

5.1 Project Abstract Brevard Public Schools (BPS) will provide highly needed after school programs designed to meet Kindergarten – 6th grade students' individual needs at Coquina, Mims and Oak Park elementary schools. The Brevard After School Academy (BASA): North program will identify and serve approximately 175 students with the greatest barriers to individual student success in order to improve the outcomes of academic achievement and social emotional well-being at each site. Meaningful and rigorous academic and enrichment activities will be provided as extensions to school day priorities. Workshops and services designed to demonstrate ways families can positively impact their child's academic success will be provided for adult family members. BASA: North activities associated with the seven proposal objectives will promote optimal engagement of students and family members by improving or increasing: academic performance, personal enrichment-behavior and problem solving, knowledge of healthy lifestyle choices, family/parental involvement, and engagement in visual/performing arts.

5.2 Needs Assessment The need for 21st CCLC programs in the cities of Mims and Titusville, where the three targeted elementary schools are located, was determined through a collaborative effort resulting in the collection of input from district staff, area superintendents, private school representatives, community organizations and business members, parents , and principals at the targeted schools. Development of the program began in February of 2015. Meetings were held weekly, with public notice provided, to include all stakeholders in the development of the grant and program.

Specific student data used to assess needs included standardized test scores and social/emotional development report card grades. Specific target school data used to assess needs included school grades, school improvement plans, homeless statistics, free/reduced lunch rates, and arrest rates during school and after school. Additionally, needs surveys were completed by school administration, parents, and community stakeholders.

Survey results confirmed the following: working parents need a safe place for their children to be after school, families lack financial resources to support the basic needs for their children to achieve academic growth and success, a lack of established family routines and student academic support at home and parents are unsure how to communicate with their children about academic priorities and are unable or unwilling to support reading and homework

The current after school services for students in the targeted area are limited to fee-based programs that are cost prohibitive for most families. Many days, students go home to an empty house where they are left unsupervised for great lengths of time, or they are free to roam the neighborhoods until someone can provide care for them while parents are working.

Students at the targeted schools lack experiences with positive interactions and opportunities to develop social skills in their daily activities. Implementing a 21st CCLC program will bridge the gap for students whose family cannot afford to attend fee-based programs. 100% of the principal surveys acknowledged that there are parent and student needs that are not met during the school day due to curriculum requirements. This program will offer and support the necessary and much needed activities to achieve academic success.

The percent of students at each of the targeted schools qualifying for free or reduced price lunch is high: approximately 79% at Coquina, 77% at Mims, and 69% at Oak Park. County Health Rankings (2015), report 22% of the children in Brevard are living in poverty and 35% of students come from a single-parent household. Since the end of the space shuttle program in 2011 the county has experienced significant growth in the homeless population currently Coquina is serving 40 homeless students, Mims serves 31, and Oak Park has 13 homeless students. In areas of poverty, data has shown that children of working parents are often unsupervised by an adult during after-school hours. The targeted schools have identified the need for a strong after school program, and research supports this need. According to the Office of Juvenile Justice (OJJDP, 2010), the most frequent time of day for juvenile crimes, including violent offenses, is

between 3 p.m. and 6 p.m., generally right after school dismissal. During the 2013-2014 school year Brevard County had 185 juveniles arrested at school and 897 juveniles arrested during out of school time. Opportunities for active play, creative arts, social activities, and academic enrichment that promotes attainment of basic skills and encourages critical thinking are scarce 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 and had better peer relationships.

The number of students not proficient, based on state assessments, in reading, math, and science is particularly high. The percent not proficient in reading is 46% at Coquina, 47% at Mims, and 40% at Oak Park. Math non-proficiency at Coquina is 51% of students, 55% at Mims, and 47% at Oak Park. At Coquina 52% of students are not proficient in science, 50% at Mims, and 47% at Oak Park. Additionally, while looking at student attendance, the three targeted schools fall into the lowest 20% of schools with students regularly attending the school day. Over the course of four years, Coquina, Mims, and Oak Park have also experienced a decline in school grade ratings, going from A ranked schools to C ranked schools. In Brevard County the district grade fell in 2013 and has not improved. Across the district the percent of students mastering reading skills dropped in 2014 compared to 2013.

Additionally, in Mims data indicates that 16.6% of the adult population has no high school (or equivalent) diploma, while in Titusville the rate is 11.6%. The number of families with related children under 18 years, whose income is below the poverty level was reported as 14.6% in Mims and 20.6% in Titusville.

To address these needs, the 21st CCLC grant program will provide a safe, nurturing environment offering a wide variety of academic and personal enrichment activities through project-based

learning themes that are aligned with the school day pacing guides and make clear real-life connections. BASA: North will focus on the “whole child” and their adult family members. The academic objectives have been created based on the needs identified by district resource teachers and principal surveys. The Problem-Based Learning (PBL) units will focus on literacy, math and science skills to serve as a continuation of the regular school day activities. Activities will be planned to align with community resources to offer ongoing continuity and collaboration with organizations and businesses.

Activities in technology, wellness and arts will also be included in the PBL activities to address the needs of character development, the obesity rates, and to provide opportunities to students that they do not have the privilege of experiencing outside the program.

The needs of working families will be addressed by operating programs until 6pm, Monday through Friday. The adult workshop topics will be specific to each school based on the information gathered from the principal surveys. Adult workshops will be offered later in the afternoon to accommodate working parents’ schedules. This will also allow for students to remain in the 21st CCLC programs while adult family members attend workshops.

Priority will be given to targeted students and families that can be most impacted by the services. BASA: North will provide opportunities for parent involvement to offer tools and resources that will allow parents to better help their child’s development and guide students to experience academic achievements. 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. The Adult Education Center is located in the neighborhood where the three targeted schools are located. Services may be brought to the schools for family members, to better accommodate their needs.

5.3 Program Evaluation 5.3.a Evaluation Plan The 21st 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, and Explorers University programs. The evaluator has a long-standing and proven depth of knowledge regarding evaluation requirements of the 21st CCLC program. The evaluation firm is led by a former middle school teacher who has been conducting evaluations of educational programs for over 15 years, with the past ten focused on 21st CCLC programs. Led by 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 21st CCLC program. This 21st CCLC proposal is firmly rooted in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the 21st CCLC model is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal 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. All targeted schools have

committed to providing necessary data on active 21st CCLC students, including behavior, grades, and other data to support this program.

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 teacher impact surveys; feeder schools; staff information; and partnerships. Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess progress on objectives.

The following data will be collected for the objectives at the frequencies indicated: diagnostic and standardized assessment results in reading (e.g., FSA – Annual – Reading), school grades in reading (Quarterly – Reading); diagnostic and standardized assessment results in math (e.g., FSA – Annual – Math), school grades in math (Quarterly – Math); diagnostic and standardized assessment results in science (e.g., FCAT 2.0 – Annual - Science); school grades in science (Quarterly – Science); teacher surveys (Annual – Reading, Mathematics, and Science); logs and/or observational assessments (Three times yearly– Health & Nutrition and Arts & Culture); school grades in social/emotional development (Quarterly – Behavior and problem solving); sign-in sheets and pre/post surveys at adult family member workshops (6 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 standardized tests, 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, monthly 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 immediate refinement. Data will also be utilized by the Project Manager, Instructional Coach and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the 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. The program and the external evaluator are fully aware that there may be changes to the online method of collecting data through the US Department of Education, as well as potential changes with data collection by the Florida Department of Education.

5.3.b Measurable Objectives and Assessments see attached objectives table. Objectives have been designed to align with the needs demonstrated by student academic reports in math, reading, and science. Personal enrichment activities have been aligned to address needs identified by principal and community survey feedback.

5.4 Applicant's Experience and Capacity Brevard Public Schools (BPS) Office of Adult & Community Education has a strong management component and advisory board, and has operated 21st CCLC programs since 2003, successfully achieving proposed objectives and

attendance goals. During the 2012-2013 school year, through five 21st 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 team at BPS has successfully managed afterschool programs for over 24 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.”

Project Managers and the District Coordinator have 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 2014-2015 21st CCLC processes, identifying all requirements, and assigning responsibilities. The team has strong, long term, and well established relationships with the schools and community partners which supports future success for expansion to these programs. Successful and meaningful partnerships have been in place for over ten years with BPS 21st CCLC programs.

Effective implementation and ongoing monitoring of the program will be overseen by BPS personnel experienced in quality afterschool programs and 21st 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 is completed in four phases allowing for continuous monitoring of the program achievements.

An advisory board comprised of: district administration staff, Instructional Coach, 21st CCLC program teachers, school administration, 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.

5.5 Partnerships, Collaboration & Sustainability 5.5.a Community Notice was provided in a timely manner at a BPS Board Meeting, March 10, 2015, as the intent to write this RFP was approved by the board members. The intent was publically posted as an agenda item, and the meeting was televised and streamed online to allow information to be disseminated to as many community members as possible. The meeting postings and archived videos are available on the BPS website. Notification was also provided via the BPS Brevard After School FaceBook page and on the existing BPS 21st CCLC program website. In addition, two informational meetings for community leaders were held at the BPS district office in April.

The submitted application will be available on the BPS 21st CCLC website and a link will be posted on the Facebook page where the documents may be viewed. Paper copies will be available upon request.

5.5.b Collaboration with Private Schools Private schools were notified in a timely manner of the project via email as targeted schools were identified and notified mid-March. The information provided to private schools included dates and times of planning meetings for the project with an invitation to attend and offer suggestions, information, and input during the development of the

21st CCLC program. Private schools were notified that 21st CCLC services would be provided to private school students at the same level that services will be provided to students attending targeted public schools. Certified private school teachers will be afforded the opportunity to teach within the 21st CCLC program and to attend trainings offered to program staff. Private schools will be notified via email, with a link to the BPS 21st CCLC webpage, for updates as they are available, as well as future opportunities for students and staff.

5.5.c Partnerships Coquina, Mims, and Oak Park Elementary schools will provide the facilities and infrastructure for the grant services. Brevard After School will ensure all quality and safety standards set by BPS are met, will provide EZ Reports, data management software, and will financially support administration costs through the provision of supplies and funding for personnel not scheduled in the grant budget.

Additional partnerships, beyond development of this grant, will include: **Astronaut Memorial Foundation (AMF)** will provide professional development for 21st CCLC program staff to align with the performing arts academic and personal enrichment activities available to the program. AMF staff will continue to support the 21st CCLC staff through regular communication and serve as a stable resource to complete the performing arts themed activities. Lessons and activities provided by AMF are tied to Common Core Standards and concentrate on reading, math, science and fitness activities; **Boy Scouts of America (BSA)** commits to serving each school with a Cub Scouts program for boys in grades 1-4. The program will meet weekly and provide character development skills to support growth in prosocial behavior; **University of Florida (UF)/IFAS Brevard 4-H** will teach life skills and STEM activities through implementing an afterschool 4-H club at each school. Implementation of the club will provide experiences for students to grow, develop, and succeed in physical, emotional, personal and social areas. Leadership, citizenship, record keeping, goal setting, and personal responsibility will be skills established and used by students as they build a garden; **Brevard Zoo** will provide one STEM

event for students and parents at each school to participate in interactive animal encounters, games, station activities, physical activities and support progress towards the science objective identified; **Girl Scouts, USA (GUSA)** has committed to starting a club at each of the schools to provide educational enrichment activities including life skills, social skills, financial literacy, esteem building, community service, and career development, while supporting progress towards the academic and personal enrichment objectives of the grant; **Literacy for Adults in Brevard (LAB)** will provide all second grade students at Oak Park with a Family Literacy book. The book will be introduced through a read-aloud event with a character visit, and offer engaging activities to initiate dialogue for parents and children to interact through literacy activities. LAB will also provide a parent workshop to address the 10% adult illiteracy rate in Brevard County and support the identified family member performance objective. Families will have access to the LAB “Share A Story” website where they can view modeled literacy support, acquire community resources, and access academic enrichment opportunities for parents to support their child; **Melbourne Police Athletic League (PAL)** will provide programs at each school supporting prosocial development and teaching students decision making skills. PAL will also stand as a resource for families in the schools’ communities by helping them connect to available community resources; **United Way** will recruit volunteer reading mentors to help address the reading achievement gap, provide technical assistance with MyON reading software used for remedial activities, and provide tablets for use of the MyON reader program; **UF/IFAS** will deliver a family nutrition program that encourages nutrition, physical activity and food preparation lessons. Students will have hands on experiences and first hand training while learning how to prepare food safely. They will learn skills such as: fine motor skills, math and science, social skills, life skills, art appreciation and creativity, and literacy through activities such as reading recipes, measuring ingredients, cooperating, 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: North program. They have committed to serve as an ongoing resource to 21st 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. Targeted schools, Brevard After School, and community partners collaborated in writing the proposal for the BASA: North and, as active community organizations, are vested in its success and will work closely with our team throughout the year to ensure the best outcomes for students and program sustainability.

5.5.d Collaborations with Regular School Day Beginning in mid-March targeted school facility members were engaged in the development of the BASA: North program design. Schools were contacted to survey the interest level in being acknowledged as a targeted school. 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 encompassed specific academic standards to focus on, desired personal enrichment activities that could be offered to support and enhance school day activities, challenges in student academic success that could be overcome through the 21st CCLC program activities, general needs of the community not met during the school day, and existing partnerships that can extend to this program. School administration teams were invited to attend weekly planning meetings in the development phase of this grant in an effort to gather further input.

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. Additionally, the district resource teachers provided support through identification of resources available within the district for use in the 21st CCLC program and sharing of data used in assessing the needs of the targeted schools. Support of the district resource teachers will assure alignment between the 21st CCLC program and the district's general academic needs and areas of focus.

Through the grant, an Academic Specialist 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 addressed and reinforced through 21st 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 Academic Specialist. The Academic Specialists will work with their school to access records 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 Academic Specialist will be on-site at the schools for the duration of the afternoon and will meet weekly with the classroom teachers to gather information about individual student needs and progress.

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 Language Arts and Mathematics, the Just Read, Florida! reading initiative used during the regular day academic activities, and the Florida Next Generation Science Standards.

5.5.e 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 gather community resources. BPS Office of Adult & Community Education, under which this grant will

operate, has many community partners committed to supporting student achievement. These community partners have been and continue to actively provide students with after-school learning experiences outside of the traditional school setting. The partnerships include: AMF, Boy Scouts, Brevard 4-H, the Brevard Zoo, Girl Scouts, LAB, Melbourne PAL, United Way, and UF/IFAS.

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, 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 to ensure the 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.

5.6 Program Plan **5.6.a Target students** BASA: North will serve 63 students at Coquina, 50 students at Mims, and 62 students at Oak Park, in grades K-6. The three schools are Title 1 schools with a large population of low income families as shown by the free or reduced price lunch statistics. The three targeted schools provide all students free breakfast daily. The free or reduced price lunch rates are 79% at Coquina, 77% at Mims, and 69% at Oak Park. The 21st CCLC program will be offered five days per week for 180 school days beginning at 2:35 P.M. and ending at 6:00 P.M.

Students with the greatest at-risk factors for failure, retention, or remediation will be targeted for participation. Specifically, these academic at-risk factors will include FSA scores in the lowest 25 percentile or not proficient in reading, math, and science, and those student identified as performing below grade level by their teachers in one or more academic areas. Additional at-risk factors for consideration will be given for students who are identified as migrant, homeless, latchkey, special needs, and having social/behavioral development needs. Consideration will also be given to students being cared for by grandparents and/or those with an incarcerated parent. The program will target students that regularly face challenges at school due to a lack of motivation, encouragement, academic support, and appropriate social interactions at home.

5.6.b Recruitment and Retention The Academic Specialist, school day staff and school administration will work together to identify eligible students at each school to participate in BASA: North. Priorities for eligibility are identified at each site based on individual academic barriers to student academic achievement. 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 21st CCLC program and their community.

Activities have been well thought out and designed to keep the student's interest in a hands-on, engaging manner. The PBL academic and enrichment activities are student driven and students are vested in their work. The students are interested in the exploration process and achieving an outcome. Partner involvement was sought out according to the needs identified in community and principal surveys to best meet the specific needs of students. The greatest compliment is students not wanting to leave the program at the end of the day. This is our goal. The more time we have with students, the greater our opportunity for success. Families have a higher level of support and commitment if their children are excited to attend every day.

5.6.c Student Program Activities Students will enter the program immediately following the end of the school day, be checked-in to the program and have a USDA approved snack while supervised by Activity Leaders. The Activity Leaders will then transition students into PBL academic, personal enrichment and/or remedial activities.

The PBL activities are influenced by three overarching themes, performing arts, inquiring minds, and culinary, that will guide students through the year. Each theme was selected based on connection to the real world, specifically within our community, the need to know, student interest level in the topics, and the Florida State Standards for Reading Language Arts, Mathematics, and Next Generation Science Standards for activities offered in each theme.

Projects offered within each theme are comprised of the essential elements of PBL, as defined by the Buck Institute of Education, inclusive of significant content, 21st century skills, a driving question, the need to know, a revision and reflection piece, and a public audience.

While themes are provided, the mini projects within each theme will be selected and driven by student interest and resources available for students. As students work through the projects they will earn badges as skills are mastered and activities are accomplished. Badges will support skill development and mastery in science, technology, engineering, arts, math, reading, wellness, leadership, college and career awareness, and cooperative team building. A student deliverable for each project is to earn the badges for each mini project that identifies individual achievement in the ten skills; although, it could also include a group or individual product as well.

PBL activities will be provided to students by certified teachers and/or activity leaders throughout the afternoon with the focus on these projects lasting 1-2 hours daily. In accordance with the needs indicated in the principals' surveys and district resource teacher feedback, reading comprehension and key ideas, number sense, and earth and space science activities will be prominent in each theme.

Additionally, students will participate in personal enrichment activities such as: physical

education and wellness, arts and culture, technology and character development. 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 fitness and health awareness activities supporting an understanding of the importance of physical activity, good nutrition, while promoting improvements in strength and flexibility. During inclement weather, indoor physical education will include 30-60 minutes of age appropriate physical activities. Students will also focus on social, emotional and intellectual wellness activities including building healthy relationships, problem solving and encouraging personal responsibility. Arts and culture activities provided authentically address the interests of students, their culture, and their community. Activities will take many forms, such as drawing, collage, personal essays or poems, dancing, the spoken word, or singing. Activities will be offered weekly by the Academic Specialist, Academic Teacher and/or Activity Leaders and partners.

Additionally, students will have time to complete homework with the assistance of certified teachers, activity leaders and mentors. Students will be afforded remedial support opportunities led by Academic Specialists and Academic Teachers. Remedial activities available to students will serve as an extension of the activities used during the school day, including MyON, Reading A-Z, and Brain Pop.

5.6.d 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 model reading and engage children in activities that promote a basic understanding of literacy are more prepared for lifelong learning (Dorothy S. Strickland, PH.D). 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 be engaged in their children's literacy growth at home and thus impact their 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 (min. of six times) and meaningful workshops will be offered during the year at each school by FL Certified Teachers to enable parents to be active participants in their child's education. Coquina, Mims, and Oak Park will focus on providing resources so that parents can support their student's academic achievements and academic support for parents to help students with homework. Teachers will also serve as a resource to parents in need of additional services available through the community and how to obtain those services. Additionally, information about Adult Education, GED and ESOL classes will be provided at parent orientation and will be available on the parent information desk at each center.

Data collected for Adult Member Services will include attendance logs and perceptual surveys of involvement in student education. Parents will be required to sign in at each workshop they attend and complete a brief survey assessing their perceptions after the literacy workshop.

5.6.e Staffing Plan and Professional Development Using existing Brevard After School programs as a model, BPS will provide the oversight of management systems, as required by 21st CCLC, at no cost to the project. A Director (to assist and support the goals of the 21st CCLC as a liaison with the BPS's Leadership Team, Brevard's Adult/Community Education Programs, & 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 21st CCLC project) will support the program at no cost to BASA: North.

The BPS hiring process requires all potential employees to be background screened by method of finger printing, a drug screening, and meet the job description qualifications. At minimum all applicants are required to have a valid Florida driver license and a high school diploma. When an Activity Leader is hired, they participate in a two day orientation to become familiar with the policies, procedures and the general routine at their after school program.

The Brevard After School team supporting the 21st CCLC grant department consists of:

Project Manager (1 per grant) qualifications include: 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 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 and deliver professional development workshops; collaborate with private schools and community stakeholders and disseminate information as required; complete budgets and program amendments; coordinate Advisory Board meetings; and maintain the 21st CCLC website and social media pages. Site Coordinator (1 per site) qualifications include: Minimum. of two years of experience working in after school (or similar) programs, completion of the Department of Children & Families (DCF) Child Care Training Courses, the Florida Standards for Quality Afterschool Program training (FLSQAP), 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-on/out; maintain inventory of items and coordinate with teachers and activity leaders to requisition materials and 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. Instructional Coach (1 per grant) qualifications require a Bachelor's Degree with instructional certification in the appropriate area, three years of classroom

experience, and a Master's Degree and English for Speakers of Other Languages (ESOL) training are preferred. The Instructional Coach will: 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 instructional strategies and materials to reflect each student's culture, learning styles, special needs, and socioeconomic backgrounds; model effective instructional strategies; 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 21st CCLC requirements. Academic Specialist (1 per site) qualifications include a Bachelor's Degree with instructional certification in the appropriate area. The Academic Specialist will: identify individual student needs; plan, schedule, support and deliver academic PBL 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 topics, interests and skills to standards as related to identified themes. Academic Teachers (10 hrs/wk/site) 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. Activity Leader (2 - 4 per site) qualifications include: experience working with school age children, completion of the DCF Child Care Training Courses, the FLSQAP, 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 student behavior, manage

conflict, and ensure student safety while implementing quality standards according to FLSQAP and 21st CCLC directives. After School Specialist (1 per grant) 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: 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 21st 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 will meet all local, state and federal regulations and policies.

A variety of professional development opportunities will be offered to 21st CCLC program staff. BPS 21st CCLC staff will be present at FDOE Training in August 2015 and 2015 Florida After School Alliance (FASA) conference. Staff in attendance will be required to present information to the non-attending BPS 21st CCLC staff at the regularly scheduled, bi-weekly meeting following the trainings. Training provided by BPS will include: four full days of training for Site Coordinators, one day of training specific to 21st CCLC program staff, First Aid and CPR to all new employees, a two hour safety course to all new employees, a training by AMF to support the performing arts theme, and a training by Brevard 4-H to certify program staff for the leadership role in a 4-H club. BPS 21st 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 and 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 is required to complete fifteen hours of training during each school year.

5.6.f Program Site BASA: North will be held on-site at the targeted 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 PBL and personal enrichment activities, and student check-out at the end of the program. Technology labs can accommodate up to 25 students at a time and are available to students to conduct research and participate in remedial activities such as Reading A-Z. The media center can accommodate 50 students and will function as a location offering remedial activities, where students can go for homework help and a quiet place for students to take part in reading and research activities. 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 21st 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 at a school and administered by BPS, 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.

5.6.g Safety and Student Transportation Student safety is a priority at all BPS BASA: North sites. 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 (FLSQAP). 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 safety and security.

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 86 public schools and is the liaison between the district and the 13 law enforcement agencies in Brevard County. District Security conducts level II 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 Brevard Public School 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 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 and operate sex offender and criminal background checks.

Staff members are required to complete safety training annually and enhancement of safety procedures are addressed on a regular basis. At least one staff member with current certification in First Aid/CPR/AED operation will be present during all operating hours. All employees will be hired through the district and have required district certification.

Each Site Coordinator has an emergency cell phone with them at all times. The Sheriff's Office has the emergency cell phone numbers can notify schools in the event of an emergency. The sites have a weather radio to warn them in the event of a weather emergency. The weather radios are kept in the same location as the Site Coordinator during program operating hours. On-site safety will begin before the students' arrival with all activities and transitions being planned with safety in mind. Students will travel from their daytime classes to the site according to the transition plan each school is required to provide to the district in their safety portfolio. Upon arrival to the program, student attendance will be verified and all students accounted for within 15 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 academic, enrichment, and partner activities and will be signed back in when the sessions are over. Headcounts will be conducted several times a day and academic ratios will be 1:10 and personal enrichment ratios 1:20. 21st CCLC program staff are all assigned a walkie-talkie to maintain communication with each other through the program hours. Parents will pick up their children at the end of the daily program at the targeted school. Staff requires proper identification and a signature from a parent/guardian and/or a previously authorized person before a child is released. Emergency contact lists will be kept for each student in the program.

Transportation will not be provided in any facet; therefore a transportation plan is nonexistent.

5.6.h Dissemination Plan Information about the BASA: North project and the operations at each site will be made available to all stakeholders through a press release within one month of award. Information will be presented at events such as a Parent Open House, Lights On, and through our community partners. Copies of the grant proposal, along with newsletters, photos, and calendars for the individual school programs will be available on the 21st CCLC link of the BPS website. Assessment results will be disseminated as available to stakeholders through

email communications and on the BPS 21st CCLC Programs 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. The district will use the most cost effective and creative means of dissemination and advocacy, including: Communications Department press releases, the BPS website and television station, and the BPS social media pages, to ensure that program awareness is maximized.

Additional information can be retrieved through the 21st CCLC link within the BPS Website (<http://sacc.brevardschools.org/21CCLC/default.aspx>). Information available will include contact information and school locations, pictures documenting program activities, and copies of approved grant applications, 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.

Method	Fall	Spring
News Releases	One	As necessary
Website Updates	Monthly	Monthly
Newsletters	Monthly	Monthly
Social Media Posts	As necessary	As necessary