATIONS & ORGANIZATIONAL STRUCTURE AVAILABLE TO SUPPORT 21ST CCLC PROGRAM

As a department within the District School Board of Pasco County, ASEP has the leadership qualifications and organizational structure to support 21st CCLC Programs. The staff within the ASEP department include a Director, who holds a Master of Business Administration and a Master of Business Administration- Marketing and has over 38 years of experience with school-age programs; (1) Program Manager, who holds a Bachelor of Educational Studies degree and has over 20 years of experience with school-age programs; (1) Human Resource Manager, who holds a Master of Business Administration degree and has 26 years of experience in school-age programming; (1) Learning Design Coach, who holds a Master of Education degree in elementary, and has 14 years as a teacher, curriculum writer and trainer; (1) Resource Teacher, who holds a Master of Science degree in Literacy, and has 7 years working with students and curriculum writing; (2) Behavior Specialists with Bachelor Degrees in Education and Master degrees in Gifted Education and Educational Leadership with over 26 years of experience between them; (6) Enrichment Specialists, who hold Bachelor or Master degrees in Biology, Human Resources, Elementary Education, Therapeutic Recreation, Educational Leadership, Early Childhood, Criminal Justice, and together have over 108 years of experience working with students; (1) Administrative Assistant and (1) Secretary Bookkeeper.

In addition, ASEP supports (1) Financial Analyst with a BA in Accounting and 8 years of experience, (1) Senior Finance Assistant and (1) Finance Assistant; (1) Technology Services Analyst with a BA in Business Administration and 12 years of corporate IT experience; (1) Technology Services Specialist; (2) Technology Services Technicians.

Although not specifically assigned to 21st CCLC programs, all ASEP staff can play a supportive role (in kind) as needed in assuring the success of the programs.

#### EXPERIENCE PROVIDING SERVICES IN LINE WITH 21ST CCLC PROGRAM GOALS, OBJECTIVES AND APPROVED ACTIVITIES

ASEP successfully designs, facilitates, supports, and evaluates quality fee-based and grant funded before/afterschool programs for students in elementary and middle schools in Pasco County for over 30 years.

Established in June of 1990, The PLACE program is a before/after school 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 after school enrichment programs called Beyond the Bell. Due to the program's success, Beyond the Bell was expanded to two additional middle schools in 2019 and will be expanding to a new middle school for the 2020-2021 school year. These programs are totally fee supported by families who require an enriching, academic focused after school program for their students in grades 6-8.

In December of 2014, the District School Board of Pasco County was awarded a 21st CCLC grant for (2) elementary schools, which we identify as the STAR Academy, and a 21st CCLC grant for (3) middle schools, which we identify as the DELTA Academy. In 2016, the District was awarded another 21st CCLC grant for (2) additional elementary schools, also identified as STAR Academy. The most recent 21st CCLC grant awarded in 2019 provided for (1) elementary school, also identified as STAR Academy. These programs offer students fun, hands-on project-based learning experiences that incorporate Science, Technology, Engineering, Arts and Math (STEAM) activities; physical fitness and healthy living activities; homework assistance and 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 and 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.

#### NUMBER OF YEARS, TYPES OF PROGRAMS, DOCUMENTED PERFORMANCE

As outlined in detail in the previous question, the ASEP staff have been providing fee-based elementary programs for over 30 years in Pasco County Schools, middle school programs for (3 years), and 21st CCLC grant funded program experience since 2014. Due to our continued success in providing programs of quality that meet the needs of our students and families, our programs have grown to collectively serve over 5,000 students from elementary through middle school at 46 individual school sites and we employ over 315 staff members.

#### EXPERIENCE IN COLLECTING, MAINTAINING, ANALYZING AND REPORTING EVALUATION DATA

The ASEP department has over 30 years of experience in collecting, maintaining, analyzing, and reporting accurate program evaluation data. Managing fee supported programs which receive no educational dollars require that fiscal stability and program quality be 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.

Over the last six years, the District and the Office for After School Enrichment Programs 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.

#### WHAT PROCESSES ARE IN PLACE TO SUPPORT THE EVALUATION ACTIVITIES REQUIRED

Evaluation activities are supported by the ASEP Director, the Enrichment Specialist who oversees the 21st CCLC STAR Academies, the Technology Services Analyst who pulls the necessary student data from the district's student system and the Finance Analyst who assures all budgeting, purchasing, and staffing is allowable and allocable. All

though each person has a different duty related to the evaluation activities, collectively they provide the support needed to meet all required evaluation activities.

#### PERTINENT EXPERIENCE USING EVALUATION DATA TO IMPROVE PROGRAM PLANS IN AN EFFORT TO IMPROVE PROGRAM QUALITY

As previously discussed, the District and the ASEP department 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.

For all programs operating within the ASEP department program quality and program refinement happen hand in hand. All programs operate within our school facilities and therefore the changing demographics of a community, and expectations for the type of program being offered require constant refinement. ASEP staff are constantly seeking ways to improve the program, meet the needs of students and their families and close the gaps to access and availability for all.

### 3.3 NEEDS ASSESSMENT (10 POINTS)

The Office for After School Enrichment Programs (ASEP) collaborated with the Office for Accountability, Research and Measurement (ARM), to collect and evaluate the data presented below for Gulf Highlands Elementary (GHES) and Richey Elementary (RES). In addition, the following data was gathered to assist with the needs assessment for GHES and RES; Pasco County Schools 2019-2020 School Improvement Plan; Florida Department of Education's School Report Card data; Pasco County Sheriff's community crime statistics; United States Census reports; New Port Richey Police Department's crime statistics; and 2019 Gallup Employee and Student Surveys. A review of this data was conducted with school based and community representatives to determine and define the set of agreed upon needs for GES and RES.

#### DEMOGRAPHICS OF PROPOSED SERVICE AREAS AND TARGETED POPULATION/RISK FACTORS

The District is targeting two elementary schools in this proposal, GHES and RES which are both Title 1 schools located in impoverished areas on the west side of Pasco County. GHES and RES are both identified through ESSA as a school requiring "Targeted Support & Improvement".

**DEMOGRAPHICS:** GHES has an enrollment of 671 students, of whom 90.9% are economically disadvantaged, 40.5% are minorities and 32 students are in transition (homeless). GHES is expected to grow in enrollment to 711 students based on rezoning for the 2020, 2021 school year. RES has an enrollment of 699 students of which 91.3% are economically disadvantaged, 40.5% are minorities and 33 students are in transition (homeless).

**RISK FACTORS:** Both GHES and RES are in communities on the west side of Pasco County which have experienced significant changes in the demographics over the years. The US Census Bureau Quick Facts outline several areas that can be deemed risk factors for the families that live on the west side of Pasco County, specifically; since 2008 the poverty rate for this area has risen to 77.05%, a 17.3% increase; 23% of adults and children are without health insurance; 14% of adults do not have a high school diploma; and only 12% of adults have a college degree. In addition, one-third of all law enforcement activity in Pasco County occurs in west Pasco, according to data from the Pasco County Sheriff's Office.

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. The 2019-2020 School Improvement Plan of GHES and RES both identify attendance as a major concern. Absences, late arrivals, and early dismissals contribute to significant learning gaps, as it impacts certain content areas consistently for students.

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).

#### AVAILABILITY AND ACCESSIBILITY OF AFTERSCHOOL SERVICES FOR THE TARGET POPULATION

For the 2020-2021 school year there will be very limited after school options, few if any that are free, and none that offer the structure and academic-focused programming as that would be offered by a 21<sup>st</sup> CCLC program.

**AVAILABILITY:** GHES students have access to a 6 week program that occurs two times a year called Girls on the Run, a PLACE before/after school program that is offered at another local elementary school, a martial arts center

and a local daycare, which are all paid opportunities.

RES students have access to a local recreation center for summer recreational programming, a PLACE before/after school program that is offered at another local elementary school and a local daycare, which are all paid opportunities.

**ACCESSIBILITY:** Although there is limited availability, accessibility may be a barrier to these services for families of both GHES and RES due to the low socioeconomic demographics of these two communities.

#### IDENTIFY AND DESCRIBE THE DEMAND OR NEED FOR THE PROPOSED SERVICES

As discussed earlier, GHES and RES are both Title 1 schools located in impoverished areas on the west side of Pasco County. GHES and RES are both identified through ESSA as a school requiring “Targeted Support & Improvement”, This identification alone highlights the need for additional academic supports that could be provided by a 21<sup>st</sup> CCLC STAR Academy. However, additional information has been gathered to support the need for the program services.

In the Fall of 2019, the Pasco County Schools 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 and hope for the future. 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 survey results of all 5th grade students indicated that 63% of those students at GHES and 61% of those students at RES reported feeling hopeless; and 25% of those students at GHES and 40% of those students at RES reported a lack of engagement.

A review of the Needs Assessment/Analysis section of the 2019-2020 School Improvement Plan (SIP) for GHES shows school wide academic percentages of student performance significantly lower than those of the district and state averages. The following is represented by the percentages for GHES, the district, and the state; ELA 46%, 58%, 57%; ELA Lowest 25th Percentile 47%, 54%, 53%; Mathematics 47%, 60%, 63%; Math Lowest 25th Percentile 41%, 50%, 51%; and Science Achievement 46%, 53%, 53%. The data component that had the greatest gap was mathematics proficiency, which was 14% lower than the state average however, the ELA percentage for the school declined by 5% from the previous school year.

As discussed earlier, attendance plays a significant role in student achievement. According to the Early Warning System Indicators identified within the SIP, a total of 85 students attend less than 90 percent of the school days and 18 students have been suspended one or more times. In addition, 41 students had course failure in ELA or Mathematics and 94 students scored at a Level 1 on the statewide assessment.

A review of the Needs Assessment/Analysis section of the 2019-2020 School Improvement Plan (SIP) for RES shows school wide academic percentages of student performance significantly lower than those of the district and state averages. The following is represented by the percentages for RES, the district, and the state; ELA 45%, 58%, 57%; Mathematics 44%, 60%, 63%; and Science Achievement 40%, 53%, 53%. The data component that had the greatest gap was Mathematics with a 19% gap however, the science proficiency percentage for the school declined by 5% from the previous school year.

Again, it is important to note that attendance plays a significant role in student achievement. According to the Early Warning System Indicators identified within the SIP, a total of 158 students attend less than 90 percent of the school days and 55 students have been suspended one or more times. In addition, 90 students had course failure in ELA or Mathematics and 126 students scored at a Level 1 on the statewide assessment.

As discussed in detail in section 3.4 Community Notice and Dissemination of Information, the District conducted an electronic survey inclusive of the GHES and RES students and adult family members, using the Thought Exchange crowd sourcing software. The purpose of this survey was to provide information to families and students about the 21<sup>st</sup> CCLC grant opportunity and to determine their need for a program being located at their school along with the types of academic and personal enrichment activities they would like to see included, along with the adult family member’s enrichment interests.

The student survey results for GHES, showed a high interest in sports, getting homework help and participating in

music and art activities. The adult family member survey results showed high interest in assisting their child with homework, financial literacy, and healthy cooking. The student survey results for RES, showed a high interest in sports, art, and life skills like cooking. The adult family member survey results showed interest in assisting with homework, and financial literacy. When asked what their child would do afterschool if there was not a program like a 21<sup>st</sup>CCLC STAR Academy, 77% of the responses indicated that the student would go home alone or they wouldn't know what they would do with them.

#### AVAILABLE COMMUNITY RESOURCES TO MEET NEEDS OR ALIGN WITH PROPOSED SERVICES

The 21<sup>st</sup> CCLC STAR Academy will have access to many of the school district's resources to include but not limited to instructional materials, technology software and applications, and certified teaching staff before and after school. Within the community, partnerships have been formed with BayCare health, to provide SEL presentations, and curriculum for use in after school programs like the 21<sup>st</sup> CCLCSTAR Academy. The Pasco County Library system engages students in activities that encourage reading and many of the banks offer financial literacy curriculum and presentations for students and their families. These resources can all be aligned with proposed program services to support activities that are designed to meet the needs of students and their families.

#### CLOSING THE GAPS IN SERVICES WHERE RESOURCES CURRENTLY AVAILABLE ARE INSUFFICIENT

As mentioned in the demographics section above, GHES has 32 students in transition (homeless) and RES has 33 students in transition (homeless). Research has shown that students learn best when their basic physical, mental, and emotional needs are met. The 21<sup>st</sup> CCLC 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.

Both GHES and RES families are economically disadvantaged at 90% and 91% respectively. Students of both schools struggle academically as referenced earlier regarding state testing results. For these families, access, and availability to free, structured, and academic focused programs is a necessity. Although noted earlier, each community has some limited availability for the 2020-2021 school year, the cost to participate would be a barrier to participation. A 21<sup>st</sup> CCLC 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.

Both GHES and RES have identified high absenteeism, late arrivals, and early dismissal as a barrier to student learning and contributing to significant learning gaps in certain content area. The survey results from the Gallup student survey, previously discussed, revealed that 63% of all 5th grade students at GHES and 61% of all 5th grade students at RES reported feeling hopeless; and 25% of those students at GHES and 40% of those students at RES reported a lack of engagement. 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. The 21<sup>st</sup> CCLC STAR Academy is specifically designed to provide high interest, engaging, and fun academic and personal 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).

Based on the Thought Exchange survey results, both students and adult family members are looking for opportunities to engage in activities that will set them up for success academically and in life. The 21<sup>st</sup> CCLC STAR Academy offers families of students served a variety of opportunities for active and meaningful engagement in their child's education and opportunities for their own educational and personal growth. The 21<sup>st</sup> CCLC STAR Academy will offer quarterly family nights where families will gather to engage in topics such as Financial Literacy, Homework Assistance, Healthy Cooking, Cyber Security or Social Emotional Learning. By increasing their knowledge in areas such as these, they will be better equipped to meet the daily challenges of life and better support their children in their academic pursuits.

#### CONSULTATION WITH STAKEHOLDERS TO DEVELOP SUCCESSFUL PROGRAMS

During the development of this application, the RES and GHES principals discussed the needs of their students,

provided access to the collective data regarding the demographics and academic performance of their students and shared information regarding their communities. They identified the amenities and available program space for a 21st CCLC program, discussed how students will be identified or selected for participation and reached out to their school staff to assist with implementation, should the grant be awarded.

In addition to the school-based administrators, district office administrators and staff were consulted regarding collaboration efforts needed to support the grant, program location selections, types of enrichment to be provided and desired outcomes for students.

Private School administrators were consulted and collaborated with through Zoom meetings. During these meetings discussions surrounded the objectives of a 21st CCLC program and the types of academic and personal enrichment opportunities might be offered. Discussions regarding the level of participation and collaboration that could be developed and what options would be of interest to their students and staff. The private school administrators provided information on their student population, demographics, academic needs, family engagement and participation efforts. In addition, discussions were held regarding the opportunities for professional development opportunities, equitable access, and availability.

Families of GHES and RES were consulted through the Thought Exchange crowd sourcing software, mentioned earlier. Their feedback regarding programmatic needs, the types of activities and enrichment opportunities that the adult family members and their students wanted and needed for academic support and personal enrichment, provided valuable information to create a program that meets those needs.



### 3.4 COMMUNITY NOTICE AND DISSEMINATION OF INFORMATION (5 POINTS)

The District School Board of Pasco County's Communication and Government Relation office assisted with the communication efforts to notify the individual school leadership, community, and eligible private schools regarding the intent to apply for the 21st CCLC grant. Due to the Covid-19 pandemic and the resulting stay at home order issued by Governor DeSantis, a variety of information distribution and feedback options were necessary to present the information about the grant and gain feedback from the community.

#### COMMUNITY NOTICE OF INTENT TO SUBMIT A PROPOSAL IN RESPONSE TO RFP

When new initiatives are being developed or are under consideration by the District, it is commonplace to inform the community through all manner of electronic platforms, flyer distribution, and news outlets. The District then will hold meetings, where interested community members can join, and receive an overview of the topic, ask questions, and provide feedback. As mentioned in the introduction, these are not normal times and it was necessary to be creative to inform and receive feedback regarding the 21st CCLC grant application. The District reached out to the community through various news media outlets, social media platforms, school specific communication applications and crowd sourcing software. Written information is made available in both English and Spanish depending on the specific target population demographics. In addition, utilizing google translate technology the website can translate to 104 languages.

**NEWS MEDIA:** A press release was prepared and distributed electronically to all news media contacts specifying the intent of the District to apply for the 21st CCLC grant. A local television news outlet, Baynews9, provided a segment on April 29th that repeated throughout a 24 hour period and discussed the District's intent to apply, what the purpose of the 21st CCLC grant was for and provided the community with a link on their webpage to get additional information and participate in a feedback survey.

**SOCIAL MEDIA:** With over 53,000 followers of Pasco County Schools social media accounts and 2,372 followers of the Office for After School Enrichment Programs (ASEP) social media accounts, the District leveraged this format and placed the news article on the District's webpage, submitted the information through both the District and ASEP's Facebook pages and Twitter accounts.

**CROWD SOURCING:** For families and students to learn about the grant and provide feedback regarding the grant development, the District utilized a crowd sourcing software called Thought Exchange. Through this electronic medium, an introduction to the 21st CCLC grant, the target population and location of the proposed grant program was presented. In addition, a survey was provided for parents through a link and a separate survey link was used for students regarding their needs and desired program activities. Families were notified of the Thought Exchange by a flyer that was created and distributed through email to all families in the target schools.

**SCHOOL FAMILY COMMUNICATIONS:** The Communication and Government Relation office routinely sends out messages to families through email, phone, and text messaging through SchoolMessenger® software. As another layer of communication, families of Gulf Highlands Elementary School (GHES) and Richey Elementary School (RES) were targeted and this software was used to distribute information via telephone messages and emails about the intent to apply, how to learn more about the grant and the way in which to provide feedback.

**PRIVATE SCHOOL:** The District is committed to providing equitable services to the students and faculty of private schools throughout the county. The eligible private schools located in the areas of GHES and RES were sent an email on April 16, 2020, regarding the intent to apply for the grant and the request for feedback and collaboration. Four individual administrators expressed an interest in learning more about the grant and collaborating on its development. An invitation to participate in a collaboration session electronically via Zoom was then sent to those administrations and the electronic collaboration meeting was held on May 1, 2020. A plan for continued collaboration and the inclusion of interested students was developed along with the process for inclusion of private school staff in professional development opportunities that are planned through the 21st CCLC initiative.

Finally, all grant applications prepared through any department within Pasco County Schools, must be presented to the School Board for approval. School Board meetings are held regularly with the dates and agenda items published electronically. Community members can review the agenda items and join the meetings telephonically, at this time.

## AVAILABILITY OF PROPOSAL TO COMMUNITY AFTER SUBMITTAL

Following the preparation and submittal of the grant proposal, the document will be posted on the 21st CCLC STAR Academy web page. The community will be informed that the proposal is available to view, through all social media outlets to include the District and ASEP web pages, Facebook, and Twitter accounts. In addition, emails containing a link to the document will be sent to all private school and target school administrators.

## 21st CCLC WEB PAGE CONTENT AND MAINTENANCE AND UPDATE RESPONSIBILITY

ASEP maintains a web page (<https://www.myasep.com>) as part of the Pasco County Schools website. The landing page for ASEP includes a listing of all afterschool programs that operate under the department, including the 21<sup>st</sup> CCLC STAR Academy for elementary school and the 21<sup>st</sup> CCLC DELTA Academy for middle school. The 21<sup>st</sup> CCLC STAR Academy and the 21<sup>st</sup> CCLC DELTA Academy have their own web pages that contain information about the current 21<sup>st</sup> CCLC grants managed by the district as well as links to each individual program location's web page.

**WEB PAGE CONTENT:** The 21<sup>st</sup> CCLC website for STAR Academy (<https://www.myasep.com/star>) contains several drop-down menus that include; About Us, a description of 21st CCLC grant information; Locations, a clickable link with each programs address, target schools, contact information and hours of operation; Registration, online registration links and information; Newsletters, current month and archived newsletters; FAQ, sample questions and answers related to the program; and the Summative Evaluations for each grant. The web page 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.

**MAINTENANCE AND UPDATE RESPONSIBILITY:** A District's 21<sup>st</sup> CCLC website is maintained by the ASEP department's Technology Services Analyst. In addition, the Enrichment Specialist(s) assigned to the 21<sup>st</sup> CCLC STAR Academy and 21<sup>st</sup> CCLC DELTA Academy provides regular updates to the content on the respective web pages.

### 3.5 PARTNERSHIPS AND COLLABORATION (5 POINTS)

#### 3.5.a PARTNERSHIPS

##### CLEARLY DESCRIBE THE PARTNERSHIP PLAN FOR MEALS AND/OR SNACKS

The District has many partnerships with both public and private agencies. The Office for After School Enrichment Program (ASEP) enjoys a partnership with the district's Food and Nutrition Services Department, (FNS) since 2005. Students enrolled in the 21<sup>st</sup> CCLC STAR Academy will receive a daily nutritious breakfast before school, a daily nutritious snack after school and on non-school days, to include teacher planning days, school holidays and during the summer, the FNS department provides a nutritious breakfast, a nutritious lunch and an afternoon snack. All snacks and meals are provided at no cost to the 21<sup>st</sup> CCLC STAR Academy.

##### PARTNERSHIPS THE APPLICANT HAS SECURED TO SUPPORT THE PROPOSED PROGRAM

One of the most important partnerships supporting the 21<sup>st</sup> CCLC STAR Academy is the relationship and partnership with the District's ASEP department. The 21<sup>st</sup> CCLC project leveraged the experience gained from 30 years of operating fee-based before and after school enrichment programs and utilizing the leadership of the same department director. The ASEP department provides substantial financial and personnel support at no cost to the 21<sup>st</sup> CCLC project. The 21<sup>st</sup> CCLC STAR Academy has also gained partnerships with Baycare Behavioral Health, New Port Richey Public Library, MADD of West Central Florida, Regions Bank and Pasco County Mosquito Control. Each of these partners provide enriching activities for students or their adult family members at no cost to the 21<sup>st</sup> CCLC project.

##### PARTNERS CONTRIBUTION TO THE PROGRAM AND HOW THE PARTNERSHIP WILL WORK

The partners for the 21<sup>st</sup> CCLC STAR Academy have agreed to provide valuable resources for the students attending the program and their adult family members. BayCare Behavioral Health CHAT will provide group sessions to our students on social skills, substance abuse prevention, life skills, mentoring, and any additional required resource. They will provide program services to the 21<sup>st</sup> CCLC STAR Academy students for one hour, once a week. The 21<sup>st</sup> CCLC STAR Academy has agreed to advertise their logo on our 21<sup>st</sup> CCLC website as well as any other marketing materials we distribute.

New Port Richey Public Library will educate parents and students on library offerings and materials. This partner will also come to the programs and facilitate library visits and library card sign-ups for families. We have agreed to give the library supervised access to students during presentations, activities and/or parent nights along with library recognition. We will place the library's logo on literature we distribute at the quarterly parent nights and on the 21<sup>st</sup> CCLC STAR Academy website.

Mothers Against Drunk Driving (MADD) of West Central Florida will present at one family night event about the importance of not drinking and driving. The families will participate in a meaningful presentation and be provided the opportunity to ask questions and engage with the MADD presenters. We have agreed to advertise their logo on our 21<sup>st</sup> CCLC website as well as any other marketing materials we distribute.

Regions Bank will present at one family night event on a topic of interest for that school demographic. They offer Banking Basics classes for families, Next Step Financial Education classes, and Mutual Fund Share Classes. They have left the option open as to which class they will present based on the individual interests of the families at GHES and RES. We have agreed to advertise their logo on our 21<sup>st</sup> CCLC website as well as any other marketing materials we distribute.

Pasco County Mosquito Control agreed to present an enrichment program with hands on activities for one of the family involvement nights. We have agreed to advertise their logo on our 21<sup>st</sup> CCLC website as well as any other marketing materials we distribute.

##### COMPLETED PARTNERS TABLE

The completed partners table provides information about community resources that have joined the mission of the 21<sup>st</sup> CCLC STAR Academy in providing enrichment for students and their adult family members. See Attached.

**LETTERS OF COMMITMENT, MEMORANDUM OF UNDERSTANDING, TANGIBLE CONTRIBUTIONS**

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 end of year reports and to memorialize the tangible contribution. Copies of the Memorandums of Understanding or Letters of Commitment are attached to this application. These letters and MOU's clearly articulate the partner's support of the program and identify their tangible contributions to our 21<sup>st</sup> CCLC programs.

### 3.5.b COLLABORATION

#### STRATEGIES FOR CONTINUED COLLABORATION WITH TARGET SCHOOLS

Ongoing collaboration is the key to successful 21<sup>st</sup> CCLC programming. The Office for After School Enrichment Programs (ASEP) is located within the district office complex for Pasco County Schools. Therefore, access to the school-based administration, faculty, school support staff, and 21<sup>st</sup> CCLC STAR Academy program staff will occur regularly. Communication efforts are conducted through email, telephone, virtual meetings, in person meetings, and regularly scheduled site visits.

An Enrichment Specialist, who will oversee the 21<sup>st</sup> CCLC STAR Academy at Gulf Highlands Elementary School (GHES) and Richey Elementary School (RES), will provide routine on-site visitations, support and guidance to the program and meet as needed with the school administration. However, quarterly meetings will be scheduled with each school's administrator, including the private school administrator if students are enrolled, to evaluate academic gains of the students in the program, adjust programmatic efforts if needed and identify additional resources that may be needed.

The Site Coordinator at the 21<sup>st</sup> CCLC STAR Academy will provide regular and routine collaboration efforts with the teaching staff at each school to connect the 21<sup>st</sup> CCLC STAR Academy academic enrichment activities with the scope and sequence of the school day academics. The Site Coordinator will participate in grade level team collaboration meetings, as appropriate. In addition, the Site Coordinator will hire teachers from the school to provide the after school academic enrichment and will therefore collaborate with them daily regarding those activities.

#### COLLABORATION, SHARED INFORMATION, FREQUENCY AND CHANNELS FOR COMMUNICATION

Collaboration and frequent communication are necessary to provide a quality experience for all students and stakeholders. To maintain open communication, the following feedback cycle has been developed for the 21<sup>st</sup> CCLC STAR Academy at GHES and RES.

Each 21<sup>st</sup> CCLC STAR Academy will have a site coordinator 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 and as such, is provided with school-based access to the student information system that contains, all relative information for each student. The site coordinator is responsible to monitor each student's academic progress in each subject area, check that assignments were turned in, review attendance per class within the school day, and identify which content areas are being worked on. 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 21<sup>st</sup> CCLC instructional staff also use benchmark data from students' core classes 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 21<sup>st</sup> 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 for student and family review.

### 3.6 TARGET POPULATION, RECRUITMENT AND RETENTION (10 POINTS)

#### TARGETED STUDENTS INCLUDING SCHOOLS THEY ATTEND AND GRADE LEVELS

Gulf Highlands Elementary School (GHES) and Richey Elementary School (RES) are Title 1 schools located in low socioeconomic areas on the west side of Pasco County. The student population at GHES is 90.9% economically disadvantaged, 40.5% are minorities and 32 students are in transition (homeless) and the student population at RES is 91.3% economically disadvantaged, 40.5% are minorities and 33 students are in transition (homeless). 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 21<sup>st</sup> CCLC program, the STAR Academy at GHES will serve 50 students, in grades K-5, year round; and RES will serve 45 students, in grades K-5, during the school year and 40 students during the summer.

#### PRIORITY GIVEN DURING ENROLLMENT AND HOW IT WILL BE APPLIED

**PRIORITY:** 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.

**APPLICATION:** School administration will connect with families of the selected students to invite their enrollment and participation in the 21<sup>st</sup> CCLC STAR Academy. Following the formal invitation by the school administration, program staff will then reach out to the families to discuss the program, benefits of participation, attendance requirements and assist with the enrollment process.

#### DESCRIBE HOW STUDENTS WITH SPECIAL NEEDS WILL BE SERVED

All students at each school site are eligible to participate in the 21<sup>st</sup> CCLC STAR Academy. Students with special needs will be provided with the appropriate ADA supports and accommodations to assure equitable access to and participation in the program. The Office for After School Enrichment Programs (ASEP) employs two full time Behavior Specialists who manage the ADA requirements and work with the Site Coordinators and staff to assure that any accommodations are provided with fidelity.

The Behavior Specialists conduct student observations and hold ADA review meetings when needed. On some occasions, the Behavior Specialists observe students in the classroom setting to help determine program-based supports and accommodations. The Behavior Specialists utilize information gained via observations and information provided by a licensed professional on ADA paperwork and work with school student support staff, program staff, parents and guardians and Pasco County School's Equity Department to ensure students receive appropriate ADA supports and accommodations. Behavior Specialists also review student IEPs, 504s, FBA and BIPs to ensure both academic and behavior supports, and accommodations are provided. The Site Coordinators complete fidelity checks to ensure all supports and accommodations are being implemented with fidelity.

The Behavior Specialists attend school-based Behavior Specialist meetings and trainings to keep abreast of supports being provided in the classroom. The Behavior Specialists utilize this information, staff needs survey results and provide ongoing support and training for staff to assist them in meeting students' needs at a Tier 1, Tier 2, or Tier 3 support level.

#### DESCRIBE HOW ELIGIBLE STUDENTS WILL BE IDENTIFIED

All students attending GHES and RES are eligible for enrollment, however priority registration will be given to students in transition (homeless) and those specifically identified by the school administration as facing the most significant barriers to academic achievement. After those students are identified, enrollment will be granted on a "first come, first serve" basis until the program reaches capacity.

## WHAT STRATEGIES WILL BE USED TO REACH THOSE STUDENTS AND ENROLL THEM

For the students in transition at GHES and RES, information regarding the opportunities within the 21<sup>st</sup> CCLC STAR Academy will be shared with each school's administration, guidance counselor and/or homeless liaison. Information regarding the program content, benefits for the student and adult family members along with enrollment opportunities will also be shared with classroom teachers, who have day to day contact with the student and families. All written information about the program, including flyers will be provided in English and Spanish. The 21<sup>st</sup> CCLC Site Coordinator will utilize the list of students identified by the administration, to include students in transition, and reach out personally to invite them to enroll in the program. Enrollment information and assistance with enrollment will be provided by 21<sup>st</sup> CCLC program staff.

## FORMATS USED FOR DISSEMINATION OF INFORMATION AND THE TIMELINE

Information detailing the 21<sup>st</sup> CCLC STAR Academy and enrollment information will be disseminated prior to each school year and will be conducted through a variety of methods to include; using SchoolMessenger® to send telephonic messages to each family enrolled at GHES and RES; post information about the 21<sup>st</sup> CCLC STAR Academy and enrollment on the District and ASEP's webpage, Facebook, and Twitter accounts; and reach out to all local media resources with a press release. All written information is made available in both English and Spanish depending on the specific target population demographics. In addition, utilizing google translate technology, the District and ASEP website can translate to 104 languages.

Flyers will also be distributed throughout the county to various community locations, provided to school guidance counselors, homeless liaisons, and sent home with students of GHES and RES. In addition, the 21<sup>st</sup> CCLC STAR Academy staff will attend beginning of the year 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. Should it be necessary to recruit students at different times during the year, the appropriate strategy from those listed will be employed.

## APPROPRIATENESS OF DISSEMINATION PLAN FOR COMMUNITY BEING SERVED

Pasco County Schools has implemented a robust communication plan to share information with families that include the strategies identified above. Families of GHES and RES are familiar with the SchoolMessenger® phone calls and know where to look on the District and ASEP web pages to find announcements and information. All elementary schools in Pasco County utilize a take home folder each week and families are familiar with the process of checking the folders for information, flyers, or notes. In addition, district communication staff can record short videos to provide information regarding new initiatives and post on the website or send links to the video via email.

## HOW WILL FAMILIES BE REACHED AND ENGAGED IN PROGRAMMING

Students must be signed in and out, by an adult family member, daily upon arrival and departure. This provides an opportunity for the 21<sup>st</sup> CCLC Site Coordinator and program staff to engage the family member in conversation about the program activities, the student's successes, and upcoming events such as the adult family literacy nights.

The 21<sup>st</sup> CCLC STAR Academy provides monthly newsletters that contain a variety of information such as academic and personal enrichment activity overviews, STAR student of the month highlights, important calendar reminders, and information on upcoming family night events to name a few. These newsletters are posted at the site, available for distribution to the families and posted on the 21<sup>st</sup> CCLC website. This information helps families stay informed and included in program activities. Communication is key to building strong relationships with the families.

## WHAT STRATEGIES WILL BE IMPLEMENTED TO ENSURE CONSISTENT PARTICIPATION

The key to ensuring that students are consistently participating in the whole array of program activities is to provide program content that is of interest and value to the students and that their engagement in those activities is meaningful. Student surveys will be used to gauge the interests of the students at the beginning of the school year and re-evaluated periodically to maintain the interest and engagement of the students. Allowing students to explore topics that naturally

arise through their personal or academic enrichment activities opens the door to new experiences that keep students involved. The selection of personal enrichment activities and offerings of instruction led by staff members or contracted professionals, will be planned based on the students' interests. Recognition, rewards, and celebrations for academic, personal and community achievements will be conducted.

Retention is enhanced by hiring engaging staff who are dedicated to student success. Building relationships within the 21<sup>st</sup> CLC STAR Academy staff is important to a student's desire to attend the program. When staff establish positive relationships with the students, they feel more comfortable and safer in their educational/program environments. When students feel safe and accepted, they are more likely to actively participate in the educational and personal enrichment activities that challenge them. From these challenges, academic and personal growth is achieved.

Communication with families regarding their student's activity, participation and challenges should be ongoing. Should the student's attendance be of issue, the Site Coordinator will immediately reach out to the family to determine what supports are needed and reinforce expectations for daily attendance. It is as important for the 21<sup>st</sup> CCLC STAR Academy staff to develop strong, positive, trusting relationship with the parents/guardians as it is with the students. Open communication allows the program to be responsive to the needs of the student and their family members in problem solving, interventions and supports that may be needed for continued program participation.



### 3.7 TIMES AND FREQUENCY OF SERVICE PROVISION FOR STUDENTS AND FAMILIES (5 POINTS)

#### SUBMIT A COMPLETED SITE PROFILE WORKSHEET FOR EACH PROPOSED SITE

The 21<sup>st</sup> CCLC STAR Academy will serve 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 Gulf Highlands Elementary School (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 Richey Elementary School (RES). On 8 early release days during the school year, students attend 2 additional hours in the afternoon.

The 21<sup>st</sup> CCLC STAR Academy operates before and after school during the school year 172 regular days, 2 additional hours on 8 early release days, 23 full holiday days and 46 full days during the summer (see attached).

#### BEFORE AND AFTERSCHOOL, ADULT FAMILY MEMBER EDUCATION, FULL DAY SCHEDULES

The 21<sup>st</sup> CCLC STAR Academy operates before school, after school, full day on most school holidays and during the summer. The attached sample schedules demonstrate the diverse activity that is provided throughout the program. The activities are designed to support both academic enrichment and personal enrichment opportunities. Students are provided with a minimum of 30 minutes per day of uninterrupted homework time and targeted tutoring, as needed. In addition, students will participate in a one-hour teacher led academic enrichment activity each day that supports student learning and aligns with curriculum offered during the school day. Students will also participate in high interest personal enrichment activities. During the summer, the program day includes opportunities for reading, fund project-based learning activities, STEAM activities, physical fitness, and nutrition education, as examples. A copy of the 21<sup>st</sup> CCLC STAR Academy before/after school and full day schedules are included in this application (see attached). The adult family member education schedule is also included which identifies five (5) activities scheduled during the year to include an initial introduction to the 21<sup>st</sup> CCLC program and then quarterly topical presentations that are engaging and hands on-learning for the participants and based on community and family feedback (see attached).

#### SAMPLE SCHEDULES MATCH TIMES AND/OR FREQUENCY OF SERVICES WITH SITE PROFILE

Sample schedules represent the program hours and frequency of services provided for before/after school, full day, and summer programming as wells as the adult family member education activities. The schedules match the site profile worksheet included in this RFP.

#### ADULT FAMILY MEMBER EDUCATION ACTIVITIES

Adult Family members will participate in a one-hour parent information session reviewing the 21<sup>st</sup> CCLC STAR Academy grant requirements along with the goals, objectives, and activities at the start of the program year. Each quarter a new one-hour adult family member education opportunity will be available. These sessions will be held on the same night as the quarterly school-based 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 student with their academic and social-emotional growth. Based on the Needs Assessment, session topics will focus on socioemotional learning (mental health awareness and resources), interactive mathematics (homework help made easy), health and nutrition (healthy cooking and physical activity), financial literacy (banking, budgeting, money management), and cyber safety (keeping students safe while on the internet). These educational activities will be designed to be informative, interactive, and provide strategies that family members can put into practice as they help their student achieve academically.

#### AN ADULT FAMILY MEMBER EDUCATION ACTIVITY ON MENTAL HEALTH RESOURCES

Adult family members will attend the quarterly parent night which is held in conjunction with the school's parent night. The Mental Health Awareness Adult Family Night would be held towards the end of the first quarter of the school year. Utilizing Mental Health America's Back to School Toolkit, staff will discuss important mental health facts parents or guardians should know in regard to student mental health. Adult family members will be provided with the back to school materials which include Understanding Trauma, Recognizing Depression, Recognizing

Anxiety and Preventing Suicide. Adults at the event will learn about Helping at Home: Tip for Parents and students who attend the event will learn about Helpful vs Harmful: Ways to Manage Emotion. The infographic Youth Mental Health: Emotions will be displayed at the parent night table. If parents/guardians would like to take the parent test and or students would like to take the youth test available through Mental Health America, tablets will be available. To prepare for and promote the Mental Health Awareness Adult Family Night, the Mental Health America Drop In Article: Parents can be utilized for the monthly program newsletter and The Path to Calm poster will be displayed in program.

### 3.8 PROGRAM EVALUATION

In accordance with ESEA Sec. 4205(b), the Pasco County 21st CCLC program will meet the Measures of Effectiveness by (1) basing all activities on evidence-based research or best-practices for afterschool programs to impact student achievement; (2) ensuring all activities are aligned to need-based objectives; and (3) ensuring all objectives are measured with performance indicators to assess student success and achievement. To achieve compliance with these federal expectations, the Pasco County 21<sup>st</sup> CCLC program engaged an independent evaluator to help establish an evaluation plan that fully supports the needs of students and parents, faculty and staff, the Florida Department of Education (FLDOE), and the United States Department of Education (USED).

#### INDEPENDENT EVALUATOR SELECTION:

During the course of the creation of the 2020-2021 proposal for new 21st CCLC programming, the District School Board of Pasco County utilized a competitive bidding process to select an independent evaluator to oversee all evaluation products and assist in the continuous improvement of the 21st CCLC program. In keeping with required procurement procedures, all bids submitted were reviewed by a panel of reviewers from the District School Board of Pasco County. Ultimately, the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) received the highest score and was selected to be the independent evaluator for this 21st CCLC proposal. CASPER was established in January, 2011, with the primary purpose of providing evaluation services to afterschool programs.

#### INDEPENDENT EVALUATOR QUALIFICATIONS:

CASPER has agreed to oversee all aspects of program evaluation, including formative, summative, and data reporting (as allowed) to both the FLDOE and USED. 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. Over 90% of these evaluations have specifically supported 21<sup>st</sup> CCLC programs. As per agreement, the Lead Evaluator (Dr. Charles E. Byrd) will personally oversee all evaluation tasks for this project. The Lead Evaluator holds an earned doctorate (Ph.D.) from the University of Florida with a specialization in evaluation and assessments, and is also a Licensed Clinical Psychologist in the State of Florida. He began his career as a middle-school music director before being trained as an industrial/organizational psychologist specializing in program evaluation and statistics. He now serves as faculty in both the Department of Psychology in the College of Liberal Arts and Sciences and the Department of Community Health and Family Medicine in the College of Medicine at the University of Florida. Primarily trained as a psychologist, the lead evaluator is the author of several chapters within the Encyclopedia of Counseling Psychology regarding intellectual assessment and high-stakes achievement testing. An instructional evaluator will provide added support for the Pasco County 21<sup>st</sup> CCLC program. This second evaluator holds a master's degree in education and was a certified elementary school teacher prior to providing literacy education for students in Florida. 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. CASPER has no vested interests in the District School Board of Pasco County nor the operations of the proposed 21<sup>st</sup> CCLC program.

#### EVALUATION PLAN AND ACTIVITIES FOR EVALUATION:

Based on the research-based concept of M.Q. Patton, the evaluation plan is firmly rooted in the Developmental Evaluation model. This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional evaluation models). Rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the vast majority of education programs). In essence, this developmental model evaluates programs in "real time", embracing the plethora of complex interactions between the various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state, the feds, etc.). The evaluation plan is further enhanced with the use of Utilization-Focused Evaluation (developed to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers). Overall, these approaches form a system-oriented approach for 21st CCLC evaluation, with an emphasis on knowledge integration and the communication of evaluation results internally and externally.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC Evaluation Plan is firmly grounded 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 program being implemented 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 21st CCLC program will be supported in collecting and analyzing available data at least quarterly by comparing the obtained data using within-subject methods to determine individual changes among participating students.

The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes. The program will also be supported in utilizing CIM to help guide any immediate operational changes necessary to provide a high-quality program, including such areas as staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student's actions, attitudes, knowledge, performance.

Ultimately, CASPER believes the evaluator should be actively involved in designing the evaluation plan, applying the evaluation plan, identifying and addressing potential issues impacting the design and effectiveness of the program, and assisting with the understanding of any recommendations for program enhancement. While this process takes considerably more time than hands-off evaluation methods, CASPER believes this provides for the highest quality programming and greatest impact for students, families, and stakeholders. The evaluation process for this 21<sup>st</sup> CCLC program will include, at minimum, the following elements supported by the independent evaluator: (1) comprehensive review, analysis, and synthesis of program data and measurements; (2) analysis of program effectiveness pertaining to student achievement; (3) itemization and description of useful data for providers for the ongoing evaluation and monitoring process; and (4) detailed recommendations for improvement and program enhancement. As with all relationships with contractors, the evaluator will be engaged under a written agreement that clearly identifies the scope of work to be completed; clear, quantifiable and specific deliverables and the assigned payment for each deliverable; financial consequences for non-performance; and any other information as required by applicable federal, state, and local rules and regulations. All District School Board of Pasco County employees, officers or agents are free from any real or apparent conflict of interest.

#### TIMELINE FOR EVALUATION ACTIVITIES:

It is critical that 21<sup>st</sup> CCLC programs maintain an understanding of the general timeline for evaluation deliverables due to the Florida Department of Education and the United States Department of Education. The timeline is essentially established by the FLDOE. However, the general timeline follows, and is provided to help demonstrate District School Board of Pasco County knowledge and commitment to the 21<sup>st</sup> CCLC evaluation process.

- \* August: Establish Pre-Post Assessments for Fall
- \* August: Create Master Database for All Required Student Data
- \* August: Identify Potential Hurdles to Data Collection
- \* August: Ensure pre-tests are provided for all students attending
- \* September: Pull Baseline Data from Master Student Database (Submitted to EZReports)
- \* October: First Evaluation Site Visit / Interim Report
- \* December: Ensure mid-tests are provided for all students attending
- \* January: Ensure mid-tests are completed for all students attending
- \* January: Pull mid-year data from Master Student Database (Submitted to EZReports)
- \* January: Develop Mid-Year Report and Submit through EZReports
- \* February: Second Program Visit and Interim Report

- \* February: Submit Formative Summary Report (through EZReports)
- \* March: Submit Modifications from to Formative Summary (through EZReports)
- \* April: Develop Summer Pre-Post Assessments
- \* April: Develop new Master Student Database (Summer starts new data year for reporting)
- \* April: Collect Student, Teacher, and Parent Surveys (Online or Paper-Pencil)
- \* May: Ensure post-tests are provided for all students attending
- \* June: Ensure summer pre-tests are provided for all students
- \* June: Pull End-Of-Year Data from Master Student Database (Submitted to EZReports)
- \* June: Develop End-of-Year Data Report and Submit to FDOE (through EZReports)
- \* July: Ensure summer post-tests are provided for all students
- \* July: Review Master Database (Summer) before Academic Year
- \* July: Develop and Submit Summative Evaluation Report (through EZReports Upload)
- \* July: Aggregate Data for Entry into Federal Data System (21APR)
- \* July: Submit Federal Data (21APR)

The following provides a timeline for the types of data to be collected to assess project objectives and performance. Each type of data is followed by the estimated frequency the data will be collected. Details about measures specific to objectives are provided in the objectives table (attached to the application). Data collection will include: (1) student attendance (daily); (2) average daily attendance and student enrollment (Monthly); (3) State Standardized Assessments in Reading, Math, and Science (Annual – Prior & Current Years FSA for grades 3-5, SSA Science 5<sup>th</sup> and 8<sup>th</sup> grades, and Algebra I End-of-Course examination for students enrolled in Algebra I); (4) student course grades in Reading/ELA, Math, and Science (Quarterly); (5) school records on student absences from regular school day (Bi-Annual – Mid-Year and End-of-Year); (6) Pre-mid-post curriculum-based knowledge assessment in Social Emotional Learning (tri-annually); (7) Pre-Mid-Post assessment in personal enrichment activities (tri-annually); (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).

Pre-Mid-Post Data Collection: One of the more important elements of the evaluation plan is ensuring program-specific data are collected within timelines that allow for timely reporting to the FLDOE. While most performance data are managed by the school district and obtained by the program, some data are collected and managed directly by the program – primarily pre-mid-post personal enrichment assessment data. In order to ensure timely data collection and consistency across all program staff, the program will utilize three “testing windows” for the pre-mid-post assessments: (1) Pre-Test data will be collected from all students attending the program from the first day of operation through November 30; (2) Mid-Test data will be collected from all students attending the program from December 1 to February 29; and (3) Post-Test data will be collected from all students attending the program from March 1 to May 30. Students with any attendance during these “windows” should receive the respective assessment.

#### DATA COLLECTION, MAINTENANCE, AND REPORTING:

DATA COLLECTION: The District School Board of Pasco County will to work directly with the independent evaluator and provide all necessary data to complete the state and federal evaluation reporting requirements. Data will be fully provided and available to the FLDOE, USED, and external evaluator to ensure accuracy, consistency and transparency. To support the evaluation process (and under a formal data sharing agreement), the evaluator is able to work directly with the District to obtain all data needed to evaluate the 21st CCLC program – thus reducing the burden on the program and ensuring the most accurate and complete data obtained for all reporting. The program director and teachers will have direct access to student data using the master student databases developed by CASPER and dashboards maintained by the School District of Pasco County, thus allowing an outstanding connection to the school day, but also providing for necessary data to engage in the Continuous Improvement Model with support from the evaluator. Data will be collected within three general categories: (1) District Data; (2) Program Data; and (3) Stakeholder Data.

- (1) District data will include all student demographics, state standardized tests and end-of-course exams (from prior and current years), student report card grades, district diagnostic results on all students, student attendance during the school day, and any other additional data deemed useful for the evaluation process.

(2) Program data will include (A) student attendance (daily) and enrollment status, (B) demographics not available from the district (e.g., single-parent family status), (C) program operational information (e.g., hours, activities, facilities, staffing, and partners), (D) adult family member data (e.g., attendance logs to adult events, adult literacy performance surveys), and (E) student pre-mid-post assessment data for all personal enrichment activities (e.g., social-emotional learning). All objective assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs.

(3) Stakeholder data will be collected through required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program. Response rates will be improved through a number of methods: (1) the principals and District School Board of Pasco County will 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 (e.g., gift card).

**DATA MAINTENANCE:** Data will be maintained in accordance with rules and regulations of the District School Board of Pasco County, the Florida Department of Education, the United States Department of Education, and federal law governing education data (e.g., FERPA, HIPAA). The evaluator is an active member of the American Evaluation Association and American Psychological Association, such that data will be maintained according to the ethics and requirements of those professional organizations. Both the Pasco County 21<sup>st</sup> CCLC program and the independent evaluator will maintain all data on “offline” spreadsheets (the Master Student Database) using 256-bit encryption to protect sensitive data. Only password-protected and encrypted databases will be shared electronically, thus further protecting student and family data. In addition to the Master Databases, the program will enter required data into the EZReports system provided by the Florida Department of Education. EZReports is a comprehensive data collection system to support the 21<sup>st</sup> CCLC program, but does not allow for the collection of all variables of interest (e.g., prior year FSA scores, some student demographics, additional assessments outside the approved objectives, etc.). All data entered into EZReports will also be fully maintained in “offline” databases to ensure (1) that a backup of data is maintained should anything happen with EZReports and (2) that staff members can have immediate access to necessary data even if they do not have access to EZReports. As recommended by the FLDOE, EZReports must not be considered a data storage system for the program, as data can be easily deleted or erased. In addition to maintaining databases, all surveys and hard-copy assessments will be maintained in a central location for future needs or to provide backup documentation to the Florida Department of Education.

**DATA REPORTING:** The Pasco County 21<sup>st</sup> CCLC program will work with the parent agency to implement the 21<sup>st</sup> CCLC program while also ensuring all necessary data are collected and reported to both the Florida Department of Education (FLDOE) and the US Department of Education (USED). The evaluation plan includes necessary procedures for collecting and reporting accurate data to both federal and state entities, including program operational data, staffing and activity data, student enrollment and attendance, student demographics, student achievement data, and stakeholder surveys (e.g., student, parents, and teachers). The data collection and evaluation plans include all data and stakeholder surveys expected by the FLDOE and USED to assess overall performance of the 21<sup>st</sup> CCLC program under the Government Performance and Results Act (GPRA), including improvement in homework completion, class participation, and behavior (getting along with other students).

**US Department of Education (USED):** Accurate and complete federal reporting is critical to establishing the success of this 21<sup>st</sup> CCLC program, the Florida 21<sup>st</sup> CCLC initiative, and the national 21<sup>st</sup> CCLC initiative. The District School Board of Pasco County will report aggregate data directly to the federal 21APR (Annual Performance Report system required by the USED). This reporting is completed entirely online three times per year (summer reporting, Fall reporting, Fall/Spring combined reporting). This process will include the Federal Data Alignment Tool required by the FLDOE and the submission of actual data to the USED 21APR.

**Florida Department of Education (FLDOE):** As with federal data reporting, it is imperative that state reporting is also accurate, complete, and valid. The Pasco County 21<sup>st</sup> CCLC program will report state evaluation data and findings

primarily through the EZReports system (e.g., mid-year reporting, end-of-year reporting) and will ensure all data necessary for EZReports is entered and accurate throughout the year. Additional reporting will be provided through the Formative Evaluation Summary and Summative Evaluation Report completed by the independent evaluator. These reports will also be submitted to the Florida Department of Education and placed on the program website for community consumption and public reporting.

#### COORDINATION OF EVALUATION ACTIVITIES:

The evaluation process will include coordination with program staff, students, family members, and other stakeholders. The Pasco County 21<sup>st</sup> CCLC program director will coordinate with program staff to allow them to help decide when to give pre-mid-post assessments (within the testing windows presented under the data collection timeline) and how best to administer the assessments for their students. Program staff will also be provided training by the program director on how to administer assessments, how to use the evaluation findings to inform decisions at the classroom and site levels, and how to use ongoing data assessments to drive differentiated instruction within the broader project-based learning plans. Program staff input into these processes is critical and will be elicited during staff trainings throughout the year. Students, parents, and other stakeholders will also be integral to the overall evaluation plan and ongoing continuous improvement model. In fact, students, parents/caregivers, and other stakeholders (e.g., principals, administrators, partners), will be invited to take part on the 21<sup>st</sup> CCLC Advisory Board to help inform program content that drives the evaluation of program processes and impacts. These stakeholders will not only help inform the evaluation activities, but will be integral in helping address any evaluation findings and recommendations. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

#### EVALUATING PROGRAM IMPACT:

As required under federal law, the Pasco County 21<sup>st</sup> CCLC program is firmly rooted in providing supports and activities that impact the academic performance of regularly participating students, particularly in English language arts, mathematics, and science. As such, most of the metrics and outcomes are understandably measured with academic data and student academic performance. However, to help further enhance student performance, additional objectives are included for personal enrichment and adult family member activities. Regardless of the objective, as required by the FLDOE, all assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21<sup>st</sup> CCLC programs. During both mid-year and end-of-year reporting, the program will work with the independent evaluator to assess the impact of the program for either the first half of the year (mid-year) or the entire course of the grant evaluation year (end-of-year).

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 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 Florida Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table (submitted with this proposal). 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.

#### USE AND DISSEMINATION OF EVALUATION RESULTS:

The process for sharing and distributing information is an integral part of the evaluation plan. Distribution of evaluation findings and recommendations will occur at three levels: (1) administrators, (2) staff members, (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, refinement, and alignment with Florida's Afterschool Standards. Data will be used by the program director and teachers during weekly meetings to help tailor the program to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and (under the developmental evaluation model) will help guide the program in understanding and refining any identified concerns within the complex and evolving system of the 21st CCLC program. Following site visits, a 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. All 21st CCLC staff will be debriefed and engaged in addressing challenges identified through evaluation activities. Finally, evaluations and findings will be shared electronically, such that the program can share reports with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve.

#### SHARING RESULTS WITH COMMUNITY:

The Pasco County 21<sup>st</sup> CCLC program believes all stakeholders are part of the extended learning community. In order to help ensure the community receives and understands evaluation results, the formative summary and summative evaluations will be uploaded to the 21<sup>st</sup> CCLC website. In addition, should any member of the community wish to review the summative evaluation in person, a hard copy will be provided to all targeted schools (with permission of the principal). One of the most important methods of informing parents and more involved stakeholders within the community is through Advisory Board meetings and Adult Literacy Events. Following evaluation reports, the findings and recommendations will be presented to the Advisory Board for comment and feedback. In addition, the findings and recommendations will be presented during one of the adult literacy events immediately following the receipt of the evaluation reports.

#### MEASURABLE OBJECTIVES AND ASSESSMENTS:

As required, the Pasco County 21<sup>st</sup> CCLC program has provided the required number of objectives on the Measurable Objectives and Assessments structured form – including both statewide standard objectives and applicant-specified objectives. For each objective, as included on the Measurable Objectives and Assessments structured form, the Pasco County 21<sup>st</sup> CCLC program has detailed (in the space allowed) a rationale for the proposed benchmark, an assessment plan for when and how data will be assessed, and data collection methods to ensure accurate collection and reporting. All measurable objectives and assessments are attached on the required structured form.



### 3.9 APPROVED PROGRAM ACTIVITIES (20 POINTS)

#### COMPLETE THE 21ST CCLC PROGRAM LOGIC MODEL FOR EACH REQUIRED DOMAIN BASED ON GRADE LEVELS SERVED- ELEMENTARY 7, MIDDLE 7

The program logic model includes sample activities in the areas of English Language Arts, Mathematics, Science, Academic Benchmarks (3<sup>rd</sup> grade promotion), Social Emotional Learning (SEL), Personal Enrichment (Health & Nutrition) and an Adult Family Education activity plan.

#### ACTIVITIES LIKELY TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT

Activities in our programs are developed by a certified teacher and utilize the Next Generation Sunshine Standards (NGSSS) for the appropriate grades participating in the activity. Aligning all activities with the NGSSS, ensures activities directly correlate with student needs and assist with improving student academic achievement. Program staff will also utilize information gathered from state testing results, student classroom grades and discussions with school-based staff to plan activities to improve student academic achievement. During program time, students will be provided with time to complete homework and participate in tutoring, if needed.

Most program activities cover more than one core subject area and teach students skills that will promote academic improvement and achievement in a multitude of academic areas. For example, the 2<sup>nd</sup> Grade Science 21st CCLC program logic model activity describes students engaged in rock identification and classification. Through this activity, students are working in a group and are examining, comparing, and grouping rocks to determine similarities and differences, but they also are participating in developing their writing skills by journaling their observations; through this activity they learn teamwork, collaboration, leadership, which are core skills needed to succeed in any academic or personal enrichment activity.

#### ACTIVITIES THAT SUPPORT OBJECTIVES OF THE PROGRAM AND ALIGN WITH NEEDS ASSESSMENT

As outlined in detail in section 3.3 Needs Assessment, these targeted schools have a significant need for English Language Arts, Mathematics, and Science support. 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. In addition, the Gallup student survey results demonstrated a high percentage of hopelessness and lack of engagement in school.

The objectives selected in the areas of personal enrichment health & nutrition and social emotional learning are supported by the risk factors identified in the needs assessment. Specifically, the high economically disadvantaged percentages of each schools population, the minority rate percentages, the high percentages of hopelessness and lack of engagement in school, as reported through the annual Gallup student survey, and the low proficiency rates in the core academic subject areas. These indicators support the program objectives and align with the need for not only the academic but personal enrichment and social emotional learning support activities.

An example activity that supports the personal enrichment health & nutrition objectives of the program and aligns with the results of the targeted student needs assessment is the 4<sup>th</sup> & 5<sup>th</sup> grade fitness 21st CCLC program logic model activity. This model describes an activity were students will conduct cardio comparisons and changes in their heart rates based on varied activities that they participate in. Students will record and graph their data making mathematical calculations and use deductive reasoning to determine what activities contribute to changes in heart rates. In addition, students learn teamwork and leadership skills through this activity.

As mentioned earlier, academic support is needed in all core subject areas for each school's targeted students. However, two academic activity plans in 3<sup>rd</sup> grade English Language Arts and the Kindergarten English Language Arts activities are presented to demonstrate how the full breadth of academic activity plans will support program objectives and align with the need's assessment for each school. ELA proficiency is extremely low as indicated from the state-wide testing scores. Research shows that hands-on engaging activities increase knowledge in the subject area and support the development of soft skills in students such as critical thinking, communication, problem solving, teamwork, leadership, creativity, self-awareness, social responsibility, and self-management.

The ELA activities included on the 21st CCLC program logic model, describes an active and engaging read aloud activity. Using teacher modeling, students are shown how to reread portions of text to figure out the meaning of a tricky word. Students are given a picture dictionary and working collaboratively students write down five words, identify the pictures, and engage in conversation about the definitions of the word. Students will share out their words using the context clues. The 3<sup>rd</sup> grade ELA activity focuses on identifying point of view in a story. Teacher modeling, conducting discussion of first-person pronouns, using guided practice in a group and then independent practice using point of view worksheets complement the school day curriculum.

#### A RATIO OF STAFF TO STUDENTS THAT IS APPROPRIATE FOR THE ACTIVITY

Staff to student ratios will be no more than one instructional staff member for every 10 students (1:10) for all academic enrichment. Personal enrichment activities will be no more than one staff member for every 20 students (1:20).

All program staff assist with the delivery of program activities therefore, lower staff to student ratios for academic enrichment and personal enrichment activity will be applied depending on the activity and its requirement of more individualized staff attention.

#### STAFF WHOSE QUALIFICATIONS ARE APPROPRIATE FOR THE ACTIVITY

All activities will be developed by the site coordinator and/or a certified teacher. Activities will be led by the site coordinator, certified teacher or assistant site coordinator and supported by additional program staff.

#### ACTIVITIES USING VARIED STRATEGIES TO SUPPORT STUDENTS INDIVIDUAL LEARNING STYLES

The Office for After School Enrichment Programs (ASEP) employs two full time Behavior Specialists who assist Site Coordinators with providing behavior and academic supports for students with different learning needs. The Behavior Specialists review student IEPs, 504s, FBA and BIPs to ensure both academic and behavior support and accommodations are provided. The ASEP Behavior Specialists utilize this information, conduct, and review a staff “needs” survey then work with the ASEP Learning Design Coach to provide ongoing support and training for staff. This support structure will assist staff in meeting student needs at a Tier 1, Tier 2 or Tier 3 support level. The program staff will utilize the information gathered by the ASEP Behavior Specialists to provide a wide range of strategies, supports and accommodations to ensure the different learning styles of students are met.

Program staff develop activities that meet the needs and learning styles of the participating students. Activities provide auditory, kinesthetic, and visual learning opportunities for students. In addition, by designing activities that utilize different skill sets and core subject areas, students can utilize the subject areas and skillsets they are strong in to help improve the areas that they need support.

#### ACTIVITIES THAT CLEARLY SUPPORT THE REGULAR SCHOOL DAY

The Next Generation Sunshine State Standards (NGSSS) will be utilized in creating activities that support the regular school day. The following are a few examples of the enrichment areas and the Next Generation Sunshine State Standards which were utilized to write the activities contained in the 21st CCLC program logic models. The Adult Family Education Next Generation Sunshine State Standards will vary depending upon the topic covered; however, all Adult Family Education activities will meet standards HE.6-8.C.2.1, HE.7.C.2.1 and HE.6-8.P.8.3. An academic enrichment ELA activity using the Next Generation Sunshine State Standards include LAFS.K.RF.3, LAFS.3.SL.1, LAFS.3.SL.2. A Mathematics activity using the Next Generation Sunshine State Standards include MAFS.1.OA.1, MAFS.1.A.3, MAFS.1.NBT.1, and a final example using a Personal Enrichment activity related to a health & nutrition topic include are HE.5.C.1, HE.4.C.1, HE.4.B.4, HE.5.B.4

Program staff will participate in SAC meetings and hold discussion with school staff to ensure program activities support the regular school day. Programs will have a certified teacher to assist with and ensure activities align with state standards and align with improving student achievement in activities done during the school day. In addition, the Site Coordinator will work with teachers of each grade level and determine the activities that are being taught in during the school day and identify specific students that require the additional supporting activity within the program.

## ACTIVITIES THAT FOLLOW BEST PRACTICES AND ARE RESEARCH AND EVIDENCE-BASED

Student statistics show that students have a significant need for Social Emotional Learning. In the Social-Emotional Learning 21st CCLC program logic model describes an activity that allows students the opportunity to learn how to be a positive communicator and a “bucket filler”. Through this type of activity, students can learn how to think about themselves in a positive way and learn how to communicate positively with others. Research shows that positive thinking and positive self-affirmations can decrease stress, increase well-being, improve academic performance and make people more open to behavior change. In addition, providing activities focused on social-emotional learning within the program, directly support Pasco County Schools research and best-practice initiative of district-wide social-emotional learning.

## ACTIVITIES THAT ARE LIKELY TO ENCOURAGE CONTINUED STUDENT ATTENDANCE

Maslow’s hierarchy of needs shows that students cannot reach self-actualization without their basic needs being met. The 21<sup>st</sup> CCLC STAR Academy will meet student psychological and safety needs by providing students with food and a safe place to go before and after school. Students develop a sense of love and belonging in the program as they create friendships with peers, are provided with coaches and mentors through our program staff, and a sense of connection through participation in project-based learning with their peers and program staff. Student self-esteem increases and students then desire and strive to be the best they can be. By providing students with a safe, supporting environment with engaging activities that they want to participate in, students will be encouraged to continue attending.

Based on the needs assessment, the student survey results for GHES showed a high interest in sports, getting homework help and participating in music and art activities. The student survey results for RES, showed a high interest in sports, art, and life skills like cooking. By developing program activities that support the interest of the students and create opportunities for exploration of the interest topics, students will continue to attend the program so they can engage in activities that may not be available at home or in the community.

Adult Family Education Nights will be presented in collaboration with each school’s quarterly family engagement night to ensure that program family needs are met, to encourage program and school collaboration, and to promote family engagement with the program and school. In addition, family involvement in students’ learning and education promotes higher student achievement. By gaining family involvement through Adult Family Education nights and creating supporting relationships with families through these activities, will in turn promote higher student attendance and higher student achievement.

### 3.10 STAFFING & PROFESSIONAL DEVELOPMENT (5 POINTS)

#### 3.10.a STAFFING PLAN

##### IDENTIFY THE REQUIRED STAFF MEMBERS LISTED ABOVE

**PROJECT DIRECTOR:** The Office for After School Enrichment Programs (ASEP) Director is responsible for oversight of all fee based and grant funded before and after school enrichment programs within the department and will be the Project Director.

**SITE COORDINATOR:** The 21<sup>st</sup> CCLC STAR Academy at Gulf Highlands Elementary (GHES) and Richey Elementary School (RES) will each be staffed with a Site Coordinator. This position is responsible for the daily operation, coordination, and delivery of services at their program site including the collection and maintenance of student data and submission to the district office.

**COLLABORATION LIAISON:** The 21<sup>st</sup> CCLC STAR Academy at GHES and RES will each be staffed with an Assistant Site Coordinator to assist with the delivery of services, daily operations and provide a direct service role to students. The Assistant Site Coordinator will also act as the Collaboration Liaison being responsible to ensure active collaboration in program planning and implementation within their school community, including private schools.

**DATA COLLECTION:** The Site Coordinator(s) at GHES and RES will be responsible for the collection and maintenance of all site data including attendance and assessment data.

**FIRST AID AND CPR CERTIFICATION:** While it is a grant requirement that one staff member with CPR and First Aid certification which includes the face-to face component, be on duty at all times, it is a District requirement that all staff working with students in a before and after school program possess First Aid and CPR certification therefore the Site Coordinator, Assistant Site Coordinator and (2) senior group leaders will all possess the certification.

##### APPROPRIATE STAFF TO SUPPORT THE ADMINISTRATIVE OBLIGATIONS OF THE PROGRAM

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. In addition, ASEP supports three dedicated finance personnel to assist in all areas of financial accountability.

A district-based Enrichment Specialist 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.

##### IDENTIFY THE NUMBER AND QUALIFICATIONS OF STAFF FOR THE PROPOSED ACTIVITIES

The 21<sup>st</sup> CCLC STAR Academy at GHES and RES will each be staffed to maintain a ratio of 1:10 for all academic enrichment activities and a 1:20 ratio for all personal enrichment activities. Each program will be staffed with (1) Site Coordinator, who may be a certified teacher with background and experience working with elementary school students and may possess experience working in an before or after school setting; (1) Assistant Site Coordinator, who may also be certified and have experience working with elementary school students and may possess experience working in a before or after school setting; (2) Senior Group Leaders, who have at least two years' experience working with elementary students and may possess experience working in a before or after school setting. All staff outlined here possess certification in First Aid and CPR as a requirement of their positions.

In addition to the regular program staff, the 21<sup>st</sup> CCLC STAR Academy at GHES will fund (1) certified teacher for academic enrichment in the morning program and (3) certified teachers for academic enrichment in the afternoon program and during the summer. The 21<sup>st</sup> CCLC STAR Academy at RES will fund (3) certified teachers for academic enrichment in the afternoon program and during the summer.

**INCLUDE 21ST CCLC PROGRAM ORGANIZATIONAL CHARTS IN THE ATTACHMENTS**

Because the 21<sup>st</sup> CCLC STAR Academy operates under the guidance and supervision of ASEP, the program organizational chart depicts the entire structure of the department to include all ASEP administrative and support staff available for the 21<sup>st</sup> CCLC programs as well as the site based locations for all 21<sup>st</sup> CCLC programs.

### 3.10.b Professional Development

Our goal is to support and prepare students for global citizenship in the 21<sup>st</sup> century by providing them with the enhanced skills and tools necessary to function in a global economy. We provide students in low-performing schools with an array of academic enrichment activities outside the regular school day and believe that helping our students become successful means we must prepare and educate our staff as well. We provide our staff with Professional Development opportunities that support their growth and development based on their needs and the needs of the students enrolled in the 21<sup>st</sup> CCLC STAR Academy. We utilize multiple training methods to allow for diverse learning styles and we strive to provide our staff with training opportunities that will directly impact their daily interactions with students. We provide Professional Development in the areas of program curriculum, program design, student safety, and positive youth development. The cornerstone of our PD program is the belief that an investment made in staff development is a key component of a successful 21<sup>st</sup> CCLC program.

#### TRAININGS PROPOSED, TRAINER QUALIFICATIONS, TRANSFER OF KNOWLEDGE

The 21<sup>st</sup> CCLC STAR Academy is committed to providing and participating in all staff development activities that align with the 21<sup>st</sup> CCLC priorities, goals, and objectives. This commitment extends to participation in the annual Florida Department of Education's 21<sup>st</sup> CCLC statewide training. Each 21<sup>st</sup> CCLC STAR Academy will register (1) administrative staff member and (1) programmatic staff member. In addition to the annual statewide training, the 21<sup>st</sup> CCLC STAR Academy will also commit to participation by (1) administrative staff member and (1) programmatic staff member in the National Afterschool Association's annual convention and the Beyond School Hours National Education conference.

At an appropriate time following each training, those participants will be required to disseminate the information and resources gathered with the staff at their program site. Due to the large number of topics and information that is presented at these events, a schedule will be developed that provides adequate uninterrupted time for the attendees to present and review the information with the staff. Dissemination of information may occur as appropriate for the staff work schedule but may be presented over a series of meetings to focus on the specific topics. Program staff will receive an agenda highlighting the specific topic(s) and information that will be shared along with handouts, as appropriate. Documentation will be maintained at the site for further review and reference by all staff.

The Office for After School Enrichment Programs (ASEP) supports a Learning Design Coach, who is responsible for designing professional development opportunities for staff of the various programs operating within the department. Through collaboration with the Office for Leading and Learning, a comprehensive training plan for each program type is designed to augment and expand the knowledge base of each staff member. Certified teachers are identified trainers within the Office for Leading and Learning, as well as, within the ASEP Department. ASEP's Learning Design Coach is a certified teacher with a Master of Education degree in elementary education and credits towards the completion of a Master of Education degree in educational leadership, a curriculum writer, and trainer.

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. Occasionally, trainers from outside agencies will provide activity specific training.

#### PROFESSIONAL DEVELOPMENT IN LINE WITH THE PROGRAM ACTIVITIES AND THE STUDENTS

The professional development opportunities will include the specific areas of program curriculum, program design, student safety, and positive youth development. The needs assessment identified risk factors that must be addressed through professional development to support the students enrolled in the program.

Due to those risk factors for the students at Gulf Highlands Elementary School (GHES) and Richey Elementary School (RES), professional development opportunities will be provided in social emotional learning and youth mental health first aid. These opportunities provide staff with the techniques to interact with students positively and support the development of self-awareness, self-management, responsible decision making, building relationships skills and social awareness. These SEL outcomes provide the basis for students learning to be resilient and successful

academically and in life. Training in the topics of SEL and Youth Mental Health First Aid are provided by the training staff in the Office for Leading and Learning.

The students at GHES and RES are deficient in the core academic areas, as discussed earlier in the Needs Assessment. Therefore, professional development activities related to skill building activities and enrichment in ELA, Math, and Science will be provided. Through this training staff will learn how to create fun, engaging, and enriching activities related to these core academic areas and implement them into the program.

Additional Professional Development opportunities will be addressed based on the personal enrichment activities that will be developed for each program, to meet the student's interests. Professional development will be provided in areas such as art or music enrichment, nutrition and healthy habits, sports and physical fitness activities so that staff have the proper knowledge base to provide students with meaningful and engaging opportunities.

### 3.11 FACILITIES (5 POINTS)

The 21<sup>st</sup> CCLC STAR Academy will operate in Gulf Highlands Elementary School (GHES) and Richey Elementary School (RES) which are facilities operated, maintained, and staffed by the District School Board of Pasco County. In accordance with the Florida Department of Education's Safe Site Design guidelines, both facilities provide a safe environment for students, staff, and families by delineating the school's property boundaries through the use of fencing, locking gates at critical access points, and limited access to the campus through the main office of the school. Both buildings provide for a controlled entry point for vehicular circulation routes for student drop off and visitor parking that is located adjacent to the main entry and administration area. Separate entry points are provided for bus and delivery traffic.

#### DESCRIBE FACILITY INDOOR AND OUTDOOR AREAS, AMENITIES AND USAGE

**GHES FACILITY DESCRIPTION:** The campus of GHES consists of two single-story buildings and one two-story building. The buildings are separated with cement walkways surrounded by well-maintained grass lawns and open space outdoor gathering. The campus is a clean and aesthetically pleasing environment where students and staff have pride and a sense of ownership of their space. The primary location for the 21<sup>st</sup> CCLC STAR Academy will be the cafeteria with restrooms in proximity. The large open dining room space provides long tables where students can participate in group activity, collaborate on projects, and eat their meals/snacks. The cafeteria building also houses a full stage for presentations and/or performances, a music room where students may participate in personal enrichment activities and direct access to the secured outdoor play area. The outdoor play area consists of large grassy fields, a covered court play area, a playground with a variety of age appropriate equipment and basketball courts. In addition, the program has access to a variety of classroom spaces when participating in academic enrichment, tutoring, homework, or project-based learning activities. The media center is space that may be used for project research and group collaboration; iPads and computers are available for students to participate in the online academic programs that are specific to GHES and each grade level.

**RES FACILITY DESCRIPTION:** The seven-year old, two-story brick school building of RES encircles a courtyard where students move freely and securely throughout the campus. The campus is a clean and aesthetically pleasing environment where students can learn and grow. The primary location for the 21<sup>st</sup> CCLC STAR Academy will be the cafeteria with restrooms in proximity. The large open dining room space provides long tables where students can participate in group activity, collaborate on projects, and eat their meals/snacks. The cafeteria also houses a full stage for presentations and/or student performances and direct access to the secured outdoor play area. The outdoor play area consists of large grassy fields, a covered court play area, a playground with a variety of age appropriate equipment and basketball courts. In addition, the program has access to a variety of classroom spaces when participating in academic enrichment, tutoring, homework, or project-based learning activities. The media center is space that may be used for project research or group collaboration and contains a science lab. Students will also have access to a computer lab to participate in the online academic programs that are specific to RES and each grade level.

#### FACILITY LOCATION IN RELATION TO STUDENTS SCHOOLS AND HOMES

GHES is located at 8019 Gulf Highlands Drive, Port Richey. It is located within the Gulf Highlands subdivision on the west side of Pasco County. The boundaries for GHES for the 2020-2021 school year have been set by the school district and encompass an approximate 2-mile radius from the school.

RES is located at 6850 Adams street in New Port Richey. The boundaries for RES for the 2020-2021 school year have been set by the school district and encompass an approximate 2-mile radius from the school.

#### HOW STUDENTS AND THEIR ADULT FAMILY MEMBERS ACCESS THE FACILITY

GHES is considered a neighborhood school where most students and adult family members live within walking distance of the school facility. The 21<sup>st</sup> CCLC STAR Academy at GHES is also accessible to participating families by parent drop off/pick-up or by district school board bus transportation provided by the 21<sup>st</sup> CCLC program grant during the summer program.



RES is also considered a neighborhood school where most students and adult family members live within walking distance of the school facility. The 21<sup>st</sup> CCLC STAR Academy at RES is also accessible to participating families by parent drop off/pick-up or by district school board bus transportation provided by the 21<sup>st</sup> CCLC program grant after school and during the summer program.

#### CENTER LICENSURE OR EXEMPTION FROM DCF

The 21<sup>st</sup> CCLC STAR Academy is not considered childcare per s.402.3025, F.S. and is therefore exempt from licensing requirements. In 2017, the State of Florida Department of Children and Families provided the District School Board of Pasco County with an exemption letter. The letter stated that “Your before and after school programs are exempt from licensure pursuant to 65C- 22.008(2)(c)1, Florida Administrative Code because the programs are located at and operated by a public schools and only children from those schools attend the program”.

### 3.12 SAFETY AND STUDENT TRANSPORTATION (5 POINTS)

#### WHAT PROCESSES ENSURE STUDENT SAFETY INCLUDING SUPERVISION, STAFF SCREENING, BACKGROUND CHECKS AND QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

**SUPERVISION:** The Office for After School Enrichment Programs (ASEP) is a department of the District School Board of Pasco County. The 21<sup>st</sup> CCLC STAR Academy is a program that operates under the supervision of the department and provides a safe and secure environment for all students. To provide appropriate supervision and engagement with the students the 21<sup>st</sup> CCLC STAR Academy will maintain a staff to student ration of 1:20 during regular program time and a staff to student ration of 1:10 during all academic enrichment activities.

**SCREENING AND BACKGROUND CHECKS:** The Office for Human Resources and Educator Quality is responsible for the all aspects of the hiring process which includes compensation, benefits, performance appraisals and law compliance for all staff that work in any school, department or program within the school system. As such, all candidates who are offered a position within the 21<sup>st</sup> CCLC STAR Academy in Pasco County will complete a thorough screening and training process according to district and federal guidelines. Once qualifications and references are approved, the candidate is offered a position conditionally, based on their ability to pass a Level 2 background screening. Once cleared, the employee enters the onboarding process to include the completion of all hiring paperwork and pre-employment trainings. Employees provide documentation as to their identity and authorization to work for the completion of the I-9 and this information is submitted through the E-verify system; they sign an affidavit of Good Moral Character, Confidentiality and Network usage agreements; and engage in online training for Child Abuse Reporting Procedures and Child Protective Services Investigations. Upon completion of the onboarding process, all employees receive an official district identification badge that contains their name and photo which must always be worn while on any campus within the district.

All district volunteers who participate in the 21<sup>st</sup> CCLC STAR Academy in Pasco County complete an online application and a background screening is conducted through the Pasco County Sheriff's criminal background check process including sexual predator/offender screening through Florida's Department of Law Enforcement. All volunteers must sign-in through the school office and submit identification that is screened through the Raptor system. Once cleared a badge is printed and contains the volunteer's picture, name, and date that the volunteer is eligible to be on campus.

**QUALIFICATIONS:** Job descriptions for each position within the 21<sup>st</sup> CCLC STAR Academy list the minimum qualifications for employment. These job descriptions are updated routinely as new laws, regulations or program needs change. The program is staffed with a Site Coordinator who may be a certified teacher with background and experience working with elementary school students and holds a certificate in American Red Cross Adult and Pediatric First Aid/CPR/AED. Preferred qualifications include a Master's degree from an accredited institution, three years of teaching experience, experience with 21<sup>st</sup> CCLC grants and experience in a supervisory position; an Assistant Site Manager who may also be a certified teacher, has a minimum of 2 years' experience working with elementary school students and holds a certificate in American Red Cross Adult and Pediatric First Aid/CPR/AED; and Senior Group Leaders who must have a minimum of 1 year of experience working with elementary school students and holds a certificate in American Red Cross Adult and Pediatric First Aid/CPR/AED.

**PROFESSIONAL DEVELOPMENT:** Upon hire and then annually, all staff must participate in professional development activities specific to school and student safety. In response to the State of Florida's safe school mandates, employees participate in Active Threat Procedures training (ATP) which includes topics such as active shooter mitigation, escape and evade techniques, barricade and counter techniques and reunification methods and drills. Training in the use of the Crisis Go mobile panic alert system and monitoring is provided along with the FortifyFL anonymous reporting tool are also conducted. Emergency drills are performed routinely as a school community and reinforced with staff and children in the 21<sup>st</sup> CCLC STAR Academy related to the ATP, severe weather, fire, and other emergency procedures. Each school facility has developed a district approved crisis intervention plan. The 21<sup>st</sup> CCLC STAR Academy, which will operate during non-school hours, has developed a modified after-hours district approved crisis intervention plan. 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.

Finally, the health and wellness of all students is of high importance and therefore, in response to mental health awareness of students, mandatory professional development is provided for Youth Mental Health First Aid.

#### HOW WILL STUDENTS TRAVEL FROM SCHOOL TO PROGRAM AND FROM THERE TO HOME

The 21<sup>st</sup> CCLC STAR Academy offers a morning program and an afterschool program Monday – Friday during the school year and full day program on teacher planning days, school holidays and during the summer. Participating students at GHES arrive at the program in the morning via parent drop off. After school, students are dismissed from their classrooms and walk to the cafeteria for afternoon program. At the end of their program day, the students then travel home via parent pick up. During the summer program transportation will be provided by parent drop off/pick-up or by district school board bus transportation provided by the 21<sup>st</sup> CCLC program grant.

Participating students at RES arrive at the program in the morning via parent drop off. After school, students are dismissed from their classrooms and walk to the cafeteria for afternoon program. At the end of their program day, the students then travel home via parent pick up or by district school board bus transportation provided by the 21<sup>st</sup> CCLC program grant. During the summer program transportation will be provided by parent drop off/pick-up or by district school board bus transportation provided by the 21<sup>st</sup> CCLC program grant.

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.

#### DESCRIBE THE PLAN IN PLACE TO ENSURE THE SAFETY OF THE VEHICLES

As required by the Florida Department of Education, all buses used to transport students undergo a Florida School Bus Safety Inspection by a Certified School Bus Safety Inspector at a minimum of each 30 days. All records of these inspections are maintained for the life of the bus plus five years.

#### DESCRIBE THE QUALIFICATIONS OF THE TRANSPORTATION STAFF

As discussed earlier, all employees of Pasco County Schools, including bus drivers undergo a rigorous background check which includes fingerprinting and a Level 2 screening. In addition, school bus drivers must also possess a valid driver's license and a valid school bus driver's license issued pursuant to Section 6A-3.15, FAC and be First Aid and CPR certified. All school board bus drivers must meet all legal and functional state certifications and requirements to drive a school bus.

#### DESCRIBE A SAFETY PLAN FOR EMERGENCIES, FIELD TRIPS ETC.

All bus drivers receive annual training on dealing with emergency situations on a bus, including but not limited to, disruptive behavior, medical emergencies, and vehicle accident procedures. All bus drivers have radio communication to the Transportation Services department as well as Pasco County Sheriff's office and follow established protocols for securing emergency help when needed.

Transportation of off-site activities, such as field trips, 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 is taken throughout the day of the trip and emergency records are always kept with the site coordinator or person in charge of the trip. Staff carry cell phones if contact with a parent or guardian is necessary, and all buses are equipped with radios to contact the central garage for assistance with contacting emergency response teams.

To be prepared to respond to injuries while on a field trip, a fully stocked portable first aid kit is located both on the bus and in the possession of the 21<sup>st</sup> CCLC Site Coordinator. All appropriate student emergency medical information is contained in a binder that is also in the possession of the 21<sup>st</sup> CCLC Site Coordinator, should any medical treatment, beyond minor first aid, be required. Processes are in place for notifications of parents, site-based staff, and district administration in this event.

### 3.13 SUSTAINABILITY (3 POINTS)

#### DESCRIBE THE AGENCY'S PLAN FOR CONTINUED SUSTAINABILITY OF THE 21ST CCLC PROGRAM

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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC programming in the current schools. The proceeds from these fee-based programs will help support scholarships and programming for the 21<sup>st</sup> CCLC students that cannot afford a fee-based program, after 21<sup>st</sup> 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.

#### PROPOSED ADVISORY BOARD MEMBERS AND METHODS TO IMPLEMENT SUSTAINABILITY PLAN

To build on strong community interest and involvement for our 21<sup>st</sup> CCLC STAR academy, a 21<sup>st</sup> CCLC advisory board will be established. The board will include parents, teachers, and diverse members of the community. The 21<sup>st</sup> CCLC STAR Academy staff will spearhead the recruitment of teachers, school administrators and other community members to participate in meetings to discuss the programs current and future needs. The meetings will focus on specific program and student needs, program concerns, program operations, and sustainability of the 21<sup>st</sup> CCLC STAR Academy.

The advisory board will work to establish collaborative partnerships throughout the community that will help bring in the necessary funding to sustain the program. The advisory board along with the 21<sup>st</sup> CCLC staff will work on creating a plan that will determine the types of supports needed and actively reach out to partners that are willing to provide services or contributions to the program. This may include reaching out to local businesses, foundations, not-for profit organization and other vendors to create a diverse portfolio of funding sources that will be needed to support the program. The advisory board will not only search for resources that will provide monetary contributions but also look for partnerships that will help with program development. The site coordinator will be involved in all the outreach efforts to ensure the any resources are being utilized to provide a quality program.

#### DESCRIBE THE FREQUENCY OF THE ADVISORY BOARD MEETINGS

The 21<sup>st</sup> CCLC Advisory Board will meet at least twice a year. During the meetings, the board will receive regular updates about program activities, opportunities, and performance indicators. They will also discuss any new or potential partners. The meetings allow the Site Coordinator to meet with school staff, administration, and other community members to discuss potential concern and opportunities for collaboration and engagement. The board will also be given the opportunity to discuss future program needs and allow for the development and identification of resources needed to sustain the 21<sup>st</sup> CCLC STAR Academy at the conclusion of the grant award. To ensure continued efforts in the implementation of the sustainability plan, additional small group meetings will be scheduled throughout the life cycle of the grant as needed.

#### WHAT STRATEGIES ARE IN PLACE TO DEVELOP CONTINUED SUPPORT AFTER THE FUNDING ENDS

Through the commitment of the District, the 21<sup>st</sup> STAR Academy staff, district staff and the advisory board, 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. The 21<sup>st</sup> CCLC STAR Academy will be a great community asset and with the help of supporters and partners to showcase the benefits of this program, it is possible to create a large community support. Site staff and advisory board members will actively work on creating partnerships with the

community to achieve this goal. By creating a large base of supporters, the program can guarantee its long-term success.