

**3.1 Project Abstract/Summary:** Brevard Public Schools (BPS) provides highly needed after school programs designed to meet kindergarten – 5<sup>th</sup> grade students' needs at Harbor City, Palm Bay and Riviera Elementary Schools located in South Melbourne and Palm Bay, Florida. The Brevard After School Academy (BASA): East program serves approximately 135 students who experience significant barriers to success in order to improve their academic achievement and social emotional well-being. Meaningful and rigorous academic and personal enrichment activities provide an extension to the school day. Workshops and services designed to demonstrate ways families can positively impact their child's academic success are provided for adult family members. Activities aligned to the objectives promote engagement of students by improving academic performance, personal enrichment, behavior and problem solving to include knowledge of healthy lifestyle choices, and engagement in cultural activities. After school services are provided on all 180 regular school days beginning at 2:30pm (1:15pm on early release days) until 6:00pm.

**3.2 Community Notice:** The need for 21<sup>st</sup> CCLC programs at Harbor City, Palm Bay and Riviera Elementary Schools was determined through a collaborative effort of data collection and analysis from district staff, area superintendents, private school representatives, community organizations/business members, parents, and school principal. Development of the program began in spring of 2018 with community notices delivered by email and posted on district websites. Specific needs were identified through needs surveys, school improvement plans, test scores and student risk factors beginning in March 2018. The proposal will be submitted at a school board meeting and available as an agenda item on the BPS website.

**3.2b Needs Assessment:** Multiple measures of data point to profound academic and social needs at these school. Student data used to assess needs included standardized test scores, iReady data, report cards and retention rates. School data used to assess needs included school grades, school improvement plans, homeless statistics, free/reduced lunch rates, early warning indicators for at-risk students, and discipline records. Additionally, needs surveys were

completed by school administrators, parents, and community stakeholders. Survey results confirmed that working parents need a safe place for their children to be after school, and families lack financial resources to support the basic needs for their children to achieve academic success. Also, there's a lack of established routines and academic support at home. Parents are unsure how to communicate with their children about academic priorities, and they are unable or unwilling to support reading and homework. After school services for students in the targeted area are limited to fee-based programs which are cost prohibitive for families. Often, students go home to an empty house where they are left unsupervised, or they are free to roam unsafe neighborhoods while parents are working. Results from past 21<sup>st</sup> CCLC parent surveys revealed over 40% of parents said their child would be home alone if not enrolled in the 21<sup>st</sup> CCLC program. Targeted families lack access to economic, cultural and recreational amenities that nurture and enrich children, leaving the school a singular resource for impoverished families. Implementing a 21<sup>st</sup> CCLC program will bridge the gap for students whose families cannot afford to attend fee-based programs. Students at these schools also lack experiences with positive interactions and opportunities to develop social skills. The principals' survey acknowledged that there are parent and student social/emotional needs not met during the school day due to curriculum requirements. This program will offer and support desired activities to achieve success, serving students who have a need for academic and social/emotional services after the school day. The number of students at all three targeted schools who are not proficient on state assessments, in reading, mathematics, and science is very high. The percent of students economically disadvantaged at these schools is significantly high, with Harbor City is 80.21%, Palm Bay at 91.7% and Riviera at 84/9%. Performance scores at these schools are congruent with these statistics. Harbor City's ELA achievement rate is 50%, math rate is 47%, and their science achievement is 51%. Their school grade fell to a C. Palm Bay did increase slightly from a D, under Florida's Differentiated Accountability (DA) system for the past two years, to a C. However, their performance results are relatively low,

with 46% proficient in ELA, 45% in math and 38% in science. Riviera's ELA proficient rate is 45%, math rate is 52% and science rate is 52%. Their school grade declined to a C from a B (FLDOE). Riviera's School Improvement Plan (SIP) indicates that 201 students at risk of failure due to absence, 106 students scored a Level 1 In ELA or math, and 56 students exhibited 2 or more early warning indicators, putting them at risk for failure or retention. Moreover, the SIP plan indicated that only 41% of Riviera teachers are proficient or developing in designing instruction using students' prior knowledge and diagnostic data to build lessons. Only 41% are proficient or developing in analyzing and applying data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress, thus impacting student success. The SIP also indicates that the school's growing ELL population of parents who do not speak English and are unable to support student success. Palm Bay's SIP documented 162 students at risk of failure due to absence and 38 students exhibited 2 or more early warning indicators, putting them at risk for failure re retention. Harbor City's SIP documented 162 students at risk of failure due to absence and 38 exhibiting 2 or more early warning indicators, putting them at risk for failure or retention. The SIP also indicates that the large transitional population, high poverty and illiteracy rates in the home hinders student success. A 21<sup>st</sup> CCLC program at these school will help bridge these gaps and strengthen ties between schools, students and struggling families.

County Health Rankings (2018), report 22% of the children in Brevard live in poverty, yet according to the US Census, Palm Bay (where two schools are located) has 27% of the population of children living below the poverty threshold, while Melbourne's is 33.4%. Brevard's Hispanic and Black children live in poverty at high rates: 24% and 43% respectively. In recent years, the county has experienced significant growth in homelessness. All three schools' principal surveys ranked services for students in transition as a top priority. Presently, 147 homeless children are being served at these three elementary schools. Correlated data shows that the retention rate for a homeless first grade student is double that of a non-homeless

student in Brevard County. In areas of poverty, data shows that children of working parents lack supervision after school hours. BASA: East has identified the need for a strong after school program, and juvenile crime statistics support this. According to the Office of Juvenile Justice (OJJDP, 2010), the most frequent time for juvenile crime is between 3 p.m. and 6 p.m., shortly after school dismissal. For example, during the 2013-2014 school year Brevard County had 185 juveniles arrested at school and 897 juveniles arrested outside of school hours, with 1,655 juvenile delinquency complaints filed. In 2014-2015, 1835 juvenile complaints were filed, which is a one-year increase of 10.8% (<http://edr.state.fl.us>). Clearly, the need for students to develop skills of independence and personal responsibility is evident, and children will be safe and nurtured in a 21<sup>st</sup> CCLC program.

Opportunities for active play, creative arts, social engagement, and academic enrichment promote the attainment of basic skills and encourage critical thinking, but they are out-of-reach when disposable income does not exist. Without active learning and stimulating experiences that give meaning to the school curricula, these children, with such limited life experience, are at-risk of school failure and dropout, thereby putting their entire future in jeopardy. A study by Posner and Vandell (1999) found that children who participated in quality after-school programs were better emotionally adjusted with better peer relationships. Students' lack of exposure to the arts has an impact on a student's attendance, academic performance and test scores (Youth ARTS Development Project, 1996). Arts activities have been recognized to impact at-risk students by deterring delinquent behaviors, while increasing overall academic performance and closing achievement gaps. Unfortunately, art and music classes are less prevalent in school-day curriculum, so there is a need for more services. Additionally, according to the Coalition of National Health Education Organizations, approximately two-thirds of the U.S. adult population is overweight. The number of overweight children between the ages of six and eleven has tripled over the past three decades, revealing 17% of today's youth are overweight ([www.cdc.gov](http://www.cdc.gov)). Children need more opportunities for health and wellness education to improve

personal responsibility and reduce health risk behaviors, such as poor nutrition, inactivity, and actions that increase stress, injury, or violence. To address these needs, the 21<sup>st</sup> CCLC grant program will provide a safe, nurturing environment offering a variety of academic and personal enrichment activities. Project-based learning themes will make real-life connections and will be aligned with the school day pacing guides and state standards. BASA: East will focus on the “whole child” and their adult family members. The academic objectives will be identified by district resource teachers and principal surveys. The Project-Based Learning (PBL) units will focus on literacy, mathematics and science skills to serve as a continuation of the regular school day activities, reinforcing Florida’s state standards. Additional activities will be planned to align with community resources to offer continuity and collaboration between organizations, businesses and the school.

Activities in technology, wellness and the arts will also be included in PBLs, addressing the need for character development, physical and emotional health, and providing opportunities that students may not have the privilege of experiencing outside the program. The needs of working families will be addressed by operating programs until 6 pm, Monday through Friday. The adult workshop topics will be selected based on the information gathered from principal and parent surveys completed at the Parent Orientation in the beginning of the school year.

**3.3 Dissemination of Information:** Information about the BASA: East program will be made available to all stakeholders within one week of award. The school’s front office and website will provide information, flyers, meeting, and contacts. Invitations will be sent to families of students who meet priority criteria. Information will be presented at school events such as a Parent Open House, Parent Orientation, SAC meetings, Lights On and through our community partners. Dissemination information will be presented electronically, printed, and in-person in order to reach all community members. Private schools will be notified by email of the opportunities for their families, students and teachers. Copies of the grant proposal, along with newsletters, photos, and calendars for the individual school programs will be available on the 21<sup>st</sup> CCLC link

of the BPS website. Assessment results will be disseminated, as available, to stakeholders through email communications and on the BPS 21<sup>st</sup> CCLC Program website. Presentations will be delivered to the school board at a regularly stated meeting or board workshop and information will be distributed to the media as appropriate. Daily and weekly updates will provide the most cost effective and creative means of dissemination and advocacy, including:

Communications Department press releases, the BPS website and television station, and BPS social media pages, such as Facebook and Twitter, to ensure that program awareness is maximized. This plan is appropriate for the communities of Melbourne and Palm Bay because their geographically large area, and young parents (often lacking transportation) use digital technology as a primary source of information and communication. The 21<sup>st</sup> CCLC logo will appear on all correspondence, such as brochures, emails, newsletters, etc. Additional information can be retrieved through the 21st CCLC link within the BPS

Website:<http://sacc.brevardschools.org/21CCLC/SitePages/welcome.aspx>. Information available will include contact information and school locations, pictures documenting program activities, copies of approved grant applications, and formative and summative reports to show progress towards meeting the proposed objectives. The 21st CCLC portion of the BPS website will be updated monthly by a Project Manager with the date of revision listed.

**3.4 Target Population, Recruitment and Retention:** BASA: East will serve 135 students in grades K-5. School administrators, teachers, and parents will identify target students with the greatest at-risk factors for failure, retention, or dropping out. These at-risk factors will include FSA scores in the lowest 25 percentile or not demonstrating proficiency in reading, mathematics, and science, and those students identified as performing below grade level by their teachers in one or more academic areas. The program will target students that regularly face challenges at school due to a lack of achievement, motivation, encouragement, academic support, and/or appropriate social interactions at home. Additional at-risk factors for consideration include students who are identified as migrant, homeless, latchkey, special needs, and having social/emotional behavioral

developmental needs. Consideration will also be given to students being cared for by grandparents and/or those with an incarcerated parent. The priorities for program eligibility will be identified based on individual academic barriers to student achievement. The BASA: East staff, school day staff and school administration will work together to identify eligible students using academic achievement data, report card information, such as behavior grades and demographic data to participate in BASA: East. **Recruitment-** Once students have been identified, phone calls, in-person communication and/or letters, in appropriate languages, will be used to inform parents of their child's eligibility to enroll into the program. The recruitment process will also include providing parents the information for services and resources available to family members through the 21<sup>st</sup> CCLC program and their community. If **retention** is impacting the program, staff, parent and student surveys will be used to identify additional support services needed in order to keep target students in the program. For students, engaging activities designed to capture their interests have been well-planned, based on past experiences. These hands-on PBL academic and enrichment activities are student-driven, and students are vested in their work. Families are engaged through the science nights and other family fun events, such as the PBL fairs that showcase student products and displays that they have created in the program. Fun, highly-engaging activities are effective strategies for recruitment and retention. Highly effective teachers from the school day will be recruited to work in the program, allowing students to work with teachers who have established good relationships with them. If students are absent frequently, coordinators and teachers will contact parents and guidance counselors in an effort to overcome any barriers to attendance. BPS has increased the number of school social workers on site, who will also assist parents and students by aligning needs and services available.

### **3.5 Times and Frequency of Service Provision for Students and Adult Family Members:**

BASA: East will operate after school from 2:30 p.m. until 6:00 on regular school days, and from 1:15 until 6:00 p.m. on early release school days. These three schools, Harbor City, Palm Bay and Riviera Elementary do not currently have a 21<sup>st</sup> CCLC program operating at their schools,

and targeted students in grades K-5 have no access to other programs in their vicinity. Students will receive 30-60 minutes of tutoring/remediation/homework daily based on individual student needs and provided to students through differentiated instructional strategies. Academic enrichment/enhancement activities are supported weekly. Students are provided personal enrichment activities one-two hours each day. Adult workshops will be offered later in the afternoon to accommodate working parents' schedules, allowing for students to remain in the 21<sup>st</sup> CCLC programs during parent workshops. Priority will be given to targeted students and families that can be most impacted by the services, especially those performing below grade level in mathematics, reading and/or science, students that are in transition, and/or students that are latchkey. BASA: East will provide opportunities for parents to learn tools/resources that will help them better support their child's development and guide students to academic success. Because 10% of Brevard's adults do not have a high school diploma, information about obtaining a high school credential, GED, or adult education classes through the BPS Adult & Community Education Department will be made available throughout the year. An Adult Education Center is located in the area, and services may be brought to the school to accommodate family needs.

**3.6 Program Evaluation:** The 21<sup>st</sup> CCLC program will utilize the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER), an external evaluator, for this project. The evaluator will oversee program evaluation, including formative and summative assessments and data reporting to both the Florida Department of Education and the United States Department of Education. The evaluator has worked with BPS in prior years through its Zoo Explorers, Space Explorers, Art Explorers, Zoo Explorers South, Explorers University and Brevard After School Academy programs. The evaluator has a long-standing and proven depth of knowledge regarding evaluation requirements of the 21<sup>st</sup> CCLC program. The evaluation firm is led by a former middle school teacher who has been conducting evaluations of educational programs for over fifteen years, with the past twelve focused on 21<sup>st</sup> CCLC programs. The leader is also a professional evaluator and licensed psychologist. CASPER has overseen the evaluation of over 300

educational programs. The firm has no vested interest in the BPS 21<sup>st</sup> CCLC program. This 21<sup>st</sup> CCLC proposal is firmly rooted in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the 21<sup>st</sup> CCLC model is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal and informal techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, and increase emphasis on program objectives and outcomes. Evaluations will also be conducted through formative and summative assessments. The evaluation process will provide a structure for 1) generating information needed for ongoing program/activity refinement, 2) assessing progress in meeting outcomes, 3) documenting and analyzing how the model works in practice, and 4) documenting and analyzing changes in targeted students' actions, attitudes, knowledge, and performance. The targeted schools have committed to providing data on active 21<sup>st</sup> CCLC students, including behavior, grades, participation, attendance and other data to support this program, which can be used to guide formative assessment and possible interventions. End-of-Year Reports will be completed in accordance with the requirements of the RFP/RFA, with additional informal and interim evaluations completed after on-site visits. Formal reports will include a review of operational accomplishments and challenges, actual versus proposed operation, objective progress, and recommendations for addressing any challenges. Summative evaluations will include information on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. Summative evaluations will be completed in accordance with the requirements of the RFP/RFA. Summative evaluations will include all elements of program operation, activities, enrollment and

attendance, measures of academic performance, federal impact surveys, feeder schools, staff information, and partnerships. Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess progress on objectives. The following data will be collected for the objectives at the frequencies indicated: school grades in reading (Quarters 1, 2, and 4– Reading); school grades in mathematics (Quarters 1, 2, and 4 – Mathematics); school grades in science (Quarters 1, 2, and 4 – Science); teacher surveys (Annual) diagnostic and standardized assessment results determining third grade promotion (Annually – Third Grade Promotion); logs (Three times yearly – Arts & Culture); school grades in decision making behaviors (Quarters 1, 2, and 4 – Behavior and problem solving); sign-in sheets and feedback/surveys at adult family member workshops (5 times/year – Adult Family Member Performance). Progress towards the objectives will be assessed at least twice per program year (mid-year assessment in January and end-of-year assessment in July). As the majority of data will be collected through report cards and reporting logs, minimal interference to the student daily schedule will take place. All data will be collected by the program and provided to the evaluator, as federal law limits access to identifiable information on students and families. The process for sharing and distributing information is an integral part of the evaluation plan. Dissemination will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, conferences will be held with the evaluator, project manager, and any staff wishing to participate. During these meetings, data trends and operations will be reviewed with a focus on program improvement and refinement. Data will also be monitored by the project manager, instructional coach and teachers during meetings to help tailor program offerings to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the project manager and will help guide the program by addressing any identified concerns. As detailed above, the evaluation process will include all elements of the required Reporting Outcomes. The external evaluator will provide assistance and oversight of the federal online submission of data to the US Department of Education 21st CCLC

data collection system. **3.6.a Statewide Standard Objectives and 3.6.b Objectives for Academic Benchmarks:** (See attached objectives table.) Objectives have been designed to align with the needs demonstrated by student academic reports in mathematics, reading, and science. Personal enrichment activities have been aligned to address needs identified by school principals and community survey feedback.

**3.7 Approved Program Activities: Student Program Activities:** Students will enter the program immediately after the school day, be checked-in to the program attendance system and have a USDA approved “Super Snack” while supervised by activity leaders. The activity leaders will then transition students into their daily academic and personal enrichment activities. The PBL activities are influenced by overarching themes which are connected to the real world and specifically tied to our community, student interest, and the Florida Standards for ELA, Mathematics, and Science. The themes are developed in alignment with the BPS pacing guides in all three subjects. Projects offered within each theme are comprised of the essential elements of PBL, including significant content, a driving question, the need to know, a revision and reflection piece. Activities will also embed the 21<sup>st</sup> Century Skills of critical thinking, communication, collaboration, and creativity. While themes are provided, mini-projects within the themes will be developed and driven by student interest and available resources. Examples of mini-projects include Science Buddies, Mini Maestro, A Force by Any Other Name, How Does my Garden Grow, and Farmer’s Market. Working through the projects, students will earn badges, as skills are practiced and activities are accomplished. Badging reflects project completion, skills development and content mastery in areas including: STEM (Science, Technology, Engineering, Math), reading, arts and culture, and the discipline of responsibility (behavior and problem solving including the whole child). The student goal for each project is to earn badges that identify individual achievement in the skill/subject areas; although it could also include group activities, particularly cooperative skills. PBL activities will be provided by certified teachers and/or trained activity leaders throughout the afternoon with the focus on these projects lasting one to two hours

daily. According to a review of research by Margaret Holm ([www.bie.org](http://www.bie.org)), project-based learning emphasizes depth of learning and intrinsic motivation as key benefits of this methodology (Thomas, 2000). Students will also be given choices of academic clubs to join and attend regularly. Led by certified and experienced teachers, popular clubs include Chess Club, Book Club, Butterfly Gardening, LEGO Challenge, Robotics, and STEM Club. Academic teachers will work with groups of two to ten students, and activity leaders will work with groups of approximately 10-20 students. Additionally, students will participate in personal enrichment activities. Thirty minutes of daily guided wellness activities provided by activity leaders will ensure the program regularly provides stimulating and age-appropriate activities. Students will participate in social and emotional awareness activities supporting an understanding of the importance of building healthy relationships, problem solving and encouraging personal responsibility. The arts and cultural activities provided will address the interests of students, their culture, and their community. Students' lack of exposure to the arts has a negative impact on student attendance, academic performance and test scores (Youth ARTS Development Project, 1996). Arts activities have been recognized to impact at-risk students by deterring delinquent behaviors, while increasing overall academic performance and closing achievement gaps. Therefore, art activities will take many forms, such as drawing, collage, personal essays or poems, dancing, the spoken word, or song. Exploratory center-based activities will challenge students in STEM, wellness, and the arts. A wide range of activity modalities will meet the variety of student learning styles. Activities will be offered weekly by the academic teachers and/or activity leaders and community partners. Every day, students will have time to complete homework with the assistance of certified teachers, activity leaders and mentors. Students without homework on a particular day will be given choices of reading, writing, or exploratory/tinkering stations (such as microscope centers). Remedial activities provided by academic teachers will serve as an extension of the activities used during the school day, including reading and math programs such as MyON, SuccessMaker, and iReady. With the aid of these learning and diagnostic programs, and further collaboration with

school day teachers, extra time and help will be provided to students focusing on the specific content and skills that have been difficult. Tutoring sessions will be differentiated according to the needs of the student, and teachers will identify and implement best practices for the targeted learning outcome by using valid and reliable data analysis teams that link the objectives to the needs of each student, and track progress over time. **Adult Family Member Program Activities:**

The link between supportive parental engagement and children's educational development is well established. Research indicates that children from homes where parents are involved in their child's education benefit from stronger student achievement ([www.pta.org](http://www.pta.org)). Effective parent involvement programs help parents understand how vital their role is as "first teachers" and equips them with strategies and skills they need to nurture their child's learning capabilities. Moreover, teaching families how to build children's literacy skills can have a significant impact in students' future success in school and in life. The research-based workshops offered to parents will include hands-on activities, which will demonstrate practical ways that families can read, write and engage with their children. The goal of the workshops is coaching families to participate in their children's literacy growth at home and thus impact student success in school and in life. Family literacy workshops will focus on areas identified in each school's needs survey to prepare adult family members to support their child's academic endeavors. Ongoing (five times) and meaningful workshops will be offered during the year at each school by Florida certified teachers or community partners to enable parents to be active participants in their child's education. Workshops will focus on providing resources so that parents can support their student's academic achievements, give activity guidance for reading at home, and provide tools for parents to help students with homework. Workshops on understanding and supporting student behaviors will also be offered. Workshops will also serve as a resource to parents in need of additional services available through the community, such as employment skills or financial literacy, and provide guidance on how to obtain those services. Additionally, information about Adult Education, GED

and ESOL classes will be provided at parent orientation and available on the parent information desk at each site.

**3.8 Applicant's Experience and Capacity:** Brevard Public Schools (BPS) has a strong management component and advisory board, and has operated 21<sup>st</sup> CCLC programs since 2003, successfully achieving proposed objectives and attendance goals. For example, during the 2012-2013 school year, through five 21<sup>st</sup> CCLC grant programs, BPS served over 1,300 children daily in nineteen elementary schools. BPS programs have received excellent reviews by the DOE Technical Assistance Team and were recognized for best practices in project-based learning with community partnerships and parental involvement. The Brevard After School (BAS) team at BPS has successfully managed afterschool programs for over 25 years complying with all local, state, and federal rules and regulations. As reported in a summative evaluation prepared by CASPER, "Brevard County Zoo Explorers is led by a team of dedicated and experienced individuals at the program and site levels. In addition to the program and site level leaders, the program also benefits from the leadership and support of school administrators and the Brevard County School District. With the support of partners and the strength of the Zoo Explorers team, the program has continued to strengthen and grow to provide high-quality programming for students and their families since its inception." The District Coordinator has been trained by the National Institute On Out-of-School Time on quality programs and Continuous Improvement Models (CIM). The management team is comprised of individuals with extensive training and experience in areas such as: curriculum development, professional development, and CIM. Management positions require collaboration, project management, out-of-school programming, evaluation, and fiscal management experience. The management team participated in extensive pre-planning activities to ensure the capacity to manage the program, including: reflection of the 2017-18 21<sup>st</sup> CCLC processes, identifying all requirements and needs, and assigning responsibilities. The team has strong, long-term, and well-established relationships with the schools and community partners which support future success for expansion of these programs. Successful and meaningful

partnerships have been in place for over ten years with BPS 21<sup>st</sup> CCLC programs. Effective implementation and ongoing monitoring of the program will be overseen by BPS personnel experienced in quality afterschool programs and 21<sup>st</sup> CCLC operations and requirements. Site Coordinators are required to complete and pass the Gold Key Quality Assessment (based on rigorous standards for safety outlined by the Florida Afterschool Network's Standards for Quality Afterschool Programs) encompassing areas such as professional development, safety, and program planning and implementation of the curriculum. The Gold Key Quality Assessment allows for continuous monitoring of the program achievements. An advisory board comprised of: district administration staff, Instructional Coach, 21<sup>st</sup> CCLC program teachers, school administrators, site coordinators, parents of participating students, and community stakeholders meets semi-annually in an open forum to address needs, review progress, and make suggestions for improvements.

**3.9.a Staffing Plan:** Using existing BAS programs as a model, BPS will provide the oversight of management systems, as required by 21<sup>st</sup> CCLC, at no cost to the project. A Director (to assist and support the goals of the 21<sup>st</sup> CCLC as a liaison with the BPS's Leadership Team, the Department of Equity, Innovation, and Choice; the Department of Elementary Learning & Learning, & Brevard County community stakeholders) and a District Coordinator (to assist and support Project Managers to complete tasks for site operations, compliance for afterschool programs, management and reporting activities of the 21<sup>st</sup> CCLC project) will support the program at no cost to BASA: East. The BPS hiring process requires all potential employees to be Level II background screened by method of finger printing, a drug screening, and meet the job description qualifications. The Brevard After School team supporting the 21<sup>st</sup> CCLC grant department consists of: Program Director/Project Manager qualifications include a minimum three years of experience in project management, out-of-school programming, evaluation, fiscal management, and a Child Development Associate's credential is preferred. The Program Director/Project Manager will be responsible for: developing themes, activity content for badges and the master schedule for programs; monitoring student testing status, attendance and family literacy workshops; provide

technical support, deliver professional development workshops; collaborate with private schools and community stakeholders and disseminate information; complete budgets and program amendments; coordinate Advisory Board meetings; and maintain the 21<sup>st</sup> CCLC website and social media pages. Site Coordinator qualifications include: Minimum of two years' experience working in after school (or similar) programs, completion of the School Age Certification (72 hours online), Quality Self-Assessment and Improvement for Afterschool Programs (QSAI, 4 hours online) the Standards for Quality Afterschool Program training (SQAP), and certification in First Aid/CPR/AED. The site coordinator will: complete student registration and intake processes; plan and schedule personal enrichment activities; complete student check-in/out; maintain inventory of items and coordinate with teachers and activity leaders to acquire materials/supplies for student academic and personal enrichment activities; coordinate hiring and orientation for activity leaders; and provide daily communication and build relationships with family members of participating students. Literacy/Instructional Coach qualifications require a bachelor's degree with instructional certification in the appropriate area and classroom experience preferred. The teacher will: be a collaborative liaison, make recommendations for program/data changes based on evaluation data; deliver orientation for teachers and professional development workshops and resources to academic teachers; model lessons incorporating effective instructional strategies and materials to reflect each student's culture, learning styles, special needs, and socioeconomic backgrounds; consult with teachers and program staff concerning implementation of effective strategies to assist struggling students; create, lead, schedule and market family literacy workshops; reflect upon family literacy workshop data for future workshop development; and administer parent surveys according to 21<sup>st</sup> CCLC requirements. Academic Teachers are required to hold a Bachelor's Degree with instructional certification in the appropriate area. They will be responsible to supervise and deliver academic activities, adjusting as appropriate and attend professional development workshops. The academic teachers will also identify individual student needs; plan, schedule, support and deliver academic tutoring and remediation activities; communicate with

school day teachers to identify appropriate student placements and progress toward individual student goals; access site-based data (report cards, school improvement plans, individual student data) to assess ongoing school needs; recruit and schedule teachers to provide academic activities; and create lesson plans by aligning content, interests and skills to standards as related to student needs. Activity Leader qualifications include: experience working with school age children, 24 hours of training towards the School Age Certificate, the SQAP, and certification in First Aid/CPR/AED. The activity leaders will: create lesson plans; supervise and deliver personal enrichment PBL activities (implementing changes as necessary); monitor and confirm mastery of identified personal enrichment skills needed to meet badge requirements; supervise and manage student behavior, and ensure student safety while implementing quality standards according to SQAP and 21<sup>st</sup> CCLC directives. After School Specialist qualifications include: high school diploma, one year of experience working with elementary age students, two years of accounting experience, and proficiency in Microsoft Office. Responsibilities include: collect and maintain data, monitor staff schedules and labor budgets; input test results and family literacy data for evaluation; input purchase requisitions for student activities, verify that expenditures are aligned to the budget, and verify delivery of materials and supplies; coordinate and schedule additional staff necessary for staff vacancies and absences; record minutes, records and reports for Advisory Board meetings; prepare family literacy deliverables and student attendance reports and upload to the 21<sup>st</sup> CCLC deliverable page; and coordinate, schedule and attend professional development. Each position plays a key role in the success of our after school programs. All staff in the outlined positions meet all local, state and federal regulations and policies. A ratio of ten students to one adult ensures quality during academic activities, and a ratio of 20 students to one adult is followed for personal enrichment activities.

**3.9.b Professional Development:** A variety of professional development opportunities are offered to 21<sup>st</sup> CCLC program staff. BPS 21<sup>st</sup> CCLC staff will be present at FDOE Training in the fall of 2018 and at 2018 Florida After School Alliance (FASA) conference. Staff in attendance will

present information to the non-attending BPS 21<sup>st</sup> CCLC staff at a regularly scheduled meeting following training. Training provided by BPS includes: three days of training for site coordinators, one day of training specific to 21<sup>st</sup> CCLC program staff, First Aid and CPR to all employees, and a two-hour student and program safety course to new employees. Additionally, staff have or will also participate in an 8-hour Youth Mental Health First Aid course. Youth Mental Health First Aid is a public education program that introduces participants regularly working with youth to risk factors and warning signs of mental illnesses, builds understanding of their impact, and overviews common supports. This 8-hour course uses role-playing and simulations to demonstrate how to offer initial help in a mental health crisis and connect youth to the appropriate professional, peer, social, and self-help care. The course stresses the importance of social emotional recognition in students, develops empathy and understanding of youth, and offers further skill building strategies when working with the most challenging family and youth dynamics. When hired, activity leaders participate in a two-day orientation to become familiar with policies, procedures and general routines at their after school program. BPS 21<sup>st</sup> CCLC staff has been encouraged to complete the online trainings available from You for Youth (Y4Y), Click2Science, and the Florida After School Learning Academy in areas such as positive behavior supports, Project-Based Learning, STEM, Strengthening Partnerships, and Family Involvement. Workshops/trainings are offered at times alternate to the program operation hours to allow program staff to attend. Professional development is ongoing through the program with guidance and coaching in a hands-on manner. As a requirement of the Gold Key Quality Assessment, each staff member completes a minimum of twelve hours of training every year. All teachers will be offered relevant training in current instructional trends and best practices by the school district.

**3.10 Facilities:** BASA: East will be held on-site at the target schools with access to the multi-purpose room (sufficient to accommodate more than 100 students), technology lab, media center, various teacher classrooms (each sufficient to accommodate up to 30 students), and all outdoor recreation areas. Multi-purpose rooms will be utilized to complete the check-in process, serve

snack, for academic support, homework and personal enrichment activities, and student check-out at the end of the program. Technology labs can accommodate up to 20 students at a time and are available to students to conduct research and participate in enrichment and remedial activities. The media centers can accommodate 50 students and will function as a location offering academic and enrichment activities, where students can go for homework, tutoring and a quiet place for reading and research. Teacher classrooms will be used at the teachers' discretion for PBL and remedial activities. Outdoor recreation areas are suitable for up to 150 students and will be the setting of planned health and wellness activities. Students will transition to varying locations and participate in activities under the direct supervision of 21<sup>st</sup> CCLC program staff. Staff will remain in constant communication with each other from the various locations through the use of staff radios. Programs are operated and administered by BPS on BPS property/schools, meeting all requirements for safety and handicap-accessible features that comply with the Americans with Disabilities Act (ADA). Schools comply with all local, state and federal health and safety standards.

**3.11 Safety and Student Transportation:** Student safety is top priority for BASA: East. Best practices in safety will be achieved through compliance with rigorous standards for safety outlined and identified by the Florida Afterschool Network's Standards for Quality Afterschool Programs (SQAP). Sites are required to provide evidence of meeting identified safety and quality standards and are monitored by the project management and district staff, as well as an external auditor, to ensure any area in need of improvement is addressed. BPS meets or exceeds compliance requirements for all safety and security measures. As a law enforcement entity, the BPS Office of District and School Security is committed to creating and maintaining a safe, secure and productive learning environment for BPS staff, students and visitors. The security team provides customer service to 87 public schools and is the liaison between the district and all law enforcement agencies in Brevard County. District Security conducts background screenings as mandated by Florida State Statute 1012.32, to include the electronic fingerprinting and processing

of all current employees, new hires and all volunteers in Brevard County Public Schools. The district security office also works to capture the fingerprints of all contractors/partners working on BPS property as mandated in the Jessica Lunsford Act Florida State Statute 1012.468. The Office of District and School Security partners with the Environmental Health & Safety Team and District Communications to further ensure the privacy and safety of all students and staff. All district personnel and personnel providing partner services must wear a BPS issued (or other Florida district issued) photo badge while on campus. All volunteers are required to submit an application to become registered at each school they will volunteer at and be cleared through KeepnTrack. All persons entering campus will scan their driver's license in order to be tracked through KeepnTrack, an online verification system that monitors visitors and volunteers, screening for sexual offenses and criminal history. Staff members are required to complete safety training annually. Enhancement of safety procedures are addressed on a regular basis. At least one staff member with certification in First Aid/CPR/AED operation will be present during all operating hours. Employees will be hired through the district and have required district screening and certification. Each site coordinator has a radio and an emergency cell phone with them at all times. The Sheriff's Office has the emergency cell phone numbers of all sites and can notify schools in the event of an emergency. The site has a weather radio to warn of weather hazards and emergencies. The weather radios are kept in the same location as the site coordinator during program operating hours. On-site safety begins before student arrival with activities and transitions planned with safety in mind. Students report from their daytime classes to the site according to the transition plan the school provides to the district in a safety portfolio. Upon arrival to the program, student attendance is carefully verified and all students are accounted for within fifteen minutes of the time the last student is released from class. All students are signed in by a staff member as they enter the program area. Students will be signed out by program personnel when going to partner activities and will be signed back in when the sessions are over. Headcounts will be conducted several times a day and at every transition. The 21<sup>st</sup> CCLC program

staff all have walkie-talkie radios to maintain clear communication always. Parents pick up their children at the end of the daily program at the school. Staff requires proper identification and an electronic PIN ID or signature from a parent/guardian and/or a previously authorized person before a child is released. Emergency contact lists will be kept for all student in the program. Each school develops an Emergency Preparedness Packet in collaboration with the school day administration so children practice the same school day processes for safety after school. Emergency drills are held six times/year in each after school program. Because this program is located exclusively at the students' home elementary school, transportation will **not** be provided in any facet. Therefore, a transportation plan is not needed.

**3.12a Partnerships:** **Brevard Schools Department of Food Services** will provide a daily, nutritious **Super-Snack** provided through the Child Care Food Program (CCFP) and regulated by the Department of Health at no cost to the program. Brevard After School 21<sup>st</sup> CCLC programs have worked successfully with community agencies and resources for 13 years. This year's partnerships include: **Boy Scouts of America (BSA)** commits to serving the school with a Cub Scout program for boys. The program will meet weekly for one hour at each school and provide enrichment activities to include STEM and skill based activities to increase the child's feeling of self-worth and accomplishments; **University of Florida (UF)/IFAS Brevard 4-H** will provide a weekly series of environmental education and gardening lessons that will teach various ecological principals through a focus on wildlife. Youth will also be exposed to outdoor exploration and orienteering skills; **Girl Scouts, USA (GSUSA)** has committed to starting groups at each of the three schools to provide personal enrichment and leadership opportunities while supporting progress towards the academic and personal enrichment objectives of the grant; **United Way** will recruit volunteer reading mentors to help address the reading achievement gap, focus on third grade retention and promotion rates, provide technical assistance with MyON reading software used for remedial activities, additional supports will include oral health and dental care presentations, as well as a STEM visit using snap circuit kits; **UF/IFAS** will deliver a family nutrition

program that encourages nutrition, physical activity and food preparation and food safety lessons over a 7-week program. Students will have hands on experiences and first hand training while learning how to prepare nutritious food safely. They will learn skills such as: fine motor skills, mathematics and science, social skills, life skills, art appreciation and creativity, and literacy through activities such as reading recipes, measuring ingredients, cooperation, taking responsibility, and tasting and smelling foods. Partners have all agreed to provide the outlined services and activities to achieve meeting grant objectives at no cost to the BASA: East program. They have committed to serve as ongoing resources to 21<sup>st</sup> CCLC program staff and support activities beyond the proposed services and visits they will offer during the first year of the program. In-kind contributions of goods and services will be well-documented, including type of service, date, and value with a signature of a partner administrator. The documentation will be collected and verified by grant administration semi-annually. Each participating partner will serve as a member of the Advisory Board and will continue to monitor the grant's operation throughout the year. The targeted school, Brevard After School, and community partners collaborated in writing the proposal for the BASA: East program and, as active community organizations, are vested in its success. In-kind partners will work closely with our team throughout the year to ensure the best outcomes for students and program sustainability.

**3.12b Collaboration:** Beginning at the end of the 2017-18 school year, targeted school faculty members were engaged in the development of the BASA: East program design. Title I schools were contacted and surveyed to determine interest in 21<sup>st</sup> CCLC grant involvement. The administration at the targeted schools were asked to complete a needs survey specific to the students and adult family members attending their school. Information gathered through the survey reflected challenges in student academic success that could be overcome through the 21<sup>st</sup> CCLC program activities and general needs of the community not met during the school day. During the development of this grant, district resource teachers, who are academic content experts, were asked to provide information specific to the standards where students from each

targeted school scored lowest on state standardized testing. Each school will have a program presentation where classroom teachers will be provided referral forms for students in need of services. This information will serve as a baseline for student achievement and share the information needed for each student's success. Communication strategies (including logs and forms) will be in place to monitor student progress toward their academic goals. Additionally, the district resource teachers provided support through identification of resources available within the district for use in the 21<sup>st</sup> CCLC program and sharing of data used in assessing the needs of the targeted schools. Support of the district resource teachers assures alignment between the 21<sup>st</sup> CCLC program and the district's priority academic needs and specific areas of focus. Through the grant, a 21<sup>st</sup> CCLC teacher will be responsible for working with regular school day teachers and program staff to identify and develop programs of study designed to target each individual student's greatest needs. This allows the needs and skills to be identified in the school day that can be redressed and reinforced through 21<sup>st</sup> CCLC activities. This differentiated approach enables the entire team to best assist the students, resulting in the greatest impact. To minimize interference with the program and as a convenience to parents, all necessary data will be collected by the 21<sup>st</sup> CCLC Team and academic teachers. The teacher will work with their schools to access data, such as report cards and Florida Standards Assessment (FSA) scores, and will identify ongoing progress towards grant objectives. Parent consent for the program to collect student data will be obtained through the registration process. The Literacy/Instructional Coach will be on-site at the schools and will meet regularly with the classroom teachers and program teachers to gather information about individual student needs and student progress. Academic teachers working in the program will include members of each school's School Improvement Plan (SIP) leadership team. These teachers will identify the areas within the most recent SIP that 21<sup>st</sup> CCLC program activities will focus on, including academic support for level 1 and 2 students and personal enrichment activities that will support social skill development. Additionally, the 21<sup>st</sup> CCLC program will support the parent involvement objectives of the SIP by presenting and

requiring parent attendance at the adult family workshops offered throughout the year on topics designed to provide family members with the tools necessary to support their student's academic achievement goals. All federal, state, and local program requirements will be strictly followed. In an effort to support the school day curricula, project activities have been aligned to the Florida State Standards for Reading/English Language Arts and Mathematics, the *Just Read, Florida!* reading initiative used during the regular day academic activities, and the Florida Next Generation Science Standards.

**3.12c Sustainability:** In order for an after school program to be sustained it is necessary to have a team of supporters and partners who are able to assess students' needs and utilize community resources. Advisory Board meetings are held at least twice per year and focus on community involvement and collaboration of efforts needed to meet student achievement goals. BPS-Brevard After School, under which this grant will operate, has many community partners committed to supporting student beyond the 21<sup>st</sup> CCLC program. Community partners have been and continue to actively provide students with after-school learning experiences outside of the traditional school setting. The partners are committed to long-term relationships supporting program activities that lead to student academic achievement. The sustainability plan includes regular communication with partners through meetings, on-site visits, reports and updates that foster successful relationships. We have already begun a sustainability plan pre-award through community awareness and partnership development. We will provide an annual marketing campaign that addresses the program needs and achievements. The plan includes outreach communications to businesses and organizations through Chambers of Commerce, local community and faith-based leadership and presence at local events. The marketing campaign will strive to raise interest and efforts through support of the program including volunteers, mentors, cost of enhanced activities based on student needs, and sustainability. Through expanded awareness, these and other new relationships will continue to enhance and grow the program,

ensuring same level of services over the five-year period, as well as identification and continuation of long-term opportunities beyond the end of the five-year grant period.