

## 21<sup>st</sup> CCLC Grant Narrative

### Gulf Highlands Elementary School / Moon Lake Elementary School

#### 3.1 Project Abstract/Summary

Pasco County School District operates the STAR Academy at Gulf Highlands Elementary at 8019 Gulf Highlands Drive, Port Richey, 34668. At least **80** students are provided programming during the school year and **80** students during summer. School year programming operates: (1) before school from 7:00AM to 10:00 AM (Monday-Friday), (2) afterschool from 4:30 PM to 6:00PM (Monday-Friday) beginning 08/10/2022 to 05/26/2023. Summer programming operates 7:00AM until 6:00PM, operating Monday-Friday, beginning 6/5/2022 to 7/21/2023. Program activities include Academic Enrichment, Science-Technology-Engineering-Mathematics (STEM), Healthy and Active Lifestyle, Well-Rounded Education Activities, and Family Literacy Activities.

Pasco County School District operates the STAR Academy at Moon Lake Elementary at 12019 Tree Breeze Drive, New Port Richey, 34654. At least **80** students are provided programming during the school year and **80** students during summer. School year programming operates: (1) before school from 7:00AM to 9:30AM (Monday-Friday), (2) afterschool from 4:00PM to 6:00PM (Monday-Friday). Summer programming operates 7:00AM until 6:00PM, operating Monday-Friday, beginning 6/05/2022 to 07/24/2023. Program activities include Academic Enrichment, Science-Technology-Engineering-Mathematics (STEM), Healthy and Active Lifestyle, Well-Rounded Education Activities, and Family Literacy Activities.

#### 3.2a Site-Level Funding Eligibility Upload

[@@UPLOAD FUNDING REQUEST GUIDE@@](#)

#### 3.2b Site-Level Funding Eligibility Upload

[@@ENTER ONLINE DATA TABLE@@](#)

#### 3.3a Applicant Capacity

[@@ENTER ONLINE DATA TABLE@@](#)

#### 3.3b Applicant Capacity

EXPERIENCE WITH EXPANDED LEARNING OPPORTUNITIES

The School District of Pasco County has over 32 years of experience working with expanded learning opportunities, primarily through providing before school, afterschool, holiday, and summer programs for students and families throughout the district. Indeed, for over 32 years, the district's "Office for After School Enrichment Programs" (ASEP) has ensured the efficient and effective design, facilitation, support, and evaluation of high-quality out-of-school programs and expanded learning for students in elementary and middle schools in Pasco County. Expanded learning opportunities under the oversight of ASEP include: (a) Head Start programming for pre-kindergarten support; (b) fee-based and grant-based programming for elementary school students (collectively known as PLACE and STAR Programs); and (c) fee-based and grant-based programming for middle school students (collectively known as DELTA Programs by the middle school students).

In June of 1990, the ASEP established the Pasco Learning and Activity Centers of Enrichment (PLACE) program as the district's flagship before-school and afterschool program. Although this was over 10 years

before the original federal 21<sup>st</sup> CCLC initiative and the increased focus on afterschool, the Pasco County School District realized the importance of expanded learning opportunities to address the needs of students, families, and communities. Originally, the PLACE program received no local educational dollars or outside grant funds to operate – instead relying on nominal fees paid by families desiring an active and enriching environment for their elementary-age students outside regular school hours. Students with varying backgrounds, special needs, and physical disabilities successfully participate in the program, where they are provided homework assistance and immersive, theme-based activities covering content areas such as English language arts, math, science, engineering, art, music, health, and wellness. All curriculum aligns with Florida Standards and is developed by certified teachers. Certified teachers provide targeted and group tutoring for students requiring extra opportunities, while all students are immersed in hands-on-activities where they experiment, invent, build, design and create. Throughout the program, hands-on learning opportunities develop a growth mindset, increases student engagement, and connects classroom learning to the real world.

In 1992, the PLACE program expanded enrichment and learning opportunities to 4-year-old Head Start students through an agreement with the district's Pre-Kindergarten department. This program was named Pasco Early Enrichment for Pre-Schoolers (PEEPS). This agreement has been renewed every year for the past 30 years. Services are free to the families and are funded through grants from the United States Department of Health and Human Services and managed within the Early Childhood department. Through this agreement, the district's youngest learners are provided an enriching before- and after-school program. Utilizing the approved early childhood curriculum, activities support early literacy, emotional development, social skills, listening and communication skills, health, nutrition, and physical activity.

In 2014, the success of the PLACE program among elementary school students was well-known throughout the district, with schools and families requesting PLACE services at their schools and for their students. Unfortunately, not all communities and families could afford the fees necessary to implement such a comprehensive out-of-school program, such that the School District of Pasco County began exploring other opportunities and options to fund high-quality and effective programs. Through this, the district successfully received 21<sup>st</sup> Century Community Learning Center (CCLC) funding to support expanded learning opportunities at six of the districts most financially struggling communities. These programs were highly successful at addressing the needs of the students and the schools, and the operations were similar to the pre-existing PLACE program at other schools in the district (though the 21<sup>st</sup> CCLC program sites benefited from even stronger programming, added teachers, and more engaging activities). Formal independent evaluation findings for the past 21<sup>st</sup> CCLC programs identified substantial positive impacts on participating students, including improved grades, improved academic performance, increased dedication to engage in the educational process, improved behaviors, improved fitness and health outcomes, and increased knowledge of visual arts concepts. These 21<sup>st</sup> CCLC programs became known as the STAR programs and operated alongside and with substantial support of the PLACE program and ASEP.

In 2014 as with the elementary school programs, the district realized that many families at several middle schools were unable to afford community-based out-of-school programs, and these families were committed to the out-of-school programs from when their students were in elementary school. In response to the overwhelming requests by families and school administrators, the district applied for and received a 21<sup>st</sup> CCLC grant to support free expanded learning opportunities in these high-need middle-school communities and schools. These programs were more comprehensive and academic-focused than other available options in the communities and included support from certified teachers and stronger curriculum resources, as well as project-based learning and research-based activities. To differentiate

these middle-school out-of-school programs and from elementary school programs (to enhance student engagement), the district called these middle-school grants “DELTA” programs.

In 2018, ASEP designed and implemented two fee-based middle school afterschool enrichment programs called Beyond the Bell (BTB). These fee-based middle school programs continue to operate on all regular school days, with the goal to provide a safe, supervised environment that incorporates academic enrichment, skill building, and positive youth development. Enrichment activities are offered through fun, project-based learning opportunities that incorporate science, technology, engineering, the arts, and math (STEAM), as well as, healthy living, community service and sports instruction. In addition, homework assistance and group tutoring by certified teaching staff is conducted daily. The BTB staff focus on fostering and maintaining collaborative, caring and positive relationships with the students. With the program’s overwhelming success, principals and families across the district have asked for the BTB program in their schools and communities. In 2019, the Beyond the Bell middle school program was expanded to two additional middle schools, with plans to expand again in the 2020-2021 academic year (these plans were delayed due to closures and the health pandemic). The Beyond the Bell program is entirely fee-based and designed exclusively for middle school students.

#### FEDERAL FUNDING EXPERIENCE AND CAPACITY

Pasco County Schools has extensive experience managing, implementing, and overseeing federal grants and associated federal funding. This experience is further expanded with state grants, private foundations, and local business support. Examples of federal and state grants received include: (a) Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers; (b) Head Start; (c) Centers for Disease Control and Prevention; (d) Bureau of Juvenile Justice; and (e) direct federal funding for multiple federal titles (e.g., Title I, Title II, Title III, Title IV, and Title IX). The district has also supported these federal grants and overall district programs through foundation grants, such as from the Bill and Melinda Gates Foundation and The Community Foundation of Tampa Bay, as well as funding from local business grants such as First Nation Bank, Suncoast Credit Union, Walmart, and Publix.

During the 2021-2022 academic budget year, Pasco County Schools has received 32 grant awards for a total of \$113,544,658. Pasco County Schools is still awaiting an additional 15 grant awards totaling \$153,473,642. Of the \$267,018,300 in funded grants, \$14,595,050 was focused on providing expanded learning opportunities including \$1,461,439 through the federal 21<sup>st</sup> Century Community Learning Center funding.

While the total funding seems overwhelming, Pasco County Schools has developed a comprehensive post-award support system to ensure federal grants (and all grants) are designed and implemented in compliance with all local, state, and federal rules and regulations. Within this system, Pasco County Schools has a fully staffed grant department that establishes grant procedures, provides technical assistance, and reviews all grants for approval. Prior to submitting, all grants are routed for internal approval by all departments impacted in the grant. This includes approval from the finance department, human resources department, and assistant superintendents. In addition, every grant is reviewed and approved by the Chief Academic Office prior to the Superintendent’s approval. After routing for approval, every grant over \$5,000 is reviewed and approved by the School Board. This ensures that each school and department is committed to the work in the grant and that it aligns with Pasco County’s Initiatives.

In addition to the grant office, which operates within the department of Student Support Programs and Services, the district also allocates staff within the Finance Services department to ensure fiscal accountability, oversee proper implementation of fiscal policies and procedures, and employ auditable

systems to account for all grant funds received. Assigned to this department is a (1) Senior Finance Manager to oversee grants, budget, and bookkeeping; (2) Accounting Manager over the federal grant area; and (3) three Financial Analysts for daily support of specific federal grants, such as the 21<sup>st</sup> CCLC grants. In addition, the Office for After School Enrichment Programs (ASEP), an enterprise within the district, also employs a Finance Analyst, a Finance Specialist, and a Finance Assistant. The district has established policies and procedures required to manage all awards in accordance with Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Grant Guidance, 2.C.F.R. Part 200), including cash management, allowability, time and effort, procurement, travel, property management, records retention, and conflict of interest policies.

An important part of the overall fiscal structure of Pasco County Schools is the Internal Audit Department. This department provides independent, objective assurance and consulting designed to ensure that: (a) the Pasco County School District's entities are operating efficiently and effectively; (b) assets and facilities are adequately protected and effectively utilized; and (c) the district complies with Federal, State and District regulations.

#### 21<sup>st</sup> CCLC EXPERIENCE

As noted previously, the experience of the Office for After School Enrichment Programs (ASEP) includes extensive experience with 21<sup>st</sup> Century Community Learning Centers since the 2014 academic year. In the past 8+ years, Pasco County Schools has effectively designed and implemented the 21<sup>st</sup> CCLC grants with fidelity and according to all rules and regulations. ASEP has gained significant experience and understanding of Florida Department of Education (FLDOE) requirements for 21<sup>st</sup> CCLC programs, including the collecting, maintaining, analyzing, evaluating, and reporting accurate program data to the FLDOE. This application proposes to expand program services to provide expanded learning opportunities for low-income students in Title I schools within Pasco County. Since 2014, all 21<sup>st</sup> CCLC sites have been named "STAR ACADEMY" for elementary schools and "DELTA ACADEMY" for middle school programs.

Since 2014, as noted, the district has designed and implemented several successful 21<sup>st</sup> CCLC grants: (1) in 2014, the district received both an elementary school grant (Lacoochee Elementary and Gulf Highlands Elementary) and a middle school grant (Hudson Middle, Gulf Middle, and R.B. Stewart Middle); (2) in 2016, the district received two elementary school grants (Quail Hollow Elementary and R.B. Cox Elementary); (3) in 2019, the district received one elementary school grant (Hudson Primary School); and (4) in 2020, the district received one elementary school grant (Fox Hollow Elementary).

Within each of the prior 21<sup>st</sup> CCLC programs, the district designed student and family services to offer engaging, hands-on, project-based learning experiences that support reading and writing skills, while incorporating Science, Technology, Engineering, Arts and Math (STEAM) activities. The programs further support physical fitness, healthy living activities, homework assistance, targeted tutoring, and general academic support from certified teachers in reading, math, and science. Overall, the programs focus on assisting students meet performance standards for core academic areas, increasing student engagement, nurturing personal enrichment, while also fostering and maintaining collaborative, caring, and positive relationships between school faculty, program staff, students, and families.

The district administrators and staff overseeing existing 21<sup>st</sup> CCLC programs have learned the importance of working collaboratively with school-based staff and administrators to align out-of-school expanded learning opportunities to support the school day, while also using student academic data, attendance, and behavioral data to adjust and strengthen program offerings and services. Existing 21<sup>st</sup> CCLC programs have

been successful in making progress towards and/or meeting all stated objectives in core areas. More specifically, students improved core academic grades, reduced school absences, and demonstrated improved behavior. The structure, guidance, and support provided through the STAR and DELTA Academies have made a significant difference in the students' academic and social lives.

### **3.4a Building Your Program Team**

Pasco County Schools has maintained advisory boards for all 21<sup>st</sup> CCLC sites throughout the past eight years to help guide and advise the improvement and implementation of the 21<sup>st</sup> CCLC programs and activities. This established practice was expanded and enhanced for the current 21<sup>st</sup> CCLC proposal, offering Program Team members greater opportunity to actively engage in the planning and design process of this proposal. Certainly, an advantage to supporting 21<sup>st</sup> CCLC programs within the district is the unique opportunity to build relationships with the parents, teachers, administration, and support staff within each school community. Working collaboratively to support students academically, socially, and physically before, during and after the school day is pivotal to their growth and ultimate success. To design the best program for students of Gulf Highlands Elementary and Moon Lake Elementary, the District established a Program Team composed of a district administrator, school administrators, community member, parents, and postsecondary representatives. These team members were engaged throughout the development of this proposal, and they will remain engaged throughout the next four years to implement the program, evaluate program data, identify strategies for improvement and refinement, supporting stakeholder engagement, and ultimately planning for the sustainability of the project.

#### **DISTRICT ADMINISTRATOR**

Mary Grey, District Director for the Office of After School Enrichment Programs for the District School Board of Pasco County. Mary holds a Master of Business Administration degree and MBA in marketing along with 15 hours of graduate work towards her doctorate degree. With more than 35 years of experience working in the before and after school enrichment program field, Mary has also been an adult education instructor for over four years. Mary taught the state of Florida mandated childcare worker 40-hour courses in the areas of home daycare, infant and toddler, school age care, and special needs programming, along with being a trainer for the Train the Trainer related courses. She has provided oversight for 9- 21st CCLC programs that have been awarded to the district since 2014. Her experience and background will benefit the team through her guidance, leadership, and structure to the application, implementation, and evaluative processes of the grant.

#### **SCHOOL ADMINISTRATORS**

Sonya Basinger, Principal of Gulf Highlands Elementary School who is a graduate of Ohio State University with a bachelors and master's degree in elementary education. Sonya began her career in Pasco County teaching kindergarten through 3rd grade, worked as a reading interventionist, and reading coach. She ascended to the role of assistant principal at Hudson elementary school and at New River elementary school. As the building principal of GHES, she is in a unique position to provide support and guidance in the development of the CCLC program development that meets the needs of her student population.

Mindy Predmore, Assistant Principal holds a bachelors of elementary education from the University of South Florida and a Master of Education Leadership from Saint Leo university. Mindy began her career as a teacher for six years before assuming the role of assistant principal for the last 12 years. Mindy has a strong connection with her school population and has been a strong advocate for elementary before and

after school programming. Her previous experience as an administrator in a school with a successful 21st CCLC before and after school program provides a unique perspective for program development and cooperative efforts necessary to assure quality programming for students.

Amanda Palermo, Assistant Principal who has been an administrator at Moon Lake Elementary for the last four years. She received her master's degree in educational leadership from Saint Leo University and her bachelor's degree from Saint Petersburg college. Prior to her role as an assistant principal, Amanda has held instructional positions as an elementary math coach, a middle school math and social studies teacher, an AVID program coordinator and an ESE teacher. As the administrator supporting a 21st CCLC program, Amanda will be able to support the work around the development of a quality program by providing the team school-based input. Tapping into her experience in working within a variety of educational settings, she will provide the resources necessary to develop a program to meet the needs of all learners enrolled in the 21st century program.

#### COMMUNITY MEMBERS

Malissa Rivera, Community Member is a Caring Schools Community counselor working for Youth and Family Alternatives. Prior to her role with Youth and Family Alternatives, Melissa worked a GHES for three years as a permanent substitute and paraprofessional.

Hannah Jackson, Community Member works part time at Ramblin Rhodes Music school providing music lessons in guitar and ukulele to students of all ages. She is enrolled in the New Teacher Academy at River Ridge High School, as she will be pursuing a college degree to become an elementary teacher. Hannah has first-hand experience in being a student who attended and received the benefits of a quality before and after school program and she provides the program team with her perspective as a student, a music instructor, and a future teacher. She represents the New Teacher Academy at River Ridge and can get support and input from her fellow students, faculty, and administration in the development of this proposal.

#### PARENTS AT TARGETED SCHOOLS

Heather Brown is a parent of elementary students and understands the struggles that families have when trying to find quality before and or after school enrichment programming for students. With a management background, Heather can utilize her organizational and time management skills in assisting with the program team goals and objectives.

Breana Prince, is a parent of a student at Moon Lake Elementary School for the last four years. Breana has a background in early childhood education leadership and is employed as an instructional assistant for a second-grade class. Breana has had an opportunity to not only support Moon Lake Elementary in the capacity of a parent but also has been able to work alongside students. Breana will provide her insight on the academic enrichment program needs of her child along with the perspective of an educational support staff member.

#### POSTSECONDARY INSTITUTION REPRESENTATIVES

Dr. Renee Sedlack, Post-Secondary representative received her bachelor's degree in elementary education and a master's degree in early childhood education from Queens College of the City University of New York. She earned her doctorate degree in Educational Leadership and Policy Studies from the

University of South Florida. Dr. Sedlak has 41 years of experience in public education as a teacher, assistant principal, principal, and human resources director. She is a volunteer for Take Stock in Children, she has mentored new principals for the district school board of Pasco County since 2011, is the school advisory council chairperson at Endeavor and Discovery academies, alternative schools in Hernando County, Florida since 2016. Currently a tenured assistant professor at Saint Leo university her research focuses on closing the achievement gap for underserved youth. She will contribute her expertise in elementary school education and best practices in raising the academic achievement of students in title one schools to this program team committee and for the students of Gulf Highlands elementary.

Megan Harding, Post-Secondary representative is an adjunct instructor at Saint Leo University in the Elementary Education Department, teaching reading courses. She has been an educator for ten years in Pasco County Schools and serves as a Board Member for the Pasco County School District. Megan also volunteers her time in schools in any capacity. Megan brings a perspective on the importance of reading both inside and outside of the classroom and values the support that 21<sup>st</sup> CCLC programs provides for students.

LETTERS OF COMMITMENT: A letter of commitment was signed and provided by each of the aforementioned Program Team members, with each member committing to ongoing service on the Program Team for the duration of the 4-year 21<sup>st</sup> CCLC project period.

### **3.4b Letters of Commitment Upload**

***@@UPLOAD LETTERS OF COMMITMENT FOR PROGRAM TEAM@@***

### **3.5 Engaging Stakeholders**

#### **ENGAGEMENT OF STAKEHOLDERS**

Upon identifying and securing members of the Program Team, initial meetings were held to begin the process of identifying stakeholders for engagement within the proposed 21<sup>st</sup> CCLC program. The Program Team focused on engaging these stakeholders PRIOR to identifying needs, determining goals, and selecting activities. The intent of the Program Team was to collect need-based data directly from stakeholders (in addition to that provided by the Florida Department of Education and Pasco County Schools). Upon collecting needs-based data from stakeholders, the Program Team also worked with district staff to select communication methods that would enhance future engagement of these stakeholders, while also ensuring the inclusion of stakeholder feedback in the future refinement of program activities and services. Ultimately, the Program Team decided on the following stakeholders as the primary focus of the proposed 21<sup>st</sup> CCLC program, with each of these stakeholders engaged during the development of this proposal:

(1) STUDENTS: The Program Team identified students as the primary stakeholder in the 21<sup>st</sup> CCLC program and identified strategies to ensure student voices are heard and considered when implementing and refining the 21<sup>st</sup> CCLC program. The Program Team was clear that students are not just consumers of the services but must also be actively engaged to maximize their engagement with the program, commitment to program activities and interventions, and ultimate academic and personal outcomes.

(2) PARENTS/GUARDIANS: Adult Family Members (primarily parents and guardians) were identified as another critical stakeholder of the 21<sup>st</sup> CCLC program. The Program Team acknowledged that students might participate without adult engagement yet believes outcomes would be enhanced and students

more engaged if their adult family members were also engaged in the 21<sup>st</sup> CCLC program. In addition to adult family services and activities, the Program Team identified regular and ongoing communication strategies to keep parents engaged and informed (e.g., monthly newsletters, regularly updated website, SchoolConnect® telephonic messages, informational flyers about upcoming events, and providing all content in Spanish and English).

(3) **REGULAR-DAY CERTIFIED TEACHERS AND STAFF:** The Program Team includes teachers and staff from the regular school day as important stakeholders with the 21<sup>st</sup> CCLC program. While some of these individuals will work in the 21<sup>st</sup> CCLC program, the Program Team noted the importance of engaging all teachers and staff with the school, as the 21<sup>st</sup> CCLC program is best run in-line with the school day. The Program Team acknowledged the importance of communicating about individual student needs, as well as the needs of specific teachers (e.g., a teacher may desire support in helping students understand a specific art concept that can be incorporated into the program's art education activities).

(4) **SCHOOL ADMINISTRATORS:** Communication and engagement with school principals and administrators was noted as a critical element to ensuring the effective and efficient implementation of the 21<sup>st</sup> CCLC program. This was particularly noted by the school administrators sitting on the Program Team but was reiterated by other members of the Team. More specifically, the Program Team noted the importance of regular (e.g., monthly) communication between the 21<sup>st</sup> CCLC site coordinator and the school principal or assigned administrator. The Program Team acknowledged that the communication must be two-way, with the administrator ensuring the 21<sup>st</sup> CCLC program understands and addresses the needs of the school, and the 21<sup>st</sup> CCLC site coordinator ensuring the administration knows of all activities and any struggles facing the 21<sup>st</sup> CCLC program.

(5) **COMMUNITY AND BUSINESS PARTNERS:** Finally, the Program Team noted the importance of engagement of both community partners (those in the local area surrounding the schools) and business partners (those providing specific services or supports to the 21<sup>st</sup> CCLC program but not located in the local community). Both types of partners were considered important to the daily operations of the 21<sup>st</sup> CCLC program, as well as the ongoing efforts to achieve sustainability and enhanced services. Although used to communicate with all stakeholders, the Program Team noted partners might be best engaged through ongoing communication with the 21<sup>st</sup> CCLC site coordinator (e.g., newsletters), press released by local media outlets (e.g., public service announcements), and social media platforms (currently, ASEP maintains Facebook and Twitter accounts for other 21<sup>st</sup> CCLC grants).

#### ENGAGEMENT PLAN AND FREQUENCY

Engagement of stakeholders was a paramount focus of the Program Team during the development of the 21<sup>st</sup> CCLC proposal, and the Program Team developed an engagement plan that would help ensure ongoing and meaningful engagement after the grant is awarded (and throughout the four years of the project). The engagement plan contains two primary layers: (1) engaging in regular communication with stakeholders and (2) obtaining and utilizing feedback from stakeholders.

**COMMUNICATION:** Engaging and obtaining meaningful feedback from stakeholders that can help guide the improvement of the 21<sup>st</sup> CCLC program requires the stakeholders to understand the program and maintain awareness of the services provided through the grant. As such, a strong communication plan is the foundation of the overall engagement plan. All stakeholders will receive regular communications through (1) posting information about the 21<sup>st</sup> CCLC STAR Academy and enrollment on the District and ASEP's webpage, Facebook, and Twitter accounts (MONTHLY UPDATES); (2) reaching out to local media



resources to publish a press release about the program (Pasco County media outlets provide regular pro-bono releases and announcements for District programs); and (3) creating and distributing a monthly newsletter about program activities and successes to the entire school community (MONTHLY). The 21<sup>st</sup> CCLC monthly newsletters 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. These newsletters are posted at the physical site location, available for distribution to electronically, and posted on the 21<sup>st</sup> CCLC program website. The newsletter helps all stakeholders stay informed and feel more included in the program. Students and parents will also receive communications using SchoolConnect® to send telephonic messages to each family enrolled at both GHES and MLES. To further engage the community and invite involvement in the program (as participants or partners), informational flyers will be distributed to community locations (e.g., local churches), school guidance counselors, homeless liaisons, and sent home with students in the established “take home folder” (a standard practice in Pasco County School).

**FEEDBACK:** The ultimate goal of strong communication is to form a foundation for equally strong feedback systems – thus allowing stakeholders substantial opportunities to provide feedback to enhance program operations, improve program activities, support student and family engagement, and ensure achievement of academic and personal enrichment goals for the project. The Program Team developed and selected several specific methods for collecting feedback from all stakeholders. The following provides the final slate of feedback methods and strategies selected by the Program Team.

**STUDENT ADVISORY BOARD (MONTHLY):** The Program Team believes the 21<sup>st</sup> CCLC program would be enhanced by ensuring regular feedback from the students participating in the program. In addition to the student survey for feedback, each site will create and maintain a Student Advisory Board. This board will meet at least monthly to provide feedback to the 21<sup>st</sup> CCLC site coordinator and school administration about program services, selected activities, and potential adjustments to the overall program. Somewhat like a student government, members of the student advisory board will be older students in the program and will carry some leadership assignments (e.g., they will help encourage the quarterly student surveys).

**STUDENT FEEDBACK SURVEYS (QUARTERLY):** Student surveys will be used to gauge the interests of the students at the beginning of the school year and re-evaluated quarterly 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 will be planned based on student interests expressed through these surveys.

**SCHOOL ADVISORY COUNCIL (QUARTERLY):** The 21<sup>st</sup> CCLC site coordinator will attend all School Advisory Council (SAC) Committee meetings held during the academic year. The coordinator will present on the 21<sup>st</sup> CCLC program at the first meeting of the year, and then attend all future meetings to obtain feedback from the SAC specific to the services of the 21<sup>st</sup> CCLC program. While feedback may be limited, any feedback from the SAC will be used to drive conversations and feedback from other stakeholders with more direct connection to the 21<sup>st</sup> CCLC program (e.g., parents).

**SCHOOL ADMINISTRATIVE MEETINGS (MONTHLY):** The 21<sup>st</sup> CCLC site coordinator will meet at least monthly with the School Principal and/or other assigned school administrator to support the 21<sup>st</sup> CCLC program. These meetings will communicate program operations and activities to the administrators, while also allowing an opportunity for the school administrators to provide feedback to the 21<sup>st</sup> CCLC site

coordinator about program operations, any unexpected challenges needing to be addressed, and any new needs where the 21<sup>st</sup> CCLC program can support participating students.

**TEACHER MEETINGS (MONTHLY):** The 21<sup>st</sup> CCLC site coordinator, as a full-time employee, will have time to meet regularly with school day teachers about individual students and how the program can best support each student. These meetings allow teachers to provide regular feedback about the 21<sup>st</sup> CCLC program and how the program can be enhanced to better meet student needs (e.g., homework progress, reading progress, needs for added attention). This meeting will be held within the first week of student enrollment (for new students) and then monthly thereafter.

**OPEN HOUSES (QUARTERLY):** The 21<sup>st</sup> CCLC program will hold quarterly (at least) open houses, where partners, community members, parents, teachers, and administrators will all be invited to participate. These open houses provide an opportunity for students to showcase their projects and activities completed during the 21<sup>st</sup> CCLC program (e.g., art walk, project demonstrations, service project showcases, and science station demonstrations). The open houses will include opportunities for partners and community members to provide feedback through a brief round-table discussion with the 21<sup>st</sup> CCLC site coordinator and, if possible, the student advisory board.

**LIGHTS ON AFTERSCHOOL (ANNUAL):** In addition to communication and feedback, the 21<sup>st</sup> CCLC program and Pasco County Schools will invite all stakeholders to participate in the district-wide Lights On Afterschool activities and celebration – held annually in October. This national initiative is a celebration of afterschool and an opportunity to demonstrate the widespread support for out-of-school programming across the United States. This type of engagement activity is particularly helpful to demonstrate the importance of out-of-school time programming and the overwhelming support for such programming to existing and potential partners that will eventually be relied upon for sustainability support.

**PROGRAM TEAM MEETINGS (QUARTERLY):** One of the most important feedback components is the quarterly Program Team meetings. While the Program Team serves an important function to process feedback and make recommendations for improvements, they are also knowledgeable of the school, communities, and students impacted by the program (hence their selection to be on the Program Team). Ultimately, Program Team members will be able to provide formal feedback regarding issues presented before the Team.

#### TOPICS FOR MEANINGFUL FEEDBACK

Through the aforementioned communication and feedback mechanisms, the 21<sup>st</sup> CCLC program will collect feedback on a variety of topics: (1) general operational factors (e.g., times, dates, staffing); (2) daily scheduling and sequence of services (e.g., homework before or after fitness); (3) engagement and enjoyment of specific activities; (4) strategies for improving student interest and engagement in academics and program offerings; and (5) specific activities and services (e.g., curriculum selection, specific activities). With the feedback from stakeholders on these topics, the 21<sup>st</sup> CCLC site coordinator and district administrators will utilize the feedback to help continuously improve the program through modifications of schedules, activities, and staffing (as necessary). The Program Team will meet at least quarterly to review the feedback from stakeholders, consider recommendations for improvement or adjustment, and make final recommendations to the district implementation.

#### TEACHER SURVEYS

Pasco County Schools developed a comprehensive needs assessment survey for completion by all teachers at Gulf Highlands Elementary and Moon Lake Elementary. The survey was designed to assess whether the teachers felt an out-of-school (expanded learning opportunities) program was needed by their students, whether the students could afford a fee-based program, what struggles the students were experiencing that could be addressed by a structured program, and what activities the teachers believed would be helpful for the students. The teachers were surveyed through a system called “Thought Exchange” that allowed a more interactive survey process, where teachers responded to survey questions and then could add comments that could be seen by other teachers. This allowed for a more organic method of obtaining feedback and consultation from these teachers. The following provides the number of completed surveys compared to the number of teachers employed based on data from the ‘Know Your Schools Portal.’

- \* Gulf Highlands Elementary: 21 of 48 Teachers Surveyed (43.75%)
- \* Moon Lake Elementary: 33 of 46 Teachers Surveyed (71%)

#### PARTNER SURVEYS

In addition to teachers, Pasco County School and the 21<sup>st</sup> CCLC Program Team developed a survey for community partners to provide feedback about the needs of the community and how the 21<sup>st</sup> CCLC program could help address these needs. Partners were asked whether they felt an out-of-school program would benefit the community, whether they feel students would attend out-of-school components, the types of activities that would help the students, and how an out-of-school program might impact students and families. To help ensure completion of these surveys by community partners and enhance the relationship with the partners, these surveys were completed through a phone conversation between the partner and a member of the Program Team. The following indicates the number of surveys completed for each of the proposed 21<sup>st</sup> CLCC sites:

- \* Gulf Highlands Elementary: 3 Community Partners Surveyed
- \* Moon Lake Elementary: 3 Community Partners Surveyed

#### STUDENT AND PARENT SURVEYS

The Program Team also developed surveys for parents and students, with the Team determining that both parents and students should have an opportunity to provide feedback about student needs and the design of the proposed 21<sup>st</sup> CCLC program. Parents were surveyed separately through Thought Exchange, where parents could read and respond to posted comments from other parents (akin to brainstorming) – thus providing a deeper understanding of the needs and issues parents would like addressed in the overall program design. Students were surveyed but were not able to see or post comments. Students were both surveyed online and in-person, with the in-person surveys conducted in group settings and operated somewhat like focus groups with a district-level staff member overseeing the group administration. Ultimately, the following provides the number of completed surveys compared to the number of students based on data from the “Know Your Schools” portal.

- \* Gulf Highlands Elementary: 37 Students’ Parents Surveyed of 733 Students (5.05%)
- \* Moon Lake Elementary: 41 Students’ Parents Surveyed of 587 Students (6.98%)

- \* Gulf Highlands Elementary: 172 of 733 Students Surveyed (23.47%)
- \* Moon Lake Elementary: 151 of 587 Students Surveyed (25.72%)

### 3.6 Assessing Program Needs

#### NEEDS ASSESSMENT

The Office for After School Enrichment Programs (ASEP) collaborated with the District's Office for Accountability, Research and Measurement (ARM), to collect and present internal needs-based data relevant to students and families served by Gulf Highlands Elementary (GHES) and Moon Lake Elementary (MLES). In addition, data were gathered from additional sources to assist with the needs assessment for GHES and MLES, such as: (1) Pasco County Schools 2021-2022 School Improvement Plans; (2) Florida Department of Education's School Report Card (Know Your Schools Portal); and (3) 2021 Gallup Employee and Student Surveys. In addition, to gather input regarding program needs directly from identified stakeholders, the district conducted an electronic 21<sup>st</sup> CCLC planning survey utilizing the Thought Exchange crowd sourcing software. The surveys were distributed to each school's administration, teachers, support staff, parents, students, and partners. The purpose of these surveys was to collect stakeholder opinions as to the needs of students, families, schools, and communities that could be addressed through the 21<sup>st</sup> CCLC program. All data and survey results were presented to the Project Team and district administrators to determine the underlying needs to be addressed by the 21<sup>st</sup> CCLC program, along with the specific academic and personal enrichment activities to be included during the before school, afterschool, holiday, and summer components.

#### -- TARGETED SCHOOLS --

Gulf Highlands Elementary School (GHES) is a Title 1 school identified for Targeted Support & Improvement (TS&I) and is in a low socioeconomic area on the west side of Pasco County. The student population at GHES consists of 733 students where 87.6% are economically disadvantaged, 41.7% are minorities, 17.6% are students with disabilities, 6.8% are English Language Learners and 5.2% of the students are in transition (homeless). Within GHES, 38.3% of students have chronic absenteeism and 13.3% of the student population received one or more in-school suspensions (2021-2022 School Improvement Plan).

Moon Lake Elementary School (MLES) is also a Title 1 school in a low socioeconomic area on the west side of Pasco County. The student population at MLES consists of 587 students where 76.0% are economically disadvantaged, 30.3% are minorities, 20.1% are students with disabilities, and 4.8% are English Language Learners. Within MLES, 26.4% of students have displayed chronic absenteeism, and over 4% of all students received one or more in-school suspensions in 2021-2022.

#### -- STUDENT NUMBERS --

Factors taken into consideration when determining the number of students to be served from GHES and MLES target populations for each 21<sup>st</sup> CCLC site includes: (1) achievement levels on state assessments in ELA, Math, Science, which are significantly lower than State proficiency percentages for both schools; (2) high chronic absenteeism rates; (3) Gallup student survey results regarding engagement and hope; (4) School Improvement Plans; (5) the Thought Exchange needs assessment results; and (6) the availability of accessible and affordable community agencies providing out-of-school time programming in the

surrounding communities.

-- DATA-BASED PERFORMANCE AND ACHIEVEMENT NEEDS --

ACADEMIC ASSESSMENT: During the 2020-2021 academic year, statewide testing results for the Florida Standard Assessment (FSA) and Next Generation Sunshine State Standards Assessment (NGSSS) demonstrated significant needs in all core academic subjects. More specifically, students at both Gulf Highlands Elementary and Moon Lake Elementary performed significantly below the Statewide rate of students scoring at proficiency in English Language Arts (Reading), mathematics, and science.

As per data retrieved from the Florida Department of Education (Know Your Schools Portal) for Gulf Highlands Elementary, only 33.2% of students were proficient in ELA/reading (compared to 52.1% across Pasco County and 52.8% statewide), 29.6% were proficient in mathematics (50.6% Pasco County, 48.4% statewide), and 46.4% were proficient in science (55.8% Pasco County, 52.1% statewide).

Data on Moon Lake Elementary revealed similar needs among enrolled students, with only 35.0% of students proficient in ELA/reading (compared to 52.1% across Pasco County and 52.8% statewide), 30.3% were proficient in mathematics (50.6% Pasco County, 48.4% statewide), and 40.0% were proficient in science (55.8% Pasco County, 52.1% statewide).

ENGLISH LANGUAGE PROFICIENCY: During the 2020-2021 academic year, 20.8% of all English Language Learner (ELL) students in Florida were proficient in the English language, as measured by the ACCESS assessment. ELL Students at Gulf Highlands Elementary outperformed the state, with 25.0% of ELL students demonstrating proficiency in the English language, while Moon Lake Elementary underperformed the state average, with only 13.3% of ELL students proficient in the English Language. The lower percentage at Moon Lake Elementary is most likely a product of the low number of ELL students in the school, and this was not identified as a need by school administrators, teacher, or other stakeholders surveyed in the development of this proposal.

ACCELERATION: This proposal is focused on providing services to two elementary school sites. There are no acceleration data available through the Know Your Schools Portal.

DISCIPLINE: In 2020-2021, school discipline issues were relatively low, with Gulf Highlands Elementary having 31 students (4.2%) receiving one or more in-school suspensions and 9 students (1.2%) receiving one or more out-of-school suspensions. Discipline data suggested even lower behavior issues at Moon Lake Elementary, with only 5 students (0.9%) receiving one or more in-school suspensions and 4 students (0.8%) receiving one or more out-of-school suspensions.

ATTENDANCE: Data from the Know Your Schools Portal establishes chronic absenteeism as a greater need across both schools targeted by this proposal. Gulf Highlands Elementary reported 281 students as chronically absent in the 2020-2021 academic year (38.3% of the school population), whereas Moon Lake Elementary reported 155 students as chronically absent (19.6% of the overall student population).

GRADUATION AND POSTSECONDARY: This proposal is focused on providing services at two elementary school sites. There are no graduation or postsecondary data available through the Know Your Schools Portal, as these metrics are primarily reserved for high schools.

-- GAPS IN PERFORMANCE AND ACHIEVEMENT (STUDENT SUBGROUPS) --

#### ACADEMIC SUBGROUP GAPS: ENGLISH LANGUAGE ARTS:

During the 2020-2021 academic year, a total of 277 students at Gulf Highlands Elementary and 263 students at Moon Lake Elementary took the FSA Reading. While 33.2% of Gulf Highland students and 35.0% of Moon Lake students demonstrated proficiency on the FSA Reading, a sub-group analysis demonstrates troubling gaps in performance between the sub-groups. For instance, at Gulf Highlands Elementary, while 33.2% of all students demonstrated reading proficiency, only 29.2% of economically disadvantaged students, 8.5% of students with disabilities, and 19.0% of English Language Learners demonstrated reading proficiency. Moreover, only 27.6% of students from traditionally defined 'minority' groups demonstrated reading proficiency, somewhat less than the overall school proficiency rates. Similarly, while 35.0% of all Moon Lake Elementary students demonstrated reading proficiency, only 30.7% of economically disadvantaged students demonstrated proficiency, 18.8% of students with disabilities, and 6.3% of English Language Learners. Moreover, at Moon Lake Elementary, only 20.0% of students from traditionally defined 'minority' groups demonstrated reading proficiency, significantly less than the overall school proficiency rates.

#### ACADEMIC SUBGROUP GAPS: MATHEMATICS:

As with reading, performance on the FSA Mathematics statewide assessment demonstrates significant gaps between subgroup performance at both Gulf Highlands Elementary and Moon Lake Elementary. In fact, at Gulf Highlands Elementary, while 29.6% of all students demonstrated mathematics proficiency, only 27.6% of economically disadvantaged and 10.9% of students with disabilities demonstrating mathematics proficiency. Students identified as English Language Learners slightly outperformed the school, with 30.4% demonstrating mathematics proficiency. Unfortunately, only 25.0% of students from traditionally defined 'minority' groups demonstrated proficiency in mathematics, lower than the overall school proficiency rates in math at Gulf Highlands Elementary. Sub-group analysis at Moon Lake Elementary is similarly concerning, with 30.3% of all students demonstrated mathematics proficiency, yet only 27.9% of economically disadvantaged students, 20.3% of students with disabilities, and 12.5% of English Language Learners demonstrating mathematics proficiency. Moreover, only 15.7% of students from traditionally defined 'minority' groups demonstrated proficiency in mathematics, significantly less than the overall school proficiency rates in math.

#### ACADEMIC SUBGROUP GAPS: SCIENCE:

As with reading and mathematics, sub-group analysis on science proficiency (based on the 5<sup>th</sup> grade statewide science assessment) reveals a pattern of lower proficiency among specific subgroups. At the end of the 2020-2021 academic year, 84 students at Gulf Highlands Elementary and 80 students at Moon Lake Elementary completed the statewide science assessment. At Gulf Highlands Elementary, while 46.4% of the overall student population demonstrated proficiency in science, only 41.2% of economically disadvantaged students, 10.0% of students with disabilities, and 40.0% of students from traditionally defined minority groups demonstrated proficiency in science. Similarly, at Moon Lake Elementary, while 40.0% of the overall student population demonstrated proficiency in science, only 31.7% of economically disadvantaged students, 15.8% of students with disabilities, and 29.4% of students from traditionally defined minority groups were proficient in science.

#### DISCIPLINE SUBGROUP GAPS:

At Gulf Highlands Elementary, looking at subgroup differences for school discipline issues, 12 of the 31 students with at least one in-school suspension were from traditionally defined 'minority' groups (38.7% compared to 57.2% minority rate in the overall school population), 1 student was identified as an English Language Learner (3.2% compared to 6.8% in the overall population), and 12 were identified with a special

need or disability (38.7% compared to 17.6% in the student population). In addition, 25 (80.6%) of the students with at least one in-school suspension were male and six (19.4%) were female – suggesting males disproportionately more likely to have more serious discipline issues than female students.

At Moon Lake Elementary, again looking at subgroup differences for school discipline, two of the five students with at least one in-school suspension were from traditionally defined ‘minority’ groups (40.0% compared to 30.3% minority rate in the overall school), no chronically absent students were identified as an English Language Learner (compared to 4.8% in the overall population), and three were identified with a special need or disability (60.0% compared to 20.1% in the student population). In addition, three (60.0%) of the students with at least one in-school suspension were male and two (40.0%) were female. The rather low number of students with in-school suspension results in some lopsided findings, with chronic absenteeism not identified as a primary need for targeted students.

#### ATTENDANCE SUBGROUP GAPS:

At Gulf Highlands Elementary, of the 281 students identified as chronically absent in the 2020-2021 academic year, 118 were from traditionally defined ‘minority’ groups (42.0% compared to 57.2% of the overall school population); 20 were identified as English Language Learners (7.1% compared to 4.8% of the school population), and 43 were identified with a special need or disability (15.3% compared to 20.1% of the school population). A relatively proportionate number of males and females were chronically absent (50.5% were males and 49.5% were females).

At Moon Lake Elementary, of the 155 students identified as chronically absent in the 2020-2021 academic year, 42 were from traditionally defined ‘minority’ groups (27.2% compared to 30.3% of the overall school population); 7 were identified as English Language Learners (4.5% compared to 4.8% of the school population), and 37 were identified with a special need or disability (23.9% compared to 20.1% of the school population). A relatively proportionate number of males and females were chronically absent (51.0% were males and 49.0% were females).

#### -- STAKEHOLDER SURVEY RESULTS --

##### TEACHER SURVEYS:

A total of 21 teachers completed the Thought Exchange teacher survey at Gulf Highlands Elementary, representing 43.8% of the 48 teachers employed by the school. Survey results indicated 95% of the teachers believe the students need a free before- and afterschool program and 86% believe the students need a summer program. The "free" aspect is important, as 95% of surveyed teachers do not believe most families could afford to pay for these services at this school. Most teachers believe that structured extended learning opportunities are needed due to student struggles in the following: reading at grade level (95%), understanding math concepts (67%), behaving well in class (81%), staying out of trouble in school (62%), turning in homework in time (52%), and accurately completing assigned homework (52%). Given these struggles, it is not surprising that teachers believed the programs should include the following: reading help (90%), mathematics help (81%), homework help (81%), character education and social skills (71%), behavioral improvement interventions (71%), and art enrichment activities (48%). With these activities and intervention areas, teachers believe the 21st CCLC program will improve the following areas: student engagement with school (86%); resources for students (86%); student behavior in class (86%); reading skills (86%); and mathematics skills (81%).

The teacher survey was also administrated to teachers at Moon Lake Elementary, with a total of 33 teachers completing the teacher survey, representing 71.7% of the 46 teachers employed at Moon Lake

Elementary. Survey results indicated 94% of the teachers believe the students need a free before- and afterschool program and 82% believe the students need a summer program. The "free" aspect is important, as 91% of surveyed teachers do not believe most families could afford to pay for these services at this school. Most teachers believe that structured extended learning opportunities are needed due to student struggles in the following: reading at grade level (76%), understanding math concepts (67%), understanding science concepts (42%), behaving well in class (76%), getting along with other students (55%), staying out of trouble in school (36%), and accurately completing assigned homework (36%). Given these struggles, it is not surprising that teachers believed the programs should include the following: reading help (76%), mathematics help (67%), character education and social skills (76%), behavioral improvement interventions (70%), homework help (58%), and fitness activities (45%). With these activities and intervention areas, teachers believe the 21st CCLC program will improve the following areas: student engagement with school (85%); mathematics skills (70%); reading skills (67%); homework completion (61%); and student behavior in class (58%).

#### PARTNER SURVEYS:

The Program Team collected surveys on three (3) community partners from Gulf Highlands Elementary and three (3) community partners from Moon Lake Elementary (six independent partners in total). These partners were community agencies that support these specific schools, such that they were asked to provide feedback as to the needs of students and families in these communities, as well as the importance of a structured out-of-school program to support these needs. Ultimately, across all six partners surveyed, 100% believed students need both school year and summer programming to support the academic and personal enrichment of the students. 83% of partners believed the programs needed to be free, with only one partner believing families could afford to pay school-year programming (as per survey data). As per the partners, students in the community have the greatest struggles with: understanding teacher instructions (83%); behaving in class (83%); understanding math concepts (67%); turning in homework on time (67%); staying out of trouble (67%); reading at grade level (67%); and accurately completing homework (67%). To help address these needs, the partners suggested the program include the following activities: reading help (100%); homework help (100%); math help (83%); fitness programs (83%); character education and social skills (83%); and career exploration (83%).

#### PARENT SURVEYS:

A total of 37 parent surveys were received representing 46 of the 733 students attending Gulf Highlands Elementary (6.3% of all targeted students). Survey results indicated that 70% of parents reported their child(ren) need a before school program, 78% need an afterschool program, and 95% need a summer program. If such a program were provided without fee, 68% of parents stated their children would definitely attend a before school component, 81% would attend an afterschool component, and 92% would attend a summer component. Unfortunately, of the parents responding, 95% stated they would not be able to afford any type of fee-based out-of-school program without financial assistance. Even if they were able to pay, 95% of parents noted that openings in out-of-school programs are hard to find in the surrounding community. Ultimately, if provided, parents indicated the following activities were the most needed by their children: homework help (70%), fitness programs (70%), character education (65%), reading assistance (62%), math assistance (59%), art/music education (59%), and behavioral improvement interventions (54%).

Moon Lake Elementary parents also completed the stakeholder needs assessment, with a total of 41 parent surveys received - representing 53 of the 587 students attending the school (9.0% of all targeted students). Survey results indicated that 63% of parents reported their child(ren) need a before school program, 63% need an afterschool program, and 78% need a summer program. If such a program were



provided without fee, 73% of parents stated their children would definitely attend a before school component, 71% would attend an afterschool component, and 80% would attend a summer component. Unfortunately, of the parents responding, 88% stated they would not be able to afford any type of fee-based out-of-school program without financial assistance. Even if they were able to pay, 85% of parents noted that openings in out-of-school programs are hard to find in the surrounding community. Ultimately, if provided, parents indicated the following activities were the most needed by their children: homework help (61%), reading help (56%), art/music education (49%), mathematics help (44%), fitness programs (44%), character education (44%), and science/engineering projects (41%).

#### STUDENT SURVEYS:

In addition to parents, the Program Team worked through Pasco County School administrators to collect needs assessment data and design feedback from students currently attending the targeted schools. A total of 172 elementary school students completed the needs assessment and feedback survey at Gulf Highlands Elementary. These students provided feedback on the activities they would like to have included in the out-of-school programming during the school year and summer, with the students requesting the following: reading help (42%); mathematics help (38%); homework help (36%); science projects and experiments (33%); fitness and outdoor play (32%); art and painting (27%); music lessons (18%); and field trips (17%). Students were also asked where they were having the hardest time in school, with students responding the following struggles: science (54%); making friends (39%); reading (33%); homework (27%); mathematics (25%); enjoying school (25%); staying out of trouble (25%); understanding teacher directions (15%); and getting along with other students (7%).

The students at Moon Lake Elementary also completed the survey. A total of 151 elementary school students completed the needs assessment and feedback survey at Moon Lake Elementary. These students provided feedback on the activities they would like to have included in the out-of-school programming during the school year and summer, with the students requesting the following: fitness and outdoor play (60%); mathematics help (50%); art and painting (46%); reading help (32%); science projects and experiments (32%); music lessons (30%); homework help (29%); and field trips (16%). Students were also asked where they were having the hardest time in school, with students responding the following struggles: mathematics (50%); understanding teacher directions (39%); making friends (30%); reading (30%); homework (25%); enjoying school (25%); staying out of trouble (25%); getting along with other students (28%); and science (17%).

#### -- ACTIVITIES REQUESTED BY STAKEHOLDERS --

The Program Team analyzed all needs assessment data, particularly the stakeholder surveys, and found some consensus about desired activities across the teachers, partners, parents, and students stakeholder groups. Overall, the students are looking for opportunities to engage in activities that will set them up for success academically and in life. Based on requested services, the Program Team was adamant that the 21st CCLC STAR Academy offer families of students a variety of opportunities for active and meaningful engagement in their child's education and opportunities for their own educational and personal growth.

More specifically, the parents and students at GHES identified needing help in academic areas such as: reading, math, homework help, as well as fitness and healthy living activities. There was also a high level of interest in character education and strong interest in the arts, specifically music and painting. The parents and students at MLES identified the same need for help in academic areas such as: reading, math,

and homework help. They also identified science activities with hands-on experiments, art, music, and fitness as activities they would like to see in a community learning center.

The 21st CCLC STAR Academy will offer quarterly family nights, wherein families will gather to engage in topics such as financial literacy, at-home activities to support mathematics and reading, and healthy living activities. Ultimately, the goal is to provide literacy events that will help adult family members be better equipped to meet the daily challenges of life and better support their children in academic pursuits.

#### -- EXISTING COMMUNITY ASSETS AND GAPS --

For the 2022-2023 school year, there will be very limited after school options for students in the targeted communities and school. Few, if any, of these options will be affordable for families in these communities, and none of the options will provide the same structure and academic-focused programming as that offered by a 21<sup>st</sup> CCLC program. For instance, GHES students have access to (1) a 6-week program that occurs two times a year called Girls on the Run, (2) a PLACE before/after school program that is offered at another local elementary school, (3) a martial arts center, and (4) a local daycare. MLES students have access to (1) a local recreation center for summer recreational programming, (2) a PLACE before/after school program that is offered at another local elementary school and (3) a local daycare.

Due to socioeconomic barriers, accessibility to these paid programs has traditionally been a significant issue for the families in these communities. For instance, homelessness has long impacted families in Pasco County, with GHES having 32 students in transition (homeless) and MLES having 28 students in transition (homeless). Research has shown that students learn best when their basic physical, mental, and emotional needs are met. As such, the 21<sup>st</sup> CCLC STAR Academy will provide priority registration to these students, so they may receive academic support and personal enrichment in a safe and caring atmosphere. This support should provide the foundation and encouragement for these students to maintain daily attendance and engagement throughout the academic year.

Another significant barrier is having available income to pay for expended learning opportunities. As mentioned above, 87.35% of GHES families and 70.32% of MLES families are economically disadvantaged, with many living below the poverty level. Students at 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. The 21<sup>st</sup> CCLC STAR Academy will help close the gap between those who can afford a community program and those who cannot by providing entirely free expended learning opportunities. These 21<sup>st</sup> CCLC sites will provide structure and support to positively impact academic results. Indeed, without these programs, there may be no escape from the suffocating socioeconomic conditions facing students and their families.

Both GHES and MLES 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 65% of all 5th grade students at GHES and 66% of all 5th grade students at MLES reported feeling hopeless; and 40% of those students at GHES and 43% of those students at MLES 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).

The 21<sup>st</sup> CCLC STAR Academy will have access to many of the school district's resources, including: instructional materials, technology software and applications, and certified teaching staff before and after school. Within the community, partnerships will provide presentations, activities, and curriculum for use in the 21<sup>st</sup> CCLC STAR 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. All district and partnership resources will be aligned with the proposed program services to support activities that are designed to meet the needs of students and their families.

### **3.7a Intentionally Designing Activities**

***@@UPLOAD SITE PROFILE WORKSHEETS@@***

***@@UPLOAD SCHEDULES (BEFORE SCHOOL, AFTERSCHOOL, HOLIDAYS, SUMMER, FAMILY@@***

### **3.7b Intentionally Designing Activities**

#### **-- OPERATIONAL PLANNING --**

Gulf Highlands Elementary School (GHES) is a Title 1 school identified for Targeted Support & Improvement (TS&I) and is in a low socioeconomic area on the west side of Pasco County. The student population at GHES consists of 733 students where 87.6% are economically disadvantaged, 41.7% are minorities, 17.6% are students with disabilities, 6.8% are English Language Learners and 5.2% of the students are in transition (homeless). GHES has a 38.3% chronic absenteeism rate; documented discipline for the 2020-2021 school year includes 4.3% of the student population received one or more school suspensions, with the 2021-2022 SIP documenting 13.3%, 1.2% have received one out-of-school suspension and 1.2% have received more than one out-of-school suspensions.

Gulf Highlands will serve 80 students during the school year Monday – Friday before school from 7:00 am – 10:00am and after school from 4:30 pm to 6:00 pm for 180 days. In addition, the program will open 2 hours earlier on 8 days during the school year to accommodate the school districts early release days. Summer program will be provided for 80 students Monday- Friday before school from 7:00 am – 6:00 pm.

Moon Lake Elementary School (MLES) is a Title 1 identified as a RAISE school requiring additional support by FLDOE, in a low socioeconomic area on the west side of Pasco County. The student population at MLES consists of 587 students where 76.0% are economically disadvantaged, 12 students are in transition (homeless), 30.3% are minorities, 20.1% are students with disabilities, and 4.8% are English Language Learners. MLES has a 26.4% chronic absenteeism rate.

Moon Lake will serve 80 students during the school year Monday – Friday before school from 7:00 am – 9:30 am and after school from 4:10 pm to 6:00 pm for 180 days. In addition, the program will open 2 hours earlier on 8 days during the school year to accommodate the school districts early release days. Summer program will be provided for 80 students Monday- Friday before school from 7:00 am – 6:00 pm.

#### **-- NEED-BASED ACTIVITIES --**

ENGLISH LANGUAGE ARTS (Lexia Core5)

**DESCRIPTION:** All 21st CCLC students will receive a daily English Language Arts activity that is aligned with student needs and Florida's Standards for ELA. Student needs will be addressed through Lexia Core5. Lexia Core5 provides differentiated literacy instruction for students of all proficiency levels in grades PreK-5. The Lexia study-proven program provides clear, systematic, and personalized learning across six areas of reading instruction, targeting new ability gaps, and providing learning through one-on-one and small group instruction. Core5 also allows for data collection and student-specific resources. It is well suited for an afterschool setting as it supports students' growth by allowing them to choose their course and pace, and it encourages awareness and ownership of achievements and progress. Core5 uses data to recommend specific interventions and practice resources based on student performance in an online platform, making it a good choice for our 21<sup>st</sup> Century programs.

**FREQUENCY:** Lexia Core5 components will be provided for 45 minutes each day throughout the academic year, as well as two hours each day throughout the summer. Students will engage in Lexia Core5 activities led by the Assistant Site Manager and the Senior Group Leaders, all of whom will be trained in Lexia Core5.

**FOCUS:** Core5 builds on the classroom curriculum and helps to develop reading skills through phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.

**NEED-BASED ALIGNMENT:** Based on need assessment data, primarily that obtained from the Project Team meetings and stakeholder surveys, there was a significant need for reading support for all students at both Gulf Highlands Elementary and Moon Lake Elementary.

**EXPECTED YIELD OF IMPROVEMENTS:** Lexia Core5 activities and lessons are selected and designed to provide research-based, reading interventions for students in grades PreK-5 during the afterschool and summer components of the proposed 21st CCLC program. As noted above, the components for the Core5 activities were selected to best impact the development of literacy skills, among actively participating 21st CCLC students. All activity components and selected curriculum are directly based on research-based interventions that are directly and intentionally aligned with both Florida and National standards and guidelines for ELA learning.

**EVIDENCE BASIS:** According to the What Works Clearinghouse (WWC), out of 11 studies investigating the effects of Lexia Reading, two studies met the WWC evidence standards. These two studies were by Macaruso, Hook, and McCabe (2006), and Gale (2006). The WWC states that Marcaruso et al. "randomly assigned 10 classrooms in five schools to either a treatment group that was exposed to Lexia Reading Phonics Based Reading and Strategies for Older Students components or to a control group that did not. Eighty-three students in the five treatment group classrooms participated in Lexia Reading for two to four weekly sessions of 20 to 30 minutes each, and 84 students in the five comparison group classrooms received regular classroom instruction during that time." The Gale study worked with kindergarten and first graders whose Dynamic Indicators of Basic Early Literacy (DIBELS) scores for fall indicated they needed intensive interventions. Out of those students, 41 in kindergarten and 38 in first grade were placed in one of three groups at random, with 39 kindergarteners and 37 first graders remaining in (1) *Lexia Early Reading*, (2) Earobics® Step 1, or (3) control. The students who were placed in groups 1 and 2 were given the supplemental interventions during the five weeks of the study in addition to regular instruction. The students in the control group, however, received no reading instruction beyond their regular ELA instruction. Marcaruso and Walker (2008) met standards with reservations. Additionally, the interventions addressed student outcomes for alphabets, reading fluency, comprehension, and general reading achievement. Based on these studies, the WWC found potentially positive effects of Lexia Reading on alphabets and comprehension.

In addition to the WWC, Lexia Core5 has a strong ESSA rating. The effectiveness of Core 5 was investigated in a cluster randomization study at five schools in the Chicago area. This study focused on 116 K-5 students who received special education support in reading. Students received push-in and/or pull-out assistance from special education teachers. A year later, students using Core5 had considerably higher MAP scores (ES = +0.23) compared to the control group, making it eligible for the ESSA Strong Rating.

TIER 1 EVIDENCE:

Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. *Journal of Research in Reading, 29*(2), 162–172.

Macaruso, P., Hook, P., & McCabe, R. (2003). *The efficacy of Lexia skills-based software for improving reading comprehension*. Retrieved February 4, 2009 from Lexia Learning website: [http://www.lexialearning.com.au/library/source/research/revere\\_030912.pdf](http://www.lexialearning.com.au/library/source/research/revere_030912.pdf).

Gale, D. (2006). *The effect of computer-delivered phonological awareness training on the early literacy skills of students identified as at-risk for reading failure*. Retrieved May, 2008 from the University of South Florida website: <http://purl.fcla.edu/usf/dc/et/SFE0001531>.

TIER 4 EVIDENCE:

Macaruso, P., & Walker, A. (2008). The efficacy of computer-assisted instruction for advancing literacy skills in kindergarten children. *Reading Psychology, 29*(3), 266–287.

---

ENGLISH LANGUAGE ARTS (Inquiry Projects)

DESCRIPTION: All 21st CCLC students will receive a daily English Language Arts activity that is aligned with student needs and Florida's Standards for ELA. In addition to other ELA activities, student needs will be addressed through inquiry projects. In this activity, students will explore a variety of resources including texts, images, sounds, photos, and other artifacts to learn more about various topics. Beginning with journal writings and a text to build background knowledge through the introduction of central issues, the unit focuses on student-centered inquiry. Students explore a range of print and non-print resources through extensive online investigative activities. Progressing from individual work to a group learning project, the unit culminates in publishing the group's findings in topic-based newspapers using information from their reading logs and independent written responses.

The Inquiry Project will help students improve their academic skills by providing them with specific academic strategies and self-regulation skills. The project begins with teacher guidance and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay. Teachers help students to discuss stories, key concepts, and personal experiences so that they can appreciate and build on each other's knowledge, understanding, and experience. Students are required to write in response to prompts or questions related to specific sections of stories. These responses are then discussed in small groups or with a partner. This collaborative, project-based activity makes it a perfect fit for our 21<sup>st</sup> Century programs.

**FREQUENCY:** ELA activities, including inquiry projects, will be provided for 45 minutes each day throughout the academic year, as well as two hours each day throughout the summer. Students will engage in ELA activities led by the Assistant Site Manager and the Senior Group Leaders, all of whom will be trained in the inquiry project process.

**FOCUS:** Inquiry Projects develop literacy skills that include fluency, grammar, comprehension, and writing.

**NEED-BASED ALIGNMENT:** Based on need assessment data, primarily that obtained from the Project Team meetings and stakeholder surveys, there was a significant need for reading support for all students at both Gulf Highlands Elementary and Moon Lake Elementary.

**EXPECTED YIELD OF IMPROVEMENTS:** Inquiry projects provide a research-based, reading intervention for students in grades K-8 during the afterschool and summer components of the proposed 21st CCLC program. As noted above, the components for the inquiry project were selected to best impact the development of literacy skills, among actively participating 21st CCLC students. All activity components and selected curriculum are directly based on research-based interventions that are directly and intentionally aligned with both Florida and National standards and guidelines for ELA learning.

**EVIDENCE BASIS:** Inquiry projects use Self-Regulated Strategy Development, and Instructional Conversations and Literature Logs. Both of these interventions Meet the Tier 3 Promising evidence in the What Works Clearinghouse (WWC).

Self-regulated Strategy Development (SRSD) uses a six-step process to teach students academic strategies and self-regulation skills. The intervention begins with teacher direction and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay. The six steps involve the teacher providing background knowledge, discussing the strategy with the student, modeling the strategy, helping the student memorize the strategy, supporting the strategy, and then watching as the student uses the strategy on their own. One of the most important aspects of teaching self-regulation skills is helping students learn how to set and achieve goals on their own, without needing help. The steps can be combined, changed, or reordered, depending on the needs of the student. The WWC identified two eligible group design studies, and 14 eligible single-case design studies investigating the effects of SRSD on students with a learning disability. Out of these studies, neither of the two group studies met WWC standards with or without reservations, and ten of the 14 studies met design standards with reservations. It was determined that SRSD had potentially positive effects on writing achievement.

The purpose of instructional conversations is to help English learners develop their reading comprehension skills in addition to their English language proficiency. Teachers work as facilitators, encouraging students to have conversations about stories, key concepts, and their own experiences. This allows students to build on each other's knowledge and understanding. To be a successful literature student, you will need to be able to write in response to questions or prompts related to specific sections of stories. These responses are discussed in small groups or with a partner. Two studies of Instructional Conversations and Literature Logs met the WWC evidence standards with reservations and this intervention was found to have potentially positive effects on reading achievement and English language development. Saunders and Goldenburg (1999) found that combining Literature Logs and Instructional Conversations had a significantly positive effect on both factual and interpretive comprehension. In this study, the WWC confirmed the intervention had significantly positive effects on reading achievement.

TIER 3 EVIDENCE:

Case, L. P., Harris, K. R., & Graham, S. (1992). Improving the mathematical problem-solving skills of students with learning disabilities: Self-regulated strategy development. *Journal of Special Education*, 26(1), 1–19. Retrieved from <https://eric.ed.gov/?id=EJ448562>

Danoff, B., Harris, K. R., & Graham, S. (1993). Incorporating strategy instruction within the writing process in the regular classroom: Effects on the writing of students with and without learning disabilities. *Journal of Reading Behavior*, 25(3), 295–322. Retrieved from <https://eric.ed.gov/?id=EJ472501>

De La Paz, S. (1999). Self-regulated strategy instruction in regular education settings: Improving outcomes for students with and without learning disabilities. *Learning Disabilities Research & Practice*, 14(2), 92–106. Retrieved from <https://eric.ed.gov/?id=EJ587699>

De La Paz, S., & Graham, S. (1997). Strategy instruction in planning: Effects on the writing performance and behavior of students with learning difficulties. *Exceptional Children*, 63(2), 167–181. Retrieved from <https://eric.ed.gov/?id=EJ542671>

Graham, S., & Harris, K. R. (1989). Improving learning disabled students' skills at composing essays: Self-instructional strategy training. *Exceptional Children*, 56(3), 201–214. Retrieved from <https://eric.ed.gov/?id=EJ400693>

Saddler, B. (2006). Increasing story writing ability through self-regulated strategy development: Effects on young writers with learning disabilities. *Learning Disability Quarterly*, 29(4), 291–305. Retrieved from <https://eric.ed.gov/?id=EJ786220>

Saddler, B., & Asaro, K. (2007). Increasing story quality through planning and revising: Effects on young writers with learning disabilities. *Learning Disability Quarterly*, 30(4), 223–234. Retrieved from <https://eric.ed.gov/?id=EJ786254>

Sexton, M., Harris, K. R., & Graham, S. (1998). Self-regulated strategy development and the writing process: Effects on essay writing and attributions. *Exceptional Children*, 64(3), 295–311. Retrieved from <https://eric.ed.gov/?id=EJ563946>

Straub, C. L. (2012). The effects of synchronous online cognitive strategy instruction in writing for students with learning disabilities (Doctoral dissertation). Retrieved from <http://stars.library.ucf.edu/>

Troia, G. A., Graham, S., & Harris, K. R. (1999). Teaching students with learning disabilities to mindfully plan when writing. *Exceptional Children*, 65(2), 235–252. Retrieved from <https://eric.ed.gov/?id=EJ579491>

Saunders, W. M., & Goldenberg, C. (1999). Effects of instructional conversations and literature logs on limited- and fluent-English-proficient students' story comprehension and thematic understanding. *Elementary School Journal*, 99(4), 277–301.

**DESCRIPTION:** All 21st CCLC students will receive a daily Zearn Math activity that is aligned with student needs and Florida's Standards for Math. Zearn provides differentiated math instruction for students of all proficiency levels in grades K-6, and pilot lessons are available for grades 7-8. Zearn addresses math concepts as missions that are broken down into topics which is a group of lessons that teach the same concepts. Zearn offers whole group word problems, small group lessons, and independent lessons, making it a perfect fit for our 21<sup>st</sup> Century programs. Each topic offers a balance of feedback, support, and mixed modalities that engage students in grade-appropriate content embedded with remediation to close gaps in prior knowledge. Zearn activities vary for each grade level but include topics such as:

K-1: Numbers to 10; Add and Subtract Small Numbers; 2D and 3D Shapes; Number Pairs; Analyzing, Comparing and Composing Shapes; Add and Subtract to 100

2-3: Add and Subtract Friendly Numbers; Measure it; Counting and Place Value; Add and Subtract Bigger Numbers; Length, Money, and Data; Find the area; Fractions as Numbers

4-5: Add Subtract and Round; Construct Lines and Angles; Multiply and Measure; Volume, Area, and Shape; Add and Subtract Fractions

6-8: Number Sense and Operations; Data Analysis and Probability; Geometric Reasoning; Functions

**FREQUENCY:** Zearn components will be provided for 45 minutes each day throughout the academic year, as well as two hours each day throughout the summer. Students will engage in Zearn activities led by the Assistant Site Manager and the Senior Group Leaders, all of whom will be trained in Zearn instruction.

**FOCUS:** Zearn builds on the classroom curriculum and helps to develop math skills in whole numbers and operations; measurement, data and shapes; and fractions and decimals through whole group, small group, and independent practice.

**NEED-BASED ALIGNMENT:** Based on need assessment data, primarily that obtained from the Project Team meetings, teacher and parent surveys, and performance data from state assessments, there was a significant need for mathematics support for all students at both schools.

**EXPECTED YIELD OF IMPROVEMENTS:** Zearn Math supports educators with a research-based curriculum and digital lessons that are designed to boost learning. When using Zearn Math, students experience opportunities to engage deeply with each math concept and are supported with connections that bridge unfinished learning with the context of new learning. Zearn Math activities and lessons are selected and designed to provide research-based, math interventions for students in grades K-8 during the afterschool and summer components of the proposed 21st CCLC program. As noted above, the components for the Zearn activities were selected to best impact the development of math skills, among actively participating 21st CCLC students. All activity components and selected curriculum are directly based on research-based interventions that are directly and intentionally aligned with both Florida and National standards and guidelines for math learning.

**EVIDENCE BASIS:** According to the What Works Clearinghouse (WWC) Practice Guide Recommendations, Zearn meets the six recommended steps for helping students with systematic instruction, mathematical language, representation, number lines, word problems, and times activities. The WWC states that recent intervention research has shown success in raising the achievement level of students who are struggling



with mathematics. This practice guide, developed by the WWC in conjunction with an expert panel, refines this current mathematics intervention research into easy and practical recommendations for teachers to use. The recommendations include the following how-to steps:

#### TIER 1 EVIDENCE:

1. Systematic Instruction, Assisting Students Struggling with Mathematics
  - Review and integrate previously learned content throughout intervention to ensure that students maintain an understanding of concepts and procedures.
  - When introducing new concepts and procedures, use accessible numbers to support learning.
  - Sequence instruction so that the mathematics students are learning builds incrementally.
  - Provide visual and verbal supports.
  - Provide immediate, supportive feedback to students to address any misunderstandings.
2. Mathematical Language
  - Routinely teach mathematical vocabulary to build students' understanding of the mathematics they are learning.
  - Use clear, concise, and correct mathematical language throughout lessons to reinforce students' understanding of important mathematical vocabulary words.
  - Support students in using mathematically precise language during their verbal and written explanation of their problem-solving.
3. Representations
  - Provide students with concrete and semi-concrete representations that effectively represent the concept or procedure being covered.
  - When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations.
  - Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools."
  - Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas.
4. Number Line
  - Represent whole numbers, fractions, and decimals on a number line to build students' understanding of numerical magnitude.
  - Compare numbers and determine their relative magnitude using a number line to help students understand quantity.
  - Use the number line to build students' understanding of the concepts underlying operations.
5. Word Problems
  - Teach students to identify word problem types that include the same type of action or event.
  - Teach students a solution method for solving each problem type.
  - Expand students' ability to identify relevant information in word problems by presenting problem information differently.
  - Teach vocabulary or language often used in word problems to help students understand the problem.
  - Include a mix of previously and newly learned problem types throughout intervention.

## 6. Timed Activities

- Identify already-learned topics for activities to support fluency and create a timeline.
- Choose the activity and accompanying materials to use in the timed activity and set clear expectations.
- Ensure that students have an efficient strategy to use as they complete the timed activity.
- Encourage and motivate students to work hard by having them chart their progress.
- Provide immediate feedback by asking students to correct errors using an efficient strategy.

The WWC and the expert panel assigned a Strong level of evidence for these recommendations based on 43 studies on the effectiveness of intervention design and systemic instruction. Of these studies, 32 met WWC group design standards without reservations, and 11 met standards with reservations.

Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J., Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., and Morgan, S. (2021). *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades* (WWC 2021006). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://whatworks.ed.gov/>.

---

## SCIENCE (Discovery Education STEM Camp)

**DESCRIPTION:** All 21st CCLC students will receive a daily Science activity that is aligned with student needs and Florida's Standards for ELA. Student needs will be addressed through Discovery Education STEM Camps. Discovery education STEM Summer camp lessons are built on the 5E instructional model. This research and evidence-based model is designed to support student learning. Every lesson begins with a highly engaging demonstration to engage students and activates prior knowledge. Through Discovery Education STEM Camps, students explore, investigate, and collaborate to understand patterns and trends. In the knowledge-building phase of learning, they engage in multiple texts to gain a deep understanding of the STEM concepts they are exploring. This phase focuses on developing both academic and domain-specific vocabulary, utilization of foundational literacy skills, and synthesis of information from various sources. Students communicate their understanding in writing. Final lessons provide students with the opportunity to apply their new understanding to a real-world problem, making it a good choice for our 21st Century programs.

**FREQUENCY:** Discovery Education STEM Camp components will be provided for 2 hours per week throughout the academic year, as well as one hour each day throughout the summer. Students will engage in STEM Camp activities led by the Assistant Site Manager and the Senior Group Leaders, all of whom will be trained in Discovery Education instruction.

**FOCUS:** Discovery Education STEM Camps build on the classroom curriculum and help to develop science content knowledge, and increase fluency, vocabulary, and comprehension.

**NEED-BASED ALIGNMENT:** Data obtained from stakeholder surveys indicated all surveyed groups (i.e., teachers, partners, parents, and students) agreed as to the desire and importance of hands-on science projects and science experiences for students. The Program Team selected to include science as one of

the academic interventions due to the requests from stakeholders, as well as performance data suggesting significant underperformance on statewide assessments in science across both targeted schools.

**EXPECTED YIELD OF IMPROVEMENTS:** Discovery Education STEM Camp activities and lessons are selected and designed to provide research-based activities for students in grades K-8 during the afterschool and summer components of the proposed 21st CCLC program. As noted above, the components for the STEM Camp activities were selected to best impact the development of scientific knowledge and literacy skills, among actively participating 21st CCLC students. All activity components and selected curriculum are directly based on research-based activities that are directly and intentionally aligned with both Florida and National standards and guidelines for science.

**EVIDENCE BASIS:** Explicit comprehension and critical thinking instruction within content-oriented lessons include students making the read-write connection on timely, relevant, and real-world issues. With these assignments, students are challenged to think critically on relevant topics. The need exists for explicit instruction in comprehending complex texts in many disciplines and in critical thinking. Substantial evidence supports the need for explicit instruction both in comprehending complex texts and in critical thinking (Johnson and Freedman, 2005; Kamil, et al., 2008).

Explicit instruction refers to the intentional design and delivery of information by the teacher to the student. It includes (1) the teacher's modeling or demonstrating the skill or strategy; (2) the students receiving a structured and substantial opportunity to practice and apply the new skills and knowledge under the teacher's direction and guidance; and (3) the students having frequent opportunities for feedback. Comprehension strategies are cognitive, or reasoning strategies used when readers encounter barriers to their comprehending reading materials. The goal of explicit instruction in comprehension is the achievement of competent and self-regulated reading (NRP, 2000). Critical thinking is the ability to use logical thinking, analysis, comparison, contrast, questioning, evaluation, and summarizing (Johnson and Freedman, 2005); it is considered a "habit of mind" (Meier, cited in Johnson and Freedman, 2005).

When students can think critically, that is, ask questions, evaluate texts from various literary perspectives, and make connections to their lives and to the world, they are using high-level skills to comprehend. This type of thinking means, too, that elements of higher-order comprehension, such as being able to monitor one's understanding or to choose reading strategies, are being enlisted in real-time reading situations, thereby enabling students to work more productively from minute to minute.

This activity also aligns to the Tier 3 evidence-based recommendations provided by the US Department of Education (What Works Clearinghouse; Beckett et al., 2009). These recommendations underscore the importance of adapting instruction to individual and small group needs. The research suggests using formal and informal assessment data to inform academic instruction; using one-on-one tutoring if possible; otherwise, break students into small groups; and providing professional development and ongoing instructional support to all instructors.

#### TIER 1 EVIDENCE:

Johnson, H., & Freedman, L. (2005). *Developing critical awareness at the middle level: Using texts as tools for critique and pleasure*. Newark, Del: International Reading Association.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices. IES Practice Guide. NCEE 2008-4027. National Center for Education Evaluation and Regional Assistance.

Meier, D. (1996). The power of their ideas: Lessons for America from a small school in Harlem. Boston: Beacon Press.

#### TIER 3 EVIDENCE:

Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

---

#### VISUAL ARTS (Arts Attack)

Arts Attack sample activities vary for each grade level from kindergarten through eighth grade but include topics that teach art fundamentals including the elements of art and basic techniques, art history, artist appreciation, multi-cultural art, media diversity, critical thinking, and self-expression. Many of the lessons also include language arts, history, and science connections. Each lesson includes a video demonstration along with a digital art image program with discussion guides, lesson plans, student drawing aids, and teacher reference materials. Being video based, it can be taught by 21st CCLC staff with little or no art or art education background, as well as by those with considerable art education training.

**SAMPLE K-2 ARTS ATTACK:** In the Arts Attack Sunflower personal enrichment lesson students will observe a still life of sunflowers focusing on the lines, shapes, colors, and textures of petals, flower centers, leaves, and stems. Students will also study the painting Sunflowers by Vincent van Gogh and then draw a vase of sunflowers. Students will be challenged to notice every detail of the flowers while carefully drawing them. When their drawings are complete, students will observe colors and color values. Then they will paint their drawings with watercolors. They will discuss the art and artist Vincent van Gogh and critique their own artwork and that of other students in a group discussion asking questions aligned with the goals of the lesson.

**SAMPLE 3-5 ARTS ATTACK:** In the Arts Attack Clipper Ships personal enrichment lesson students will identify the elements of color, line, space, shape, and form. They will also use the organizing principles of proportion, movement, and balance in artworks depicting clipper ships. Students study paintings, pictures, and models of clipper ships and the role they played in American history; they draw and paint clipper ships using ship models and pictures; they paint the sea in the style of Homer. Students will then discuss the important role of Clipper Ships in American History and study the lithograph prints of Currier and Ives and the importance of their greater body of works in the recording of American culture and history. They discuss and critique their own artwork and that of other students in a group format using Assessment Guidelines that focus on space, movement, and proportion.

**FREQUENCY:** Arts Attack personal enrichment lessons will be provided 90 minutes per week and 2 hours per week in the summer.

FOCUS: This lesson covers perception, creative expression, historic and cultural topics, and response/evaluation. This is a personal enrichment activity that supports student engagement and helps improve the overall experience in out-of-school components.

NEED-BASED ALIGNMENT: Data obtained from stakeholder surveys indicated agreement across stakeholders that arts education and arts experiences are needed within these communities and among the targeted students. The Program Team selected to include arts education to help enhance the program, improve recruitment and retention, and support the overall learning atmosphere within the program.

EXPECTED YIELD OF IMPROVEMENTS: Arts Attack curriculum and activities are designed to provide a high-yield intervention and improvements across all student groups. All activity components and selected curriculum are directly based on evidence-based activities that are directly and intentionally aligned with both Florida standards and guidelines for art education.

EVIDENCE BASIS: While the What Works Clearinghouse does not specifically address art education (the clearinghouse is primarily focused on reading and mathematics interventions), evidence does exist that would meet the Tier I research requirements under the What Works Clearinghouse established policies. General consensus exists in education that art education and art experiences have positive impacts on student engagement, self-efficacy, and motivation – as well as some impact on student overall academic success and achievement. Indeed, visual arts has long been considered part of the “core curriculum” by the US Department of Education. Specific to Tier 1 evidence, Bowen and Kisida (2019) found that art has both intrinsic benefits, as well as positive influences on academic and social development. This research conducted a randomized control trial with over 10,000 elementary and middle school students at 42 schools. The overall results found significantly improved behavior (fewer disciplinary infractions), improved writing skills, and improved compassion for others. For elementary school students, the benefits also included significantly improved school engagement, college aspiration, and “arts-facilitated” empathy. Another experimental design study found that visual arts education significantly improved elementary school students’ problem-solving abilities (Chishti & Jehangir, 2014). Still other research shows that visual arts education has significant and positive impacts on reading comprehension and reading achievement for elementary school students (McCarty, 2007).

#### TIER 1 EVIDENCE:

Bowen, D. H., & Kisida, B. (2019). Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative. Research Report for the Houston Independent School District. Volume 7, Issue 4. *Houston Education Research Consortium*.

McCarty, K. A. (2007). The Effects of Visual Art Integration on Reading at the Elementary Level. A Review of Literature. *Online Submission*.

Chishti, R., & Jehangir, F. (2014). Positive effects of elementary visual art on problem solving ability in later years of life. *FWU Journal of Social Sciences*, 8(1), 83-88.

---

HEALTHY AND ACTIVE LIFESTYLE (SPARK-PE)

**DESCRIPTION:** All 21st CCLC students will receive a daily physical health and wellness activity that is aligned to student needs and Florida's Standards for Physical Education, as adopted by the Florida State Board of Education. To best address student needs, Pasco County Schools will implement the research-based SPARK-PE curriculum (Sports, Play and Active Recreation for Kids). SPARK provides a collection of research-based physical education programs emphasizing a highly active curriculum, on-site staff development, and significant follow-up support. SPARK is specifically designed to provide activities outside the school day which are aligned to school-day fitness lessons and activities. Specifically, SPARK offers over 200 lessons that emphasize cardiovascular health, cooperation, character development, and academic connections (primarily with STEM subjects). All lessons include age, space, and ability adaptations so all students can fully participate in developmentally appropriate, organized, and high-quality physical activities. There are four components to the SPARK-PE activity selected for the Big Ideas 21st CCLC program: (1) group fitness activities (e.g., basketball, soccer) to improve cardiovascular fitness and positive social traits; (2) fitness circuit activities that infuse cooperative strategies, peer coaching, turn-taking protocols, and self-practice of previously taught skills and movements; (3) endurance games (e.g., walking, jogging) to promote aerobic and cardiovascular fitness; and (4) personal fitness activities to promote fitness goal-setting and life-long wellness commitment among students.

**FREQUENCY:** The SPARK components will be provided for 25 minutes each day throughout the academic year, as well as 90 minutes each day throughout the summer.

**FOCUS:** Healthy and Active Lifestyle

**NEED-BASED ALIGNMENT:** Based on need assessment data, primarily that obtained from the Project Team meetings and stakeholder surveys, there was a significant need for overall wellness among the students targeted by this 21st CCLC program. Teachers, parents, and students indicated a need for health and wellness (fitness) during the out-of-school program. The goal of the 21<sup>st</sup> CCLC program Health and Wellness Activity (through SPARK-PE Curriculum) is to improve personal and physical wellness through structured activities that foster healthy lifestyles. Students will also learn how to work well with others, build and foster good sportsmanship, and explore ways to incorporate personal fitness into their everyday lives.

**EXPECTED YIELD OF IMPROVEMENTS:** Overall, the SPARK activities and lessons are selected and designed to provide high-yield, research-based, and comprehensive health-based interventions for students in grades K-5 during the afterschool and summer components of the proposed 21st CCLC program. As noted above, the components for the SPARK activities were selected to best impact cardiovascular fitness, cooperation and social skills, and sportsmanship among actively participating 21st CCLC students. All activity components and selected curriculum are directly based on research-based interventions that are directly and intentionally aligned with both Florida and National standards and guidelines for physical education and health-based learning.

**EVIDENCE BASIS:** While the "What Works Clearinghouse" (WWC) does not include interventions in health and wellness, the needs assessment clearly indicates the importance of providing health and wellness activities within the proposed 21<sup>st</sup> CCLC program. Fortunately, the WWC outlines the type of research and sample sizes needed for each "tier" of evidence-based interventions – with Tier 1 interventions and recommendations requiring research totaling at least 300 participants. In this light, many research studies have been conducted to determine whether physical wellness is connected to academic performance (with academic performance being the primary goal of this 21<sup>st</sup> CCLC program). For instance, deGreeff and colleagues (2014) studied 544 students and found cardiovascular fitness was significant predictors of

student academic performance in both mathematics and English Language Arts (primary spelling scores). Research by Van Dusen and colleagues (2011) utilized data from 254,743 students and found physical fitness levels were positively related to academic performance, with cardiovascular fitness showing the largest association independent of socio-demographic variables (e.g., age and gender) (Van Dusen, Kelder, Kohl, Ranjit, & Perry, 2011). Both of these students would meet requirements for “Tier 1” evidence under the What Works Clearinghouse (if the Clearinghouse included non-academic interventions). More specific to Florida, research conducted with 132 elementary school students in Florida found a significant relationship between physical fitness and academic performance, as measured by Florida statewide assessments (Wingfield, Graziano, McNamera, & Janicke, 2011). Finally, through a systematic review of 26 peer-reviewed research studies, researchers found an association between increased physical fitness and improved academic performance and executive function (Salas Sánchez, et al., 2022), with the researchers calling for increased hours of physical education to “more effectively develop the cognitive aspects” of children in elementary school.

In addition to research showing the clear connection between physical health and academic performance among elementary school students, the SPARK curriculum specifically has been thoroughly researched. SPARK programs were initially funded by the NIH as two separate elementary and middle school intervention studies, though this 21<sup>st</sup> CCLC program will only utilize the elementary school version of the SPARK-PE curriculum. In a seminal study by Sallis and colleagues (1997), the SPARK curriculum was applied in seven schools to 955 elementary school students using a quasi-experimental design (sufficient for Tier 1 What Works Clearinghouse evidence). Ultimately, compared to control groups, students receiving SPARK curriculum had better abdominal strength, endurance, and cardiorespiratory health after two years. The researchers concluded that SPARK can effectively benefit 97% of elementary school students (Sallis, McKenzie, Alcaraz, Kolody, Faucette, & Hovell, 1997). The same research group continued researching SPARK applied with 759 children over 2 years and found the SPARK curriculum has “favorable effects” on student academic achievement, particularly reading, language, and basic skills batteries (Sallis, McKenzie, Kolody, Lewis, Marshall, & Rosengard, 1999). More recent research has continued to show positive impacts of using the SPARK-PE curriculum. Herrick et al. (2012) used a quasi-experimental controlled study with three intervention and three control elementary schools. These researchers found students reported higher activity levels than students receiving other physical education curriculum (Herrick, Thompson, Kinder & Madsen, 2012). Researchers have also demonstrated that the specific procedures used in SPARK can serve as models for others interested in researching and disseminating evidence-based physical education and physical activity programs (McKenzie, Sallis, Rosengard, & Ballard, 2016).

de Greeff, J. W., Hartman, E., Mullender-Wijnsma, M. J., Bosker, R. J., Doolaard, S., & Visscher, C. (2014). Physical fitness and academic performance in primary school children with and without a social disadvantage. *Health Education Research*, 29(5), 853–860.

Herrick, H., Thompson, H., Kinder, J., & Madsen, K. A. (2012). Use of SPARK to Promote After-School Physical Activity. *The Journal of School Health*, 82(10), 457–461.

McKenzie, T. M., Sallis, J. F., Rosengard, P., & Ballard, K. (2016). The SPARK Programs: A Public Health Model of Physical Education Research and Dissemination. *Journal of Teaching in Physical Education*, 35(4), 381–389.

Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. *American Journal of Public Health* (1971), 87(8), 1328–1334.

Sallis, J. F., McKenzie, T. L., Kolody, B., Lewis, M., Marshall, S., & Rosengard, P. (1999). Effects of Health-Related Physical Education on Academic Achievement: Project SPARK. *Research Quarterly for Exercise and Sport*, 70(2), 127–134.

Sánchez, S., Berrios Aguayo, B., Latorre Román, P. Á., & Pantoja Montilla, A. (2022). Effect of physical activity and fitness on executive functions and academic performance in children of elementary school. A systematic review. *Cultura, Ciencia y Deporte*, 51, 85–104.

Van Dusen, D. P., Kelder, S. H., Kohl III, H. W., Ranjit, N., & Perry, C. L. (2011). Associations of Physical Fitness and Academic Performance Among Schoolchildren. *The Journal of School Health*, 81(12), 733–740.

Wingfield, R. J., Graziano, P.A., McNamara, J.P.H., & Janicke, D.M. (2011). Is there a Relationship between Body Mass Index, Fitness, and Academic Performance? Mixed Results from Students in a Southeastern United States Elementary School. *Current Issues in Education* (Tempe, Ariz.), 14(2).

---

#### CHARACTER EDUCATION - CHARITY FOR CHANGE

DESCRIPTION: Charity for Change empowers elementary school students to achieve their full potential through character education, active charitable and community involvement, academics, and parental and community engagement. The ultimate goal is to cultivate confident and compassionate children who become successful learners, contribute to their schools and communities, and participate in society as ethical, employable, resilient, and self-reliant citizens. Building a foundation of character and a community-minded spirit develops resiliency and confidence in children, helping them overcome the challenges of negative influences. Young children thrive in an environment where character, empathy and compassion are emphasized, ultimately improving academic performance, and building a community of kinder, more empathetic and engaged citizens. Specifically, the following character traits serve as the building blocks of the program: Charity, Citizenship, Perseverance, Kindness, Self-Control, Tolerance, Responsibility, Integrity, Cooperation, and Respect. Students begin each day with mindfulness activities to help them understand how to apply the character traits in their everyday lives. Students will research and vote on a charity they want to support with their activities. Then, students learn more about the character traits and the charity through the GiverTV videos (Giver is the name of the mascot that ‘teaches’ and reads the lessons through an interactive online curriculum). Next, students complete the curriculum together, which includes, (1) math word problems that align with current standards; (2) hands-on projects for charities, encouraging them to work together for others in need; (3) peer-to-peer exercises that develop compassion and empathy; (4) physical, hands-on activities that teach students the character traits and how to accommodate each other’s differences; (5) puzzles to develop a deeper understanding of the character trait; and (6) family exercises to connect family members with real-world experiences and inspire deeper-level conversations. The entire curriculum affirms the overarching theme of character, community involvement through charity and gratitude



**FREQUENCY:** The Charity for Change- Character Education and Service-Learning components will be provided for 30 minutes each day throughout the academic year, as well as one hour each day throughout the summer.

**FOCUS:** Well-Rounded Education Activities (Character Education and Service Learning)

**NEED-BASED ALIGNMENT:** Based on need assessment data, primarily that obtained from the Project Team meetings and stakeholder surveys, there was a significant need and desire for interactive character education and behavior support activities within the 21st CCLC program. Teachers and parents indicated a desire for character education and noted that such programs would help support the students, the schools, and the households.

**EXPECTED YIELD OF IMPROVEMENTS:** Overall, Charity for Change lessons and activities are designed to provide high-yield, research-based, and comprehensive character education interventions for students in grades K-5 during out-of-school time (e.g., afterschool and summer). The components for Charity for Change are interactive, hands-on, and engaging – such that student interest and attention are maintained throughout the lessons. This suggests the curriculum will have a high yield towards improving students' Charity, Citizenship, Perseverance, Kindness, Self-Control, Tolerance, Responsibility, Integrity, Cooperation, and Respect.

**EVIDENCE BASIS:** As with other personal enrichment activities designed to provide students with well-rounded education activities in support of the overall goal of the 21<sup>st</sup> CCLC program (improved academic achievement), What Works Clearinghouse does not provide recommendations or interventions specific to character education and service learning (the general focus of this activity). While Charity for Change is somewhat broader than simple character education (as it includes a significant service-learning component), this designation is the best generalization for the set of activities provided in the curriculum, which has character education at its core. In general, research reviewed by "What Works in Character Education" shows that character education programming impacts risk behavior (e.g., knowledge about risks, drug/alcohol use, protective skills, lying, rude behavior, and general misbehavior), pro-social competencies, and school-based outcomes (Berkowitz & Bier, 2005). Based on the requirements for Tiered evidence under the What Works Clearinghouse, there exist many research studies suggesting that character education will have a significant and positive impact on student overall wellness and academic achievement during the regular school day. For instance, a study of 681 elementary schools explored whether character education programs inside the school impacted academic achievement, with the study finding that schools with higher implementation of character education also had higher academic achievement (Benninga et al., 2003). In addition, a meta-analysis of 52 peer-reviewed research studies found that character education is significantly associated with higher levels of educational outcomes, regardless of how the outcomes were measured (i.e., it impacted both standardized assessments and non-standardized measures of academic performance). These effects were found for all levels of education (elementary, middle, and high school) and there were no differences between the race/ethnicities of the students being investigated (Jeynes, 2019).

## REFERENCES

Benninga, J. S., Berkowitz, M. W., Kuehn, P., & Smith, K. (2003). The relationship of character education implementation and academic achievement in elementary schools. *Journal of research in character education*, 1(1), 19-32.

Berkowitz, M. W., & Bier, M. C. (2005). What works in character education: A research-driven guide for educators. *Washington, DC: Character Education Partnership.*

Diggs, C. R., & Akos, P. (2016). The Promise of Character Education in Middle School: A Meta-Analysis. *Middle Grades Review, 2(2), n2.*

Jeynes, W. H. (2019). A meta-analysis on the relationship between character education and student achievement and behavioral outcomes. *Education and Urban Society, 51(1), 33-71.*

-----  
--- STUDENT RECRUITMENT AND RETENTION ---

### RECRUITMENT PLAN

Both proposed 21<sup>st</sup> CCLC site locations are public schools under the Pasco County School District. All students attending Gulf Highlands Elementary School (GHES) and Moon Lake Elementary School (MLES) are eligible to attend the 21<sup>st</sup> CCLC program without cost. Given that the program will have a capacity less than 20% of the total student population at each school, some level of priority is necessary to ensure the students with the highest levels of needs are able to fully participate. As such, priority registration will be provided to (1) students in transition (homeless) and (2) those specifically identified by each school's administration as facing the most significant barriers to academic achievement. After engaging in two weeks of active recruitment of these high-need students, enrollment will be opened on a "first come, first serve" basis for all students attending the schools until the program reaches capacity. Students with special needs are fully welcomed into the program, and these students will be provided with the appropriate ADA supports and accommodations to ensure equitable access to and full participation in the program. The Office for After School Enrichment Programs (ASEP) employs a full time Behavior Specialist who manages all ADA requirements for participating students and works with the Site Coordinators and site staff to ensure that any accommodations are provided with fidelity and in accordance with the student's Individualized Education Plan (IEP).

Recruitment efforts will include both active and passive recruitment, with initial recruitment strategies heavily focused on active strategies. Both Gulf Highlands Elementary and Moon Lake Elementary school administrators have agreed to engage in the initial active recruitment strategies each year of grant operations. This initial recruitment will have school administrators personally connect with families of prioritized students and invite their children to enroll and participate in the 21<sup>st</sup> CCLC STAR Academy. Following the formal invitation by the school administration, program staff will reach out to these identified families to individually support the enrollment process by discussing the program, outlining the benefits of participation, explaining attendance requirements, and assisting with completing necessary paperwork to finalize the enrollment process.

Throughout the year, the program will continue with recruitment and will develop a waiting list, if necessary, to help ensure a fully attended program throughout the academic year and summer. Ongoing recruitment strategies will include sharing information regarding the opportunities within the 21<sup>st</sup> CCLC STAR Academy with school administration, guidance counselors, and homeless liaisons. Information regarding program content, benefits for students and adult family members, and enrollment opportunities will also be shared with classroom teachers, who have day-to-day contact with students and families. All written information about the program, including flyers and newsletters, will be provided

in both English and Spanish. The 21<sup>st</sup> CCLC Site Coordinator will utilize the prioritized list of students identified by the school administration (updated monthly as new students are identified) and will 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 throughout the year.

Information detailing the 21<sup>st</sup> CCLC STAR Academy and enrollment information will also be disseminated directly to families each school year through a variety of methods, including: (1) SchoolConnect® to send telephonic messages to each family enrolled at both GHES and MLES; (2) posting information about the 21<sup>st</sup> CCLC STAR Academy and enrollment on the District and ASEP's webpage, Facebook, and Twitter accounts; (3) reaching out to local media resources to publish a press release about the program (Pasco County media outlets provide regular pro-bono releases and announcements for District programs); and (4) creating and distributing a monthly newsletter about program activities and successes to the entire school community. Families of GHES and MLES are familiar with the SchoolConnect® phone calls and know where to look on the District and ASEP web pages to find announcements and information. As standard practice, all written information will be made available in both English and Spanish. In addition, utilizing software-based translation technology, the District and ASEP website can automatically translate into 104 languages.

Information flyers will also be distributed throughout the county to various community locations (e.g., local churches), provided to school guidance counselors, homeless liaisons, and sent home with students of GHES and MLES. 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, and notes – this already effective strategy will be leveraged for dissemination of information about the 21<sup>st</sup> CCLC program. In addition, the 21<sup>st</sup> CCLC STAR Academy staff will attend all regular school faculty and staff meetings to inform teachers of the benefits of the program and request support in referring those students they believe would benefit most from the 21<sup>st</sup> CCLC program. If additional recruitment is needed beyond the strategies listed above, the 21<sup>st</sup> CCLC program will implement “leveled up” strategies and disseminate information about the program at car pickup lines and during lunch periods, as well as provide information to be posted on the school's daily newsfeed.

## RETENTION PLAN

To help support the retention and ongoing participation of students and family members, Pasco County Schools has implemented a robust communication plan to share information with families. Many of the communication and dissemination strategies for ongoing recruitment will serve “double duty” to also support ongoing communication with 21<sup>st</sup> CCLC families (e.g., newsletters, website information, sending information in the student's take-home folder, etc.). In addition, students must be signed-in and signed-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 also 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. These newsletters are posted at the physical site location, available for distribution to the families, and posted on the 21<sup>st</sup> CCLC program website. The newsletter helps families stay informed and feel more included in program activities. Communication is key to building and maintaining strong relationships with the families.

The key to retaining students and ensuring they 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 and academic enrichment activities opens the door to new experiences that keep students involved. The selection of personal enrichment activities and offerings led by staff members or contracted professionals, will be planned based on the students' interests and selected with the assistance of the 21<sup>st</sup> CCLC Program Team. Further enhancing retention, the program will conduct regular recognition, rewards, and celebrations for academic, personal, and community achievements.

Retention is further 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, the children feel more comfortable and safer in their educational and 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 will be ongoing. Should the student's program 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. 21<sup>st</sup> CCLC STAR Academy staff will emphasize developing strong, positive, and trusting relationships with parents/guardians. Open communication allows the program to be responsive to the needs of each student and their family members in problem solving, interventions, and supports needed for continued program participation.

#### -- IDENTIFICATION AND SELECTION OF PARTNERS --

The District has many partnerships with both public and private agencies, and the District has levered several of these partnerships to support the proposed 21<sup>st</sup> CCLC program. These partnerships will be critical for supporting the operations of all components of the 21<sup>st</sup> CCLC program (e.g., before school, afterschool, holidays, and summer components), as the selected community partners are uniquely positioned to add to the overall quality of the 21<sup>st</sup> CCLC STAR Academy. All partners provided a letter of commitment that details the services and tangible supports they will provide to the 21<sup>st</sup> CCLC program throughout the four years of operations. A partnership table detailing partner contributions and letters of commitment for each partner are provided as an attachment to the submitted grant proposal. The following are the primary partners and their tangible support of the proposed 21<sup>st</sup> CCLC program. Each of these partners provide enriching activities for students or their adult family members at no cost or a cost that is significantly below market value to the 21<sup>st</sup> CCLC project. Throughout the year, district staff work with all partners to document specific services and supports provided to each school. 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 contributions.

(1) OFFICE FOR AFTER SCHOOL ENRICHMENT PROGRAM (ASEP): 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 program leverages the experience of ASEP from 32 years of operating before- and after-school enrichment programs under 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.

(2) **FOOD AND NUTRITION SERVICES DEPARTMENT:** ASEP has enjoyed a strong 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 and a daily nutritious snack after school. On non-school days (e.g., holidays and summer) when the 21<sup>st</sup> CCLC program is in operation, all students will receive 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.

(3) **SCHOOL PRINCIPALS:** The principals of both Gulf Highlands Elementary and Moon Lake Elementary are also critical partners for the 21<sup>st</sup> CCLC program, as a supportive and involved principal is one key to a successful and impactful out-of-school program. Not only do the principals help support the program through assignment of resources and facilities, they support the selection of students and recruitment of families. The principals provide substantial 'behind the scenes' support for the out-of-school program, including assisting with personnel issues, behavioral issues, and other unexpected challenges that face a program operating outside of school hours.

(4) **BAYCARE KIDS WELLNESS AND SAFETY CENTER:** BayCare Kids Wellness and Safety Center agrees to a presentation titled "The BayCare Kids Power Program" to each elementary school educating the students on the importance of physical activity and nutrition to the K-5 students. The 21<sup>st</sup> CCLC STAR Academy has agreed to provide supervised access to students during the presentations, activities and or parent nights along with advertising their logo on our 21<sup>st</sup> CCLC website as well as any other marketing materials we distribute. This presentation will have a strong tie to the health and wellness initiatives.

(5) **NEW PORT RICHEY PUBLIC LIBRARY:** 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. This partnership will support our reading initiatives.

(6) **MOTHERS AGAINST DRUNK DRIVING:** 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.

(7) **REGIONS BANK:** 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 MLES. We have agreed to advertise their logo on our 21<sup>st</sup> CCLC website as well as any other marketing materials we distribute.

(8) **PBS LEARNING MEDIA:** PBS Learning Media agrees to provide a 30-45-minute Zoom training session to the 21<sup>st</sup> Century Site Coordinators and Assistant Site Coordinators about the benefits of utilizing the PBS Learning Media to gather lesson plans and develop valuable learning experiences to better enhance their 21<sup>st</sup> Century CCLC program.

(9) PASCO COUNTY MOSQUITO CONTROL: Pasco County Mosquito Control will present standards-based enrichment programs with hands-on activities for scholars at two STAR Academy sites at the request of the STAR Academy Site Coordinators. We have agreed to advertise their logo on our 21st CCLC website as well as any other marketing materials we distribute.

(10) KIDOLOGY ENTERPRISES: Kidology agrees to provide the Topics2Discuss card game for the Family Strengthening Division and a DIY STEAM kits for enrichments at each of the STAR/DELTA Academy Sites. Upon further purchase of DIY STEAM kits, Kidology Enterprises agrees to reduce the cost of the STEAM kits from \$59.99 to \$24.99 per kit, a nearly 60% discount. This is a substantially reduced cost for the 21<sup>st</sup> CCLC program in Pasco County.

(11) MORE HEALTH: MORE Health agrees to provide a minimum of two presentations at each STAR/DELTA Academy location which will cover topics such as dental health, bone health and safety. These presentations will support science, health, and wellness initiatives.

(12) CHARITY FOR CHANGE: Charity for Change agrees to provide all curriculum activities for programming at a deeply discounted rate from market value. Charity for Change is a not-for-profit charitable organization dedicated to providing affordable, evidence-based curriculum to educate benefiting 21<sup>st</sup> CCLC students. Charity for Change will provide the district with data collected through the online platform to support the evaluation and improvements of the 21<sup>st</sup> CCLC programs in Pasco County. Although a monetary partnership, the value of the services and contribution significantly exceeds the cost to the school district of Pasco County 21<sup>st</sup> CCLC programs. The market cost \$43.75 per student for the year, however, Charity for Change is providing a 30% reduction in market value without reducing services or support. This is a substantially reduced cost for the 21<sup>st</sup> CCLC program.

### **3.7c Intentionally Designing Activities**

***@@UPLOAD PARTNERS TABLE@@***

***@@UPLOAD LETTERS OF SUPPORT (NOTE REQUIRED LETTERS)@@***

### **3.8a Recruiting and Retaining High Quality Staff**

ASEP has the leadership qualifications and organizational structure to support 21st CCLC Programs. The staff within the ASEP department includes a Director, who holds a Master of Business Administration degree and a Master of Business Administration- Marketing with over 38 years of experience with school-age programming; a Human Resource Manager, who holds a Master of Business Administration degree and has 26 years of experience in school-age programming; a Learning Design Coach, who holds a Master of Arts in Elementary Education and a Masters in Educational Leadership, and a Bachelor of Arts in Mass Communications with a minor in Art. Her teaching career expands 16 years and includes curriculum development, staff training and professional development; two Enrichment Specialists, who hold bachelor's degrees in Biology and Educational Studies; two Enrichment Specialists who have over 35 years of combined experience in all levels of school-age programming; a Behavior Specialist with a Bachelor of Arts in Education; an Administrative Assistant and a Secretary/ Bookkeeper. In addition, ASEP supports the Financial Analyst, Finance Specialist and Finance Assistant mentioned earlier; a Technology Services Analyst; a Technology Services Specialist; and a Technology Services Technician.

### **STAFFING STRUCTURE**

The 21<sup>st</sup> CCLC STAR Academy at FHES will be staffed to maintain a maximum ratio of 1:15 for all academic enrichment activities and a 1:25 ratio for all personal enrichment activities. The 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 a 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.

#### ENSURING FIDELITY AND QUALITY THROUGH STAFFING

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 to ensure implementation with fidelity. In addition, several department team members will be available to provide additional services that will be of an in-kind nature.

(1) The Director, After School Enrichment Programs oversees all fee based and grant funded before/afterschool enrichment programs for Pasco County Schools and is the District Director, an in-kind donation.

(2) Manager, After School Enrichment Programs assists with oversight and staffing of all fee based and grant funded before/afterschool enrichment programs for Pasco County Schools and is an in-kind donation.

(3) A district-based Enrichment Specialist will be responsible for all aspects of supervision related to staffing and program implementation at each site and will be the Project Director. This is a grant funded position.

(4) A district-based Behavior Specialist who will be available to assist with the ADA process for students with special needs who wish to participate in the program, along with developing behavior plans and interventions for success if needed. This position is not charged to the grant and will be an in-kind donation.

(5) A district-based Learning Design Coach will be responsible for providing professional development opportunities for all staff, to include 21<sup>st</sup> CCLC programs, assist Site Coordinators with the refinement of content area specific lessons and act as a resource to ensure appropriate academic enrichment. This position is not charged to the grant and will be an in-kind donation.

#### CERTIFIED TEACHERS

In addition to the regular program staff, the 21<sup>st</sup> CCLC STAR Academy at GHES and MLES will fund (4) certified teachers for academic enrichment in each content area either morning and/or afternoon program and (4) certified teachers for academic enrichment in each content during the summer. Teacher selection is made in collaboration with each school's administration.

#### JOB DESCRIPTIONS

As part of the 21<sup>st</sup> CCLC proposal, detailed job descriptions were uploaded as attachments and are not detailed in the narrative text. However, as demonstrated by the uploaded descriptions, each position supporting the 21<sup>st</sup> CCLC grant has robust qualifications and duties designed to directly support the implementation of the 21<sup>st</sup> CCLC program with fidelity.

## TRAINING PLAN

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 holds a Master of Education degree in educational leadership, a curriculum writer, and trainer.

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. Pasco County Schools' highly qualified team is required to obtain a minimum of ten hours of training per school year and is encouraged to participate in as many training opportunities as possible beyond that. The senior group leaders are required to take at least two trainings from each of the following five areas: academic enrichment, child and youth development, afterschool and summer learning, family engagement, and evidence-based practices. Site Coordinators and Assistant Site Managers are required to take additional training from the program management category. The District provides 21<sup>st</sup> CCLC employees with training on job-related topics and develop training plans that may directly improve the quality of the programs offered to students and their families. The district also utilizes the online professional development platform offered by Youth for Youth, that is specifically related to the Nita M Lowey 21<sup>st</sup> Century Community Learning Center. Additionally, the district delivers training using multiple platforms to better meet the needs of our diverse staff. Below is an outline of the proposed training schedule of topics for the 2022-2023 school year.

### **Academic Enrichment**

STEAM Ahead

Enhancing Math Engagement in Your Program and at Home

Story Play: Enhancing Literacy Achievement

### **Child and Youth Development**

Creating a Positive Learning Environment

Including Students with Disabilities

Mindfulness Matters

### **Afterschool and Summer Learning**

Preventing the Summer Slide

Structuring a Tutoring Program

Creating an Intentionally Designed Program

### **Family Engagement**

Increasing and Supporting Family Engagement

Financial Literacy

Resources for Homework Help



### **Evidence-based Practices**

Lesson Development and Design  
Project-Based Learning  
Differentiated Learning

### **Program Management**

Using EZ Reports  
Creating a Positive Program Culture for Staff  
Building School, Parent, and Community Partnerships  
Navigating myStudent

### **RISK FACTORS ADDRESSED THROUGH PROFESSIONAL DEVELOPMENT**

The students at GHES and MLES 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.

### **3.8b Recruiting and Retaining High Quality Staff**

@@UPLOAD JOB DESCRIPTIONS FOR EACH JOB IN BUDGET AND/OR METIONED IN NARRATIVE@@

### **3.8c Recruiting and Retaining High Quality Staff**

@@UPLOAD SCHEDULE OF TRAINING FOR 21<sup>ST</sup> CCLC STAFF@@

### **3.9 Implementing with Fidelity**

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 established a fidelity 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).

### **FIDELITY PLAN AND ACTIVITIES**

The fidelity and implementation 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, fidelity and implementation checks will include three connected elements to help ensure the program being implemented is effective, efficient, and sustainable: continuous improvement, process evaluation, and summative outcome analysis. Ongoing fidelity checks 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. The 21st CCLC program will be supported by in-kind district and school staff in collecting and analyzing available data at least quarterly by comparing obtained data using within-subject methods to determine individual impacts 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. The program will be supported by district administrators in utilizing CIM to help guide any immediate operational changes necessary to provide a high-quality program, including such areas as staffing changes, learning plan adjustments, or increased resources to specific projects or subject areas. The fidelity check 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, knowledge, and performance.

The "fidelity check" 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 site coordinator 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 lesson plans and curriculum. 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 "fidelity check" 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 Program Team to help inform program content that drives the assessment of program processes and impacts. These stakeholders will not only help inform activities but will be integral in helping address any findings and recommendations from the fidelity checking processes.

#### DATA POINTS TO DETERMINE SUCCESS

District School Board of Pasco County will provide all necessary data to complete the state and federal reporting requirements. Data will be fully provided and available to the FLDOE to ensure accuracy, consistency, and transparency. The program director and teachers will have direct access to student data using the master student databases 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. 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 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 assessments proposed allow for quantitative baseline data at the beginning of the program year, quantitative change at 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 teacher surveys, parent surveys, and 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).

#### METHODS TO ENSURE PROGRAM IMPLEMENTATION

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.

A process summary will be completed at mid-year and end-of-year and provided to all stakeholder groups for review and feedback. The process summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. The purpose of the summaries is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summaries will include program operation, activities, attendance, academic performance, survey results, staff information, and partnership development successes/challenges. Focus will be placed on (1) evidence of program quality; (2) student attendance trends; and (3) progress towards the performance metrics. Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess fidelity, with additional recommendations coming from stakeholder group meetings.

#### REVISE, ADAPT, OR ELIMINATE INEFFECTIVE PROGRAMMING

The process for sharing and distributing information is an integral part of the fidelity and implementation plan. Distribution of fidelity and process review 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 site coordinator, 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 site coordinator and teachers during weekly meetings to help tailor the program to the needs and progress of individual students. The aforementioned process summaries will help guide the program in understanding and refining any identified concerns within the complex and evolving system of the 21st CCLC program. The "fidelity check" process is designed to: (1) engage staff in addressing challenges; (2) promote "buy-in" into

fidelity review and implementation 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 the “fidelity check” activities. Finally, process reviews and findings will be shared electronically, such that the program can share reports with all stakeholders (e.g., school administrators, parents, students, and partners) to share information about the program and encourage feedback about ways to improve.

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 results, the process reviews will be uploaded to the 21<sup>st</sup> CCLC website. In addition, should any member of the community wish to review the reviews 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 the Program Team meetings and Adult Literacy Events. Following fidelity reviews and summaries, the findings and recommendations will be presented to the Program Team for comment and feedback. In addition, the findings and recommendations will be presented during one of the adult literacy events immediately following the Program Team meeting.

#### TIMELINE AND FREQUENCY OF FIDELITY PLAN

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); (4) student course grades in Reading/ELA, Math, and Science (Quarterly); (5) school records on student absences from regular school day (Monthly); (6) Pre-mid-post curriculum-based assessments for personal enrichment activities (tri-annually); (7) Staff surveys of professional development to effectively provide 21st CCLC activities (Annually); (8) student surveys on program impact and satisfaction (Annually); (9) Attendance logs from parent events (Quarterly; By Event); and (12) FLDOE Student and Parent Satisfaction and Impact Surveys (Annual). The following activities also support the ongoing plan for ensuring fidelity, with the following aspects providing for transparency across stakeholders and a “checks and balances” approach to stakeholder reporting and feedback:

**STUDENT ADVISORY BOARD (MONTHLY):** The Program Team believes the 21<sup>st</sup> CCLC program would be enhanced by ensuring regular feedback from the students participating in the program. In addition to the student survey for feedback, each site will create and maintain a Student Advisory Board. This board will meet at least monthly to provide feedback to the 21<sup>st</sup> CCLC site coordinator and school administration about program services, selected activities, and potential adjustments to the overall program. Somewhat like a student government, members of the student advisory board will be older students in the program and will carry some leadership assignments (e.g., they will help encourage the quarterly student surveys).

**STUDENT FEEDBACK SURVEYS (QUARTERLY):** Student surveys will be used to gauge the interests of the students at the beginning of the school year and re-evaluated quarterly 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 will be planned based on student interests expressed through these surveys.

SCHOOL ADVISORY COUNCIL (QUARTERLY): The 21<sup>st</sup> CCLC site coordinator will attend all School Advisory Council (SAC) Committee meetings held during the academic year. The coordinator will present on the 21<sup>st</sup> CLCC program at the first meeting of the year, and then attend all future meetings to obtain feedback from the SAC specific to the services of the 21<sup>st</sup> CCLC program. While feedback may be limited, any feedback from the SAC will be used to drive conversations and feedback from other stakeholders with more direct connection to the 21<sup>st</sup> CCLC program (e.g., parents).

SCHOOL ADMINISTRATIVE MEETINGS (MONTHLY): The 21<sup>st</sup> CCLC site coordinator will meet at least monthly with the School Principal and/or other assigned school administrator to support the 21<sup>st</sup> CCLC program. These meetings will communicate program operations and activities to the administrators, while also allowing an opportunity for the school administrators to provide feedback to the 21<sup>st</sup> CCLC site coordinator about program operations, any unexpected challenges needing to be addressed, and any new needs where the 21<sup>st</sup> CCLC program can support participating students.

TEACHER MEETINGS (MONTHLY): The 21<sup>st</sup> CCLC site coordinator, as a full-time employee, will have time to meet regularly with school day teachers about individual students and how the program can best support each student. These meetings allow teachers to provide regular feedback about the 21<sup>st</sup> CCLC program and how the program can be enhanced to better meet student needs (e.g., homework progress, reading progress, needs for added attention). This meeting will be held within the first week of student enrollment (for new students) and then monthly thereafter.

OPEN HOUSES (QUARTERLY): The 21<sup>st</sup> CCLC program will hold quarterly (at least) open houses, where partners, community members, parents, teachers, and administrators will all be invited to participate. These open houses provide an opportunity for students to showcase their projects and activities completed during the 21<sup>st</sup> CCLC program (e.g., art walk, project demonstrations, service project showcases, and science station demonstrations). The open houses will include opportunities for partners and community members to provide feedback through a brief round-table discussion with the 21<sup>st</sup> CCLC site coordinator and, if possible, the student advisory board.

PROGRAM TEAM MEETINGS (QUARTERLY): One of the most important feedback components is the quarterly Program Team meetings. While the Program Team serves an important function to process feedback and make recommendations for improvements, they are also knowledgeable of the school, communities, and students impacted by the program (hence their selection to be on the Program Team). Ultimately, Program Team members will be able to provide formal feedback regarding issues presented before the Team.

### **3.10 Project Budget**

**@@UPLOAD BUDGET@@**

### **3.11 Plan for Sustainability**

As a school district, Pasco County has the expertise and personnel dedicated to grant writing and locating federal and state education funding streams. Areas such as Title I, reading initiatives, and private foundation grants will be identified and applied for prior to the expiration of the 21<sup>st</sup> CCLC grant funding. In addition, community collaboration and partnerships will be established by seeking input from the stakeholders. Utilizing current partners and developing new partnerships with our local health and mental 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 four (4) years of this grant funded period. The Pasco County School District has a strong commitment to student achievement, utilizing all resources necessary to assist students to become college, career, and life ready.

#### FOUR-YEAR STRATEGIC PLAN FOR SUSTAINABILITY

The four-year strategic plan will be an ASEP team and individual program team member effort and will be reviewed in twice a year sustainability meeting. In Pasco County, we are renowned for our quality, fee based after school programs. We will utilize this expertise and knowledge to build on strong community interest and involvement for our 21<sup>st</sup> CCLC programs. The stakeholders will include parents, teachers, diverse members of the community and business partners. The plan will focus on specific program and student needs, program concerns, program operations, and sustainability of the 21<sup>st</sup> CCLC STAR Academy.

#### ANNUAL ACTIVITIES AND ASSIGNED POSITION (FOUR-YEAR PLAN)

##### Year 1

- \* Seek input from stakeholders regarding the specific needs of the school community – Director
- \* Establish a Quality 21<sup>st</sup> CCLC Program – Enrichment Specialist (Project Director) & Site Coordinator
- \* Create advertising materials to be distributed in the community and at events – Graphic Artist
- \* Build connections by informing other entities about the program (i.e. open houses, faculty meetings, school board meetings, community fairs, information sessions, etc.) - ASEP and program team members.

##### Year 2

- \* Invite current/new partners, community organizations and entities into the programs to see what they offer and how they benefit the community – Enrichment Specialist (Project Director), Manager, Site Coordinators
- \* Seek feedback from partnerships and enlist their expertise and services in the program – Enrichment Specialist (Project Director), Site Coordinator
- \* Serve on boards/committees within the school and community – Director, Manager, Enrichment Specialist (Project Director), Site Coordinator
- \* Participate in community events – parades, Lights on Afterschool, festivals, food drives, etc. – ASEP Team/ 21<sup>st</sup> CCLC Program Team

##### Year 3

- \* Network with other career, educational (Saint Leo University, Pasco Hernando State College, Marchman College, etc.) and employment organizations (Amazon, Publix, etc.) with the goal of securing business partnerships – Director, Manager, Enrichment Specialist (Project Director)

- \* Advertise the benefits/partnerships of the program and positive impact it has on the community by inviting the press, dignitaries, and stakeholders into the program or to be part of an initiative (gardening, cleanups, butterfly releases, etc.) on a regular basis – ASEP and 21<sup>st</sup> CCLC program team
- \* Showcase the successes and the partnerships that assisted in attaining them – Director, Manager, Enrichment Specialist (Project Director), Site Coordinators
- \* Investigate and seek alternative/creative funding sources.

#### Year 4

- \* Meet with stakeholders to determine needed budget for sustainability - Director
- \* Leverage your stakeholders to assist with securing various funding sources – Director
- \* Review what funding sources have been secured – Director, Manager, Enrichment Specialist (Project Director)
- \* Determine if proceeds/scholarships from fee-based programs will be needed to assist in sustainability

#### LEVERAGING PARTNERSHIPS

The ASEP team will work to establish collaborative partnerships throughout the community that will help bring in the necessary funding to sustain the program. The 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 will 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 that all resources are being utilized to provide a quality program.

#### PROGRESS INDICATORS

The ASEP and Program Team will meet at least twice a year. During the meetings, the team 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 stakeholders 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.

Through the commitment of the district, the 21<sup>st</sup> CCLC STAR Academy staff, district staff and stakeholders, 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 backing. ASEP team and site staff will actively work on creating partnerships with the community to achieve this goal. By collaborating with a large base of supporters, the program will achieve its long-term success.

## Priority Points Selection