

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 Sabal Elementary School in Melbourne and University Park Elementary School in Palm Bay. The Brevard After School Academy (BASA): South program will identify and serve approximately 115 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: South activities associated with the eight proposed 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 Melbourne and Palm Bay, where the two targeted elementary schools are located, was determined through a collaborative effort resulting from 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 January of 2016. 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 student arrest rates during school and after school. Additionally, needs surveys were completed by school administrators, parents, and community stakeholders.

Survey results confirmed the following: 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 growth and success. Additionally, there's 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 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. Results of the 21st CCLC parent survey for the 2014-2015 school year showed over 40% of parents surveyed said their child would be home alone if not enrolled in the 21st CCLC program.

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. All 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 68% at Sabal and 85% at University 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. Data also showed that at Sabal Elementary the population is made up of 34% minority students and 67% are economically disadvantaged. At University Park 52% of students are minority students and 86% are economically disadvantaged. Since the end of the space shuttle program in 2011 the county has experienced significant growth in the homeless population. Currently Sabal serves 16 homeless students and University Park has 58 homeless students, which is the largest homeless population at a school in Brevard County.

There are presently 1,519 homeless students being served by the 87 Brevard Public Schools. In 2015, Brevard had the eighth highest homeless student population of the 67 districts in Florida according to the 2015 Council on Homelessness Annual Report. Over 40% of families were homeless due to unemployment and/or financial hardships and 68.4% had been homeless for longer than one year. Data also 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 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. The most current data shows that during the 2013-2014 school year Brevard County had 185 juveniles arrested at school and 897 juveniles arrested during out of school time, with 1,655 juvenile delinquency complaints filed. According to this data, the need for students to develop skills for independence and personal responsibility is evident.

Students' lack of exposure to the arts has a direct impact on a student's attendance rates, general academic performance and test scores (Youth ARTS Development Project, 1996). Arts activities have been recognized to impact at-risk students by deterring delinquent behavior and truancy issues while also increasing overall academic performance and helping to close the achievement gaps.

Additionally, according to the Coalition of National Health Education Organizations, approximately two-thirds of the U.S. adult population is overweight or obese, and the number of children between the ages of six and eleven has tripled over the past three decades showing 17% of today's youth are overweight. Opportunities for health and wellness education activities reduce the health risk behaviors such as poor nutrition, lack of physical activity, as well as actions that increase stress, and risk of injury, and violence.

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, mathematics, and science is particularly high. The percent not proficient in reading is 48% at Sabal and 61% at University Park. At these schools, 35% of students are eligible for retention in third grade based on their reading scores. Mathematics non-proficiency at Sabal is 49% and 63% at University Park. At Sabal 61% of students are not proficient in science and 71% are not proficient at University Park. Additionally, while looking at student attendance, University Park falls into the lowest 10% of schools with students regularly attending the school day and Sabal falls in the lowest 50%.

The two targeted schools dropped from an A ranked school to a C ranked school over a five year period and currently are C ranked schools.

Additionally, in Melbourne, data indicates that 11.3% of the adult population has no high school (or equivalent) diploma, while in Palm Bay the rate is 13%. In Brevard County the number of children under the age of 18 living in poverty is 22,000. The number of families with related children under 18 years, whose income is below the poverty level was reported as 17.2% in Melbourne and 22.2% in Palm Bay.

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: South 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, mathematics 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 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 may 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 and parent surveys completed at the Parent Orientation done at the beginning of the school year. 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, especially those performing below grade level in mathematics, reading and/or science, students that are homeless, and/or students that are latchkey. BASA: South will provide opportunities for parent involvement to offer tools and resources that will allow parents to better support 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.

An Adult Education Center is located in the neighborhood where the 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 fifteen years, with the past ten focused on 21st 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 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. Both 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: school grades in reading (Quarterly – Reading); school grades in mathematics (Quarterly – Mathematics); school grades in science (Quarterly – Science); teacher surveys (Annual – Reading, Mathematics, and Science); diagnostic and standardized assessment results determining third grade promotion (Annually – Third Grade Promotion); logs (Three times yearly– Health & Nutrition and Arts & Culture); school grades in decision making behaviors (Quarterly – Behavior and problem solving); sign-in sheets and perceptual 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 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 immediate refinement. Data will also be utilized 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.

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 mathematics, reading, and science. Personal enrichment activities have been aligned to address needs identified by school principals 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 (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.”

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 2015-2016 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 of 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 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.

5.5 Partnerships, Collaboration & Sustainability 5.5.a Community Notice was provided in a timely manner at a BPS Board Meeting, February 23, 2016, when the intent to write this RFP was presented to the board members and public. 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.

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 Partnerships Sabal and University 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.

The **Brevard Zoo** will be contracted to provide one event at each school during the Creatures or World Expeditions theme to provide three hands on learning centers and experiences for students. The **Brevard Cultural Alliance** will visit each school six times during the World Expeditions theme to support visual art activities as students work to earn badges. **A Sporting Chance** will be contracted to provide two field days for students at each of the schools. The activities will focus on health and nutrition and be related to the theme students are working within.

Additional partnerships, beyond development of this grant, will include: **Astronaut Memorial Foundation (AMF)** which will provide STEM activities to students at one visit per theme. They will support the 21st CCLC staff through regular communication and serve as a stable resource

to complete STEM themed activities. Lessons and activities offered by AMF are tied to Common Core Standards and concentrate on reading, mathematics, science, and wellness activities; **Boy Scouts of America (BSA)** commits to serving each school with a Cub Scout program for boys. The program will meet weekly and provide character development skills to support growth in prosocial behavior; **Brevard County Sheriff's Department** will present one workshop, Time to be a Parent Again, for adult family members; **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 participate in a seven week program learning through hands-on activities about "creatures"; **Girl Scouts, USA (GSUSA)** 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; **Florida Solar Energy Center** has committed to provide training opportunities to teachers in the 21st CCLC program to implement three challenge activities aligned with the three overarching themes and serve as a support and resource to the schools as they complete the challenge activities; **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, 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 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; **University of Central Florida, Center for Autism and Related Disabilities (CARD)** will present one adult workshop for parents with a topic to be determined based on feedback from a survey done at Parent Orientation. Topics available include: social skills, social interaction for parents and students, sexuality, understanding and student behavior, which all align with the needs identified in the needs surveys completed by the targeted school principals.

Partners have all agreed to provide the outlined services and activities to achieve meeting grant objectives at no cost to the BASA: South 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: South program 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.c Collaborations with Regular School Day Beginning at the end of January 2016, targeted school faculty members were engaged in the development of the BASA: South 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 challenges in student academic success that could be overcome through the 21st CCLC program activities and general needs of the community not met during the school day. 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 specific areas of focus.

Through the grant, a 21st 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 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 21st CCLC teacher and Academic Teachers. The 21st CCLC Teacher will work with their schools 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 21st CCLC Teacher will be on-site at the schools for the duration of the afternoon and will meet weekly with the classroom teachers and program teachers to gather information about individual student needs and student progress.

Academic Teachers used in the program will include members of each school's School Improvement Plan (SIP) leadership team. These teachers will identify the areas within the 2016-2017 SIP that 21st 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 21st 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 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.d 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 beyond the 21st CCLC program. 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 County Sheriff's Office, Florida Solar Energy Center, Girl Scouts, 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, 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 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: South will serve 65 students at Sabal and 50 students at University Park, grades K-6. The two schools are Title 1 schools with a large population of low income families as shown by the free or reduced price lunch statistics. The two targeted schools provide all students free breakfast daily. Based on the number of families qualifying for public assistance the free or reduced price lunch rates are 68% at Sabal and 85% at University Park. The 21st CCLC program will be offered five days per week for 180 school days beginning at 2:30 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 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. Additional at-risk factors for consideration will be given for students who are identified as migrant, homeless, latchkey, special needs, and having social/behavioral developmental needs. Consideration will also be given to students being cared for by grandparents and/or those with an incarcerated parent. Specifically, 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. The priorities for program eligibility are identified at each site based on individual academic barriers to student academic achievement.

5.6.b Recruitment and Retention The BASA: South staff, school day staff and school administration will work together to identify eligible students at each school to participate in BASA: South. 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 planned based on past experiences 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. Highly effective teachers from the school day will be recruited to work in the program allowing students to work with teachers with whom they have established relationships. Teachers will be recruited to work each theme they are most passionate about, leading to more exciting activities for students and engaging them for the length of the program each 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 their daily academic and personal enrichment activities.

The PBL activities are influenced by three overarching themes: creatures, world expedition, and medical city, to guide student activities 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. The themes are offered in the order that aligns to the BPS Science Pacing Guide: life science, earth and space science, and then physical science. 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. Activities will also encourage critical thinking, communication, collaboration, and creativity.

While themes are provided, nine mini projects within the themes will be selected and driven by student interest and resources available for students. Mini projects offered may include:

Creatures Under the Sea, Insect World, World Travel, Money Matters- Financial Literacy, Medical Industry, and How I Work. As students work through the projects they will earn badges as skills are mastered and activities are accomplished. Badges earned through project completion will support skill development and mastery in areas including: STEM (Science, Technology, Engineering, Math), reading, arts and culture, wellness, and responsibility. The student deliverable for each project is to earn the badges for each mini project that identifies individual achievement in the five skill areas; 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 one to two hours daily.

Academic Teachers will work with groups of six to twelve students, and Activity Leaders will work with groups of up to twenty 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 culture activities provided will 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 song. Activities will be offered weekly by the Academic Teachers 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 Teachers. Remedial activities available to students will serve as an extension of the activities used during the school day, including MyON, SuccessMaker, StarFall, and Istation.

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 participate 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. Seven meaningful workshops will be offered during the year for each school by Florida Certified Teachers or community partners to enable parents to be active participants in their child’s education. Sabal and University Park will focus on providing resources so that parents can support their student’s academic achievements, activity suggestions for reading at home, and academic support for parents to help students with homework. Workshops on understanding and supporting student behaviors will also be offered. Teachers will also serve as a resource to parents in need of additional services available through the community 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.

5.6.e Staffing Plan and Professional Development Using existing BAS 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: South. 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.

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 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 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. 21st CCLC Teacher (1 full time teacher per grant) qualifications require a Bachelor's Degree with

instructional certification in the appropriate area and classroom experience preferred. The Teacher 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 Teachers (30 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. The Academic Teachers will also 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. Activity Leader (3 per site) 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 student behavior, manage conflict, and ensure student safety while implementing quality standards according to SQAP 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 2016 and 2016 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 meeting following the trainings. Training provided by BPS will include: three 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, and a two hour student and program safety course to all new employees. 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. 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 a minimum of twelve hours of training during each school year.

5.6.f Program Center(s) BASA: South 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 academic support, homework 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 StarFall or Istation. 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: South 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 (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 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 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 for sexual offenders and those with a 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 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 of all sites and 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 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 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 are 1:20. The 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: South 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, Parent Orientation, 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 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. 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/SitePages/welcome.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.