

PLACE

4.0 PROJECT SCOPE OF WORK (0 POINTS)

The PLACE Program (Pasco Learning and Activity Centers of Enrichment) will assist children in becoming college, career and life ready by fostering a caring and creative environment which emphasizes the social, emotional, physical and intellectual development of each child.

The curriculum and project based learning opportunities offered to students will focus on building literacy skills and incorporate science, technology, engineering, the arts and math, (STEAM) into daily educational experiences for all students enrolled. In addition enrichment activities related to physical activity and healthy living along with art and culture will be included in the program.

Based on data gathered, (both pre and post) student progress will be tracked to check for the educational achievements made. The focus and quality of the experiences offered will be evaluated based on the information gathered and realigned as required to ensure maximum gains for students.

Funding this proposal will allow the PLACE program to provide services to 200 children in grades K-5, (100 at each of two schools). PLACE will be open from 7:00 AM-9:30 AM and 4:00 PM- 5:30 PM (20 hours/week) on all school days. Additionally PLACE will be open 7:00 AM- 5:30 PM (10.5 hours) on non-school days and 7:00- 5:30 Monday through Friday, during the summer..

Each location will be staffed by a Site Coordinator, who provides direct service to 21st CCLC students, who is a certified teacher, an Assistant Site Coordinator who provides direct service to 21st CCLC students and five para professionals.

4.1. EVIDENCE OF EXPERIENCE (12 POINTS TOTAL)

4.1.A PRIOR EXPERIENCE (4 POINTS)

Pasco Learning and Activity Centers of Enrichment (PLACE) is a school-age before and after school enrichment program operated by the District School Board of Pasco County. PLACE is designed to provide an active and enriching environment for elementary age students, in kindergarten through grade five, who must arrive at school early, stay late and/or require supervised activities on most school holidays and throughout the summer.

PLACE began in June of 1990 by opening six elementary programs that served approximately 450 students and to date the program serves over 4,800 students in 36 elementary schools daily. Students with varying backgrounds, special needs, and physical disabilities successfully participate in the program. The students are provided homework assistance, are immersed in theme based activities covering content areas of music, drama, science, technology, engineering, art, math and language arts.

Enrichment curriculum has been developed by certified teachers that align with the Common Core State Standards. Through the implementation of this enrichment curriculum, the student's knowledge acquired in the class room setting is further enhanced through the hands-on experiences, project based learning activities and other relevant experiences provided daily in the program.

Physical activity is an essential element in developing a healthy lifestyle. Students are provided opportunities to participate in outdoor activities as part of their daily schedule. Beyond the development of gross motor skills- cooperative play, team building and sportsmanship are fostered through the games and activities provided.

4.1.B. LEADERSHIP CAPACITY (4 POINTS)

Due to the years of experience and successful leadership of current before/after school programs, several district office staff have been identified to provide program oversight and leadership for this project.

1. Supervisor of Child Care Educational Programs- With over 32 years of experience in all aspects of early childhood and school age child care programing, the supervisor holds a Master of Business Administration degree and has worked specifically for the Pasco County School Board for over 19 years. This position will provide oversight and program direction. All costs associated with this position will be contributed as in-kind by the district.
2. Child Care Program Specialist- With over 22 years' experience in early childhood and afterschool programing, the specialist holds a Bachelor of Science degree in Child Development with certification in elementary K-6. This position will provide some oversight and assist in the program direction. All costs associated with this position will be contributed as in-kind by the district.
3. Financial Accounting Analyst- This finance position provides direct interface with both the elementary programs and the proposed middle school programs. Holding a Bachelor of Science degree in Accounting all financial transactions, budgeting and budget amendments, monthly reports and reconciliations, come through this office. In addition to this individual position, the district school board's Finance Services department assigns staff to assist with the financial accountability of specific grants. This position will provide financial accountability and support. All costs associated with this position will be contributed as in-kind by the district.
4. Program Director- This position will be created if the grant is awarded. The successful candidate for this position will have a minimum of an Associate of Arts degree in education or a related field along with at least 5 years of experience working with or administering elementary school programs. This position will be responsible for the direct supervision of each of the elementary programs, providing coaching, training and providing support. Ongoing program monitoring for effectiveness will be provided through daily on-site visits. All costs associated with this position will be contributed as in-kind by the district.

5. Funded through this proposal: (2) Site Coordinators who will be certified teachers with background and experience working with elementary school students. (2) Assistant Site Coordinators who may also be certified and have experience working with elementary school students, (4) Senior Counselors who must have a minimum of 1 year of paid experience working with elementary school students, (2) Counselors and a .25 FTE) Grant Manager- This position will be created if the grant is awarded.

21st CCLC Advisory Board Development: Upon award of the grant and advisory board will be established. In order to provide for input and representation from all stakeholders the board will be made of no less than (2) students, (2) parents, (2) teachers, and various members of the community. Information for and solicitation of interested members will be gathered during the registration period. As students are registering for participation in the program, parents and/or guardians will be provided with written information regarding the advisory board and its primary function. School related staff will receive invitations to participate on the advisory board in order to support and encourage the students enrolled. In collaboration with the school leadership, community members will be identified and personal invitations to join the board will be sent. The board will be kept between 10 – 15 members with meetings being held no less than four times per year. The purpose of the meetings will be to discuss program needs and/or concerns, program operations and sustainability plans.

4.1.C. COMMUNITY COLLABORATION AND PARTNERSHIPS

Notice of Intent: Utilizing a variety of communication methods, information was distributed to the community regarding our intent to apply for the 21st CCLC grant. Invitations were sent to private schools in Pasco County serving Title I students (see Appendix C) and to parents of the children at the schools targeted (via telephone message). Finally, the meetings were announced

via the district webpage, Facebook page and Twitter and the local newspaper. A flyer was also placed in various community locations.

Stakeholder Plan Development: Two community meetings were held and led by Tony Harroun, Rebecca Musselman, Leslie Thomas and Mary Grey. Parents, students, school administration and community members were in attendance. An overview of the grant requirements and potential outcomes for students who participated were reviewed. Input was gathered on the types of activities and interest areas that would draw students to participate in the program. Several pages of ideas ranging from electronics, robotics, dance and sports were discussed. Cooking, performing arts and subject area tutoring was also among the lists. In addition; input was gathered as to the length of the program, transportation and the programs ability to meet the needs of students enrolled in the exceptional student education classes.

Public / Private Partnerships: The district school board has many partnerships with both public and private agencies. The PLACE program currently utilizes and maintains partnerships with organizations such as the Museum of Science and Industry, for example. This partnership consists of providing STEAM curriculum and hands on activities for children at the school site by the MOSI staff. In addition, discounts on entry fees to the Museum and special presentations are also provided. The MOSI staff also provides professional development for program staff in all areas of science and the implementation of hands on learning activities. A partnership with the Food and Nutrition Services Department has been established and is an ongoing partnership since 2005. After school snacks are provided daily to all Title I schools that provide an afterschool program. During any full day when school is closed and PLACE is open, FNS provides a nutritious breakfast, lunch and an afterschool snack. During the summer, the FNS department establishes summer feeding sites at the Title I schools and provides hot meals daily for all students participating in the programs.

Documenting / Maintaining Partnerships: Following this narrative is the Partners Table which shows a few of the agencies that participate in providing program support. Currently, the

district office staff work with the partners to provide services to specific schools. This interaction is documented for future reference. The amount of time, talent and treasure that is provided by each partner will be recorded for an annual report. Partnerships will be recognized publicly on our website and in written literature on the program

Partners Table: PLACE- District School Board of Pasco County

Partner Agency Name	Agency Type	Contribution Type	Align to Need/Goal	Letter of Support
<i>Museum of Science and Industry</i>	<i>MUS</i>	<i>Paid staffing Curriculum</i>	<i>STEAM education- utilizing hands on STEAM activities, children will be actively engaged and increase knowledge in science, technology, engineering and math</i>	<i>Yes</i>
<i>All Children's Hospital</i>	<i>HBO</i>	<i>In-Kind Curriculum Training</i>	<i>Parent Engagement and Health & Wellness- students and parents will participate in monthly education topics on healthy nutrition and culinary skills and will learn to cook healthy foods together using the Fit4Kids program.</i>	<i>Yes</i>
<i>Pasco County School's Food & Nutrition Department</i>	<i>SD</i>	<i>In-Kind</i>	<i>Nutritious meals and snacks will be provided to students according to the program hours and establish meal patterns</i>	<i>Yes</i>
<i>Florida Orchestra</i>	<i>CBO</i>	<i>Volunteers curriculum</i>	<i>Arts & Culture- students will have opportunities to explore instruments, participate in music appreciation activities, enhance knowledge of and utilize a variety of skills developed through hands on activities.</i>	<i>Yes</i>
<i>Pasco County Library System</i>	<i>CNT</i>	<i>Volunteers Curriculum</i>	<i>Academic enhancement- Reading, working in collaboration with the library system several activities and programs to enhance reading skills will be provided.</i>	<i>Yes</i>

4.2 NEEDS ASSESSMENT

4.2.A. ASSESSMENT PLAN (4 POINTS)

The district sponsored two community meetings to review the elementary school and middle school applications the district is preparing: July 21 at Hudson Middle School and July 22 at Raymond B Stewart Middle School. The meetings were led by Tony Harroun, Rebecca Musselman, Leslie Thomas and Mary Grey. Invitations were sent to private schools in Pasco County serving Title I students (see Appendix C) and to parents of the children at the schools we are targeting (via telephone message). Finally, the meetings were announced via the district webpage, Facebook page and Twitter and the local newspaper. A flyer was also placed in various community locations.

Staff worked with the Accountability, Research and Measurement department to compile the data presented below and reviewed findings with community representatives to determine and define the set of agreed upon needs for this program.

4.2.B. SPECIFIC NEEDS (10 POINTS)

The district is targeting two K-5 elementary schools in this proposal, Lacooshee Elementary School (LES) and Gulf Highlands Elementary School (GHES). LES serves 389 students and GHES is home to 565 students. All students at these two schools (and private schools in the area) are eligible with a before school and after school enrichment program because of the crushing poverty facing many students at these schools, the fact that their FCAT test scores are significantly lower than district totals and the results of a recent student survey. In the fall of 2013 the district initiated a multi-year survey process with the Gallup, Inc. to gauge student feelings in three categories, hope, engagement and well-being. A majority of students in both schools, LES and GHES reported feeling hopeless, 58% and 59%, respectively. In addition, both schools report a high absentee rate which translates into poor academic achievement.

It's not surprising that students do not have much hope for the future, given the stunning numbers of students who struggle academically. Look no further than the FCAT results and the reader will notice that 74% of third graders, 59% of fourth graders and 63% of fifth graders struggle with reading. The results for math are just as dismal, with 63% of third graders, 60% of fourth graders and 65% of fifth graders demonstrating poor results.

A before and after school program for students in these two schools will have a positive impact on academic results and will help facilitate an escape from the prevalent socio-economic conditions facing students and families in these three school districts.

Testing results:

	Reading Percentage Satisfactory (Levels 3+)		Math Percentage Satisfactory (Levels 3+)	
	School	District	School	District
LES				
Grade 3	26	58	37	50
Grade 4	41	62	40	54
Grade 5	37	61	35	52
GHE				
Grade 3	51	58	31	50
Grade 4	51	62	32	54
Grade 5	43	61	32	52

Lacoochee Elementary School (LES)

Lacoochee Elementary School is located in a severely impoverished (extreme northeast) section of Pasco County. LES is one of the Title I schools in "improvement" under the differentiated accountability program. The free and reduced lunch rate at LES is 94.86%. The district has chosen the option of having school wide Title I programs rather than just serving groups of students in all schools.

Selected data for LES students:

Reading FCAT2.0: LES			
Percentage Satisfactory (Levels 3+)			
	2012	2013	2014
Grade 3	21	26	26
Grade 4	53	30	41
Grade 5	29	49	37

Mathematics FCAT2.0: LES			
Percentage Satisfactory (Levels 3+)			
	2012	2013	2014
Grade 3	13	16	37
Grade 4	29	26	40
Grade 5	15	47	35

Attendance data

LES Attendance 2013-14			
Number of Absences			
	Semester 1	Semester 2	Year
PK	198	355	553
KG	295	480	775
1	297	482	779
2	126	224	350
3	242	378	620
4	182	289	471
5	141	245	386
Total	1481	2453	3934

Office Discipline Referrals		
4 or more for year		
LES	0.02%	8 of 389

Percentage of limited English proficient students

LES	
% of Limited English Proficient Students	
PK	59
K	25
1	30
2	47
3	43
4	30
5	34
Total	37

Short and Long Term suspension counts

Lacoochee Elementary School					
	2014	2013	2012	2011	
In School Suspension (ISS)	0	2	0	1	
Out of School Suspension (OSS)	9	9	24	9	

Truancy

Truancy		
10% or more absences for year		
LES	14%	55 of 389

Gallup results

Gallup Student Poll			
	Hope	Engagement	Well-Being
District	52%	53%	63%
LES	42%	68%	51%

Discipline

Gulf Highlands Elementary School

Gulf Highlands Elementary School (GHES) is located in a severely impoverished (west) section of Pasco County. GHES is one of the Title I schools in "improvement" under the differentiated accountability program. The free and reduced lunch rate at GHES is 83.25%. The district has chosen the option of having school wide Title I programs rather than just serving groups of students in all schools. Selected data for GHES students:

Reading FCAT2.0: GHES			
Percentage Satisfactory (Levels 3+)			
	2012	2013	2014
Grade 3	42	43	51
Grade 4	51	46	51
Grade 5	43	44	43

Mathematics FCAT2.0: GHES			
Percentage Satisfactory (Levels 3+)			
	2012	2013	2014
Grade 3	33	33	31
Grade 4	37	49	32
Grade 5	27	27	32

Attendance Data

GHES Attendance 2013-14			
Number of Absences			
	Semester 1	Semester 2	Year
PK	365	532	897
KG	349	579	928
1	358	418	776
2	322	427	749
3	315	486	801
4	331	543	874
5	264	404	668
Total	2304	3389	5693

Short and Long Term suspension counts

GHES					
	2014	2013	2012	2011	
In School Suspension (ISS)	24	5	13	36	
Out of School Suspension (OSS)	48	36	31	40	

Gallup Student Poll

	Hope	Engagement	Well-being
District	52%	53%	63%
GHES	41%	69%	63%

Discipline

Office Discipline Referrals		
4 or more for year		
GHES	0.02%	9 of 565

Percentage of limited English proficient students

GHES	
% of Limited English Proficient Students	
PK	11
K	7
1	5
2	11
3	7
4	7
5	3
Total	7

Truancy

Truancy		
10% or more absences for year		
GHES	16%	91 of 565

4.2.C. PROGRAM FOCUS (5 POINTS)

As the reader will note from the data above, FCAT test scores are significantly lower than district totals and the results of a recent student survey showed a majority of students in both schools, LES and GHES reported feeling hopeless, 58% and 59%, respectively. With a strong program focus on individual achievement, active engagement and hands on learning activities, staff feel that student's absentee rate will improve.

Due to the socioeconomic status, diversity and limited parental engagement in these two areas of Pasco County, the PLACE Program will be utilized to support and prepare elementary school students for global citizenship in the 21st century by providing a safe, quality program during the school year from 6:30 a.m. to 9:30 AM and from 3:50 PM to 6:00 p.m. daily and also during holidays and summer with a variety of curricular activities which enhance skills and provide students with the tools necessary to function in a global economy. The curriculum and project based learning opportunities offered to students will focus on building literacy skills and incorporate science, technology, engineering, the arts and math, (STEAM) into daily educational experiences for all students enrolled. In addition enrichment activities related to physical activity and healthy living along with art and culture will be included in the program. Based on data gathered, (both pre and post) student progress will be tracked to check for the educational achievements made. The focus and quality of the experiences offered will be evaluated based on the information gathered and realigned as required to ensure maximum gains for students.

4.3. COLLABORATION WITH SCHOOL AND OPERATING PARTNERSHIPS (5 POINTS)

Accessing Necessary Student Academic Records: Ongoing communication is key within PLACE, the following plan describes the planned feedback cycle for the program. There is a site coordinator at each location, whose primary vision is to monitor and respond to the data regarding program offerings and individual student needs. The site coordinator will be a teacher of record

for the students enrolled in the after school program and utilizing the District grading system, eSembler.

Sharing Information on Student Progress: The site coordinator can monitor student progress in students' individual courses. They will be able to see assessment performance, check that assignments were turned in, see attendance per course within school days, and see what areas are being worked within content areas. Utilizing this system, the site coordinator will conference with teacher teams regarding specific needs of individual students. The PLACE instructional staff will also use benchmark data from students' core courses to develop focus strands for learning within the program. The site coordinator will collaborate with the administration of the school and instructional leadership to ensure agreement within the collaboration plan and focus on alignment and coherence within the school day and the after school 21st CCLC program. Family members will receive ongoing communication through the PLACE program regarding their progress. They will include within their school student planner program, short and long term goals. Family nights at PLACE will be used to share students' progress.

Coordination of Programs: Based on each student's academic goals, the site coordinator will work with the student's teachers, team leaders, guidance counselors and other relevant school based staff to coordinate efforts to facilitate academic progress.

Collaboration Among Agencies: An example of current collaboration activities include a partnership with the Greater Tampa Bay Big Brothers and Big Sisters. Representatives for that organization match students with older mentors to assist with academic and life skills. Visiting regularly, encouraging positive and responsible behavior, mentors bring value to the students life.

Volunteers: Staff directs activities utilizing the district's robust volunteer database, consisting of parents, community leaders, retired teachers and administrators, to perform tasks such as homework assistance, mentoring, chaperone and tutoring.

The PLACE instructional staff will also use benchmark data from students' core courses to develop focus strands for learning within the program. The site coordinator will collaborate with the administration of the school and instructional leadership to ensure agreement within the collaboration plan and focus on alignment and coherence within the school day and the after school 21st CCLC program. Family members will receive ongoing communication through the PLACE program regarding their progress. They will include within their school student planner program, short and long term goals. Family nights at PLACE will be used to share students' progress.

4.4 PROGRAM PLAN AND IMPLEMENTATION

4.4.A. MEASURABLE OBJECTIVES AND MEASUREMENT TOOLS (6 POINTS)

Academic Objectives:

- 1.1) 80% of regularly participating students (attending at least 30 days) will show improvement or maintain proficiency in ***English Language Arts*** consistent with established Florida ELA Standards, as demonstrated by such measures as report card grades, curriculum-based assessments, and/or Florida standardized test scores.
- 1.2) 80% of regularly participating students will show improvement or maintain proficiency in ***mathematics skills***, as demonstrated by such measures as report card grades and/or scores on Florida's standardized tests.
- 1.3) 80% of regularly participating students will show improvement or maintain proficiency in knowledge and understanding of ***scientific principles and the scientific method***, as demonstrated by report card grades, pre-post knowledge assessments, and/or rubric-based scoring of projects or presentations applying scientific principles.
- 1.4) 80% of regularly participating students will demonstrate gains in ***computer, technology, and 21st century skills*** - communication, teamwork, analytical thinking - as demonstrated by such measures as pre-post assessments, student surveys, and/or project rubrics.

Drop-Out Prevention:

1.5) 80% of regularly participating students with demonstrated attendance issues will progress towards or maintain an acceptable level of **attendance in school**, as demonstrated by quarterly attendance data through report cards and other school verified methods.

Student Behavior:

1.6) 80% of regularly participating 21st CCLC students with past behavioral issues will improve or maintained **positive school behaviors**, as demonstrated by such measures as in-school referrals to administrators (quarterly report cards or school verified methods), student surveys of program impact, and/or teacher surveys of student behavioral change.

Arts & Culture:

1.7) 75% of regularly participating 21st CCLC students participating the an art 'Mini Major' (e.g., music, drama, dance and/or fine art) will show increased knowledge and understanding of **visual/performing arts**, as demonstrated by such measures as teacher-created pre-post knowledge assessments and/or teacher-evaluated demonstration projects or art portfolios.

Health and Physical Activity:

1.8) 80% of regularly participating 21st CCLC students will show improved **physical fitness** and/or increased **knowledge of healthy behaviors**, as demonstrated by such measures as pre-post skills-based assessments of physical fitness and/or pre-post knowledge-based assessments of healthy behaviors.

Adult Family Members:

2.1) 85% of adult family members participating in 21st CCLC workshops will show **increased knowledge and skills**, as demonstrated by pre-post knowledge-based or skills-based assessments and/or parent surveys of program impact.

2.2) 85% of adult family members participating in 21st CCLC education-support workshops will demonstrated improved skills in **supporting the educational success of their children** (e.g., homework assistance, asking for assistance, obtaining necessary accommodations), as demonstrated by such measures as teacher surveys and/or parent surveys.

- 2.3) 50% of regularly participating 21st CCLC students will be supported by ***increased parental involvement*** in the 21st CCLC program and/or the regular school day, as demonstrated by such measures as attendance at 21st CCLC events, parent surveys of perceived involvement, and teacher surveys of changes in parental involvement.
- 2.4) 90% of parents participating in 21st CCLC programming will report overall ***parental satisfaction*** with the services provided by the 21st CCLC program during the course of the program year, as demonstrated by satisfaction surveys.

Academic Objective Narrative: Student academic skills will be enhanced through active engagement in ongoing PBL activities as well as homework assistance and targeted tutoring by certified teaching program staff. Program staff will have access to school based data base system Esembler to correlate activities and tutoring objectives in order to show measurable improvement by students in reading comprehension skills and reading fluency. Skills that will be targeted are those outlined by the Florida State Standards in Reading Standards. An example of a targeted educational enhancement plan to enhance reading comprehension: student will read a short story provided by teacher and then complete a graphic organizer on main idea and details of the story. This activity aligns with Florida Standards. Student math skills will be enhances through active engagement in ongoing PBL activities as well as homework assistance and targeting tutoring by certified teaching program staff. Program staff will have access to school based data base system Esembler to correlate activities and tutoring objectives in order to show measurable improvement by students in math skills. Skills that will be targeted are those outlined by the Florida State Standards in Math.

Personal Enrichment Objective Narrative (Behavior): Student's behavior will improve in school as accessed by program staff by determining number of behavior referrals to administration as reported though school based data base. Participation in the afterschool program on a daily basis will be contingent upon the student's behavior during the school day as

well as in program. Efforts will be taken in form of student surveys to ensure activities of interest are provided for students which will increase incentive for participation.

Personal Enrichment Objective Narrative (Arts / Culture): Student knowledge of the fine arts will be enhanced through participation in the program that provide PBL activities in music drama and dance. Program staff will coordinate activities based on student's interests which may include scripted drama performances; learning music skills through use of technology (example: Apple's Garage Band) or through using musical instruments; and choreographed dance (Zumba, Ball Room Dance or Jazz for example) taught by a certified instructor.

Personal Enrichment Objective Narrative (Health): Student's knowledge of healthy living practices and physical activity will be enhanced through participation in projects and free choice, intramural type sports offerings within the program. A sports activity may be the fundamentals of basketball. Certified staff knowledgeable in the fundamentals of the sport will coach students in learning rules and playing techniques. Students may also participate in projects activities that involve the culinary arts. Program staff will lead cooking activities with students with an emphasis on utilizing healthy food groups, nutritional information and portion control.

4.4.B. ACTIVITIES AND TIMEFRAME (14 POINTS)

Daily Reading, Math and/or STEM activities will be presented through Project Based Learning by a certified teacher to participating students. Each project will be correlated to the Florida State Standards with measurable outcomes. The teacher will allow student's interests to guide the course of length of project study.

Activities that are aligned with the Florida State Standards will be offered daily through project based learning. Students will be offered opportunities to explore projects in such areas as: engineering, music, sports/fitness, drama, dance and cooking.

Opportunities of free choice activities will be offered before and after program tracks. During this time, students may use indoor/outdoor PE facilities and equipment, Quiet spaces for reading or homework completion and computer lab access.

Homework assistance and individualized tutoring will be provided by certified program staff. Homework assistance will be based on individual class assignments. Tutoring will be targeted to individual student need as assessed by report card grades, standardized test scores and subject area teacher’s input. Activities provided during tutoring sessions will align with the Florida State Standards.

Funds represent startup costs for consumable supplies, including, but not limited to: robotic STEM Lego kits, paper, pens, pencils, educational toys, curriculum costs, board games, lightning detectors, disposable cameras at each site.

Adult Family Member Services: Adult family members will be involved with student’s participation in project based learning activities by taking part in each projects culminating activity as outlined in section 4.4.b Part A. Adult family members will also be provided opportunities for learning through adult classes delivered in hourly increments throughout the year. Topics of the classes will be determined by a client survey to determine interest and need and may include such subjects as: Healthy cooking and eating habits, computer skills, financial management, homework assistance and parenting skills.

The Activities table below references the Measurable Objectives from section 4.4a.

Measurable Objectives	Measurement Tools	Activities	Timeframe
80% of regularly participating students will show measurable improvement in reading.	Assessed by report card grades and Florida Standards Test scores.	<ol style="list-style-type: none"> 1. Homework Assistance 2. Embedded Literacy PBL Activities 	<ol style="list-style-type: none"> 1. Daily 2. Ongoing 3. Weekly

Measurable Objectives	Measurement Tools	Activities	Timeframe
		3. Individualized tutoring in reading	
80% of regularly participating students will show measurable improvement in math skills	Assessed by report card grades and Florida Standards Test scores.	<ol style="list-style-type: none"> 1. Homework Assistance 2. PBL STEM Activities 3. Individualized tutoring in math 	<ol style="list-style-type: none"> 1. Daily 2. Ongoing 3. Weekly
80% of regularly participating students will show increased test scores as compared to nonparticipants, gains in computer and technology skills, increased general knowledge of science and gains in 21 st century skills, including communication, teamwork and analytical thinking.	Measured by teacher created pre and post assessments and project/presentation rubrics.	PBL STEM Activities	Ongoing
80% of regularly participating students will show improvement of behavior in school through decreased number of referrals to school administrators.	Measured by quarterly report cards and other school verified methods.	Program Site Coordinator will gather data of referrals given to participating students through eSembler and other school verified methods.	Quarterly
75% of regularly participating students that participate in music, drama, dance and/or art Mini Majors will increase their knowledge of the fine arts.	Through teacher created pre and post assessments and demonstration tools	PBL STEAM Activities that include music, drama, dance and visual arts.	Ongoing

Measurable Objectives	Measurement Tools	Activities	Timeframe
80% of regularly participating students will increase their fitness levels.	Demonstrated by pre-, mid- and post-assessments	Coordinated sports activities will be provided that teach students fundamentals of different sports while increasing their fitness levels.	Ongoing
85% of adult family members participating in the 21 st CCLC workshops will show increased knowledge and skills.	Demonstrated by pre-post knowledge-based or skills-based assessments and/or parent surveys of program impact	Education-support workshops offered to adult family members of participating students	Monthly.
85% of adult family members participating in 21 st CCLC education-support workshops will demonstrate improved skill in supporting the educational success of their children (e.g., homework assistance, asking for assistance, obtaining necessary accommodations).	Demonstrated by teacher surveys and/or parent surveys.	Education-support workshops offered to adult family members of participating students	Monthly.
50% of a regularly participating 21 st CCLC students will be supported by increased parental involvement in the 21 st CCLC program and/or the regular school day.	Demonstrated through attendance at 21 st CCLC events, parent surveys of perceived involvement, and teacher surveys of changes in parental involvement.	Education-workshops, chaperones, tutoring, homework assistance and other opportunities	Monthly.
90% of parents participating in the 21 st CCLC programming will	Demonstrated by satisfaction surveys.	Education-support workshops offered to adult family members	Monthly

Measurable Objectives	Measurement Tools	Activities	Timeframe
report overall parental satisfaction with the services provided by the 21 st CCLC program during the course of the program year.		of participating students	

4.4.C. QUALITY CONTACT TIME (4 POINTS)

Program Schedule Overview- Providing a consistent schedule for daily programming allows the students to participate in a variety of activities that will enhance their social, emotional, ignite physical and academic needs. Students will be provided a variety of free choice activities and project based learning activities throughout the course of the program to include areas such as:

- Homework assistance
- Reading
- Science, Technology, Engineering, Math
- Recreational Activities and Cooperative Games
- Cultural Enrichment Experiences
- Special Interest Clubs
- Creative Expression
- Music, Drama, Dance, Art
- Crafts

The program schedule is unique to each school based on the availability of the certified staff to participate either before or after school. The program has activity centers of interest set up each day where children can freely choose what interests them and participate in that specific center. The “Ignite” curriculum is developed by certified teachers to provide the elementary students a fun, hands on experience where the academic components are aligned to the Florida Standards but imbedded in the learning so students do not feel like they are in school. Physical exercise is offered through periodic outdoor activity times with a combination of organized activity and

individual selected play. During the scheduled “Ignite” time, students will become involved in specific PBL curriculum activities that are student driven. Students are provided snacks as provided through the established meal pattern on regular days and full days.

Program Hours- During the normal yearly school calendar each of the two (2) elementary programs proposed in this grant will operate twenty-six (26) hours and forty (40) minutes per week Monday through Friday. Contact time will encompass all students participating in the program. The specific times during the normal school days are as follows:

Lacoochee Elementary – 7:00 am – 9:30 am / 4:00 pm – 5:30 pm *

Gulf Highlands Elementary – 7:00 am – 9:30 am / 4:00 pm – 5:30 pm*

During the normal yearly school calendar where school is not in session such as teacher planning days, Winter, Spring, or Summer programs - each of the two (2) elementary programs proposed in this grant will operate fifty-two (52) hours and thirty (30) minutes per week Monday through Friday. Contact time will encompass all students participating in the program. The specific times during the winter, spring and summer breaks, as well as, any non-school day during the year will be as follows:

Lacoochee Elementary- 7:00 am – 5:30 pm *

Gulf Highlands Elementary- 7:00 am – 5:30 pm *

Special Activities- Students will be provided with opportunities to expand their learning through partnerships with outside agencies to provide both on site and off site field trips related to their themed PBL activities. Examples may be a field trip to the Florida Aquarium that ends a curriculum theme on life under the sea. When participating in a curriculum theme on rocks and

gems, utilizing a specialized wagon with all the equipment for the students to mine their own rocks and gems brings a hands-on experience in mining.

*Program services will not be available on seven (7) holidays during the year

4.4.D. RECRUITMENT AND RETENTION (4 POINTS)

Recruitment: All students are eligible to participate in the PLACE program. Students are selected on a first come, first serve basis. Recruitment efforts include flyers distributed to all students enrolled at the school. Advertising efforts include utilization of the PLACE program website, district website, Twitter and Facebook, school based parent newsletters and school marquees. Advertisements are purchased in local newspapers and television.

Retention: By hiring engaging staff who are dedicated to student success and utilizing a well-developed curriculum of project based learning activities that meet the interest level of students PLACE has been successful for the past 25 years. Adoption of these strategies will allow PLACE to be successful at LES and GHES.

4.4.E. STAFFING AND PROFESSIONAL DEVELOPMENT (4 POINTS)

Staffing and Professional Development: Each of the two (2) elementary school programs will be staffed with a Site Coordinator who is a certified teacher. This ensures that a certified person is available at all times to assist students. This position will be responsible for the daily operation, coordination and delivery of services at each program site. To assist the Site Coordinator, not only with the delivery of services, daily operations and student data collection, an Assistant Site Coordinator who may also be a certified teacher will fill not only an administrative role but a direct service role to students. In order to assist in meeting the reduced ratio of 1:10 for both the academic enrichment activities and a 1:20 ratio for the personal enrichment activities, five experienced para professionals will also be part of the site based team. These ratios will be

maintained at all times, regardless of whether the activities take place before school, after school during holidays or the summer.

The Pasco County School Board requires the following training for all staff working with students in an afterschool program: Mandatory 30 hours Introductory Child Care Course (Child Growth & Development, Health, Safety & Nutrition, Child Abuse and Neglect and Rules and Regulations; 10- hours School Age Developmental Appropriate Practices Course; and continuing employee must complete 10 clock hours of in-service training annually. First Aid and CPR certification must be obtained within the first 90 days after hire, with the exception of the counselor. These certifications are a requirement of employment and must be renewed and kept current. Specific curriculum training, medication administration and blood borne pathogen training is also provided through the district office. All school board employees and subcontracted staff are required to pass a Level 2 criminal background check. This screening is paid by the prospective employee. In addition to the mandatory training, professional development opportunities are provided through both the district Office for Professional Development and School Supports and the Pasco Learning and Activity Centers of Enrichment (PLACE) office. Professional Development opportunities are determined by, program focus, specific skill development and program enrichment needs.

Management Staff: The district staff that will provide overall management and leadership for this project consists of the Supervisor of Child Care Educational Programs, Child Care Program Specialist and the Program Director. All costs associated with these positions will be contributed as in-kind by the district.

Teaching Staff: Certified teachers will be hired to provide instruction, and facilitate academic enrichment activities throughout the year.

Advisory Board: Upon award of the grant and advisory board will be established. In order to provide for input and representation from all stakeholders the board will be made of no less than (2) students, (2) parents, (2) teachers, and various members of the community. Information

for and solicitation of interested members will be gathered during the registration period. As students are registering for participation in the program, parents and/or guardians will be provided with written information regarding the advisory board and its primary function. School related staff will receive invitations to participate on the advisory board in order to support and encourage the students enrolled. In collaboration with the school leadership, community members will be identified and personal invitations to join the board will be sent. The board will be kept between 10 – 15 members with meetings being held no less than four times per year. The purpose of the meetings will be to discuss program needs and/or concerns, program operations and sustainability plans.

Staffing Procedures: The advertising and hiring protocols developed by the district will also be followed for these positions. All positions will be advertised, applicants apply providing documentation of specific qualifications, qualified individuals are interviewed and the selection process takes place. All successful applicants go through a centralized hiring and orientation process.

Volunteers: Utilizing each school's volunteer data base, invitations to participate in a volunteer capacity will be extended to all cleared and registered volunteers. In addition, community members who would like to volunteer or provide additional enrichment opportunities will be registered through the district volunteer program protocols. Only registered and cleared volunteers may be on campus and interact with students.

4.5. EVALUATION (10 POINTS)

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 (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. With the support of the external evaluator, the Pasco County School District will collect and analyze a limited amount of data at least quarterly and compare the obtained data using within-subjects methods to determine individual changes within students. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The program will also utilize CIM to help guide any immediate operational changes necessary to provide a high quality program, including staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas.

Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from the CIM process and provide formal reports about processes and outcomes. 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 student's actions, attitudes, knowledge, and performance. Although this is a District-led program, it is important to note that each of the participating schools have expressly committed to providing necessary data on active 21st CCLC students, including attendance, behavior, grades, and other data to support this program.

Formative Evaluations will be completed in accordance with the requirements of the Florida Department of Education (FLDOE; Years 1, 3, 4), with additional informal and interim evaluations completed after on-site visits. Formal formative reports will include a review of operational accomplishments and challenges (e.g., staff, student recruitment/retention, partner board, etc.),

actual versus proposed operation, objective progress, and recommendations for addressing any challenges. **Summative Evaluations** will have additional 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 FLDOE (Years 2, 5), though interim reports will be provided to summarize data and progress towards objectives in the other years. The purpose of the summative evaluation is aimed at recording and developing a model that can be applied in other settings. 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. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

Data Collection Methods: The specific objectives and measurements are included in section 4.4 of the application. They are abbreviated within this evaluation plan due to space and formatting limitations, though they remain an integral part of the evaluation plan – with data collection and analysis founded upon those proposed objectives for successful progression. The table below provides an abbreviated understanding of the anticipated evaluation plan for the assessment of progress. Although not all metrics are assessment multiple times (e.g., state assessment are only provided once in the year), sufficient measures are included for each objective to assess progress towards at least twice per program year (e.g., mid-year assessment in January and end-of-year assessment in July). All data will be collected by the program and provided to the evaluators, as federal law limits access to identifiable information on students and families (while the evaluator will be included in agreements with permission from parents to view the information, it is not possible for the evaluator to directly access agency computers or databases to actually gather the information). The evaluator will provide substantial direct assistance in setting up databases,

creating pre-post assessments, and developing or modifying student, parent, and teacher surveys to support the program.

Objective	Specific Measures	Resp. Party	Collection Method	Timeline / Analysis	Benchmarks
1.1 - ELA	Read Grades	District	Archival	Quarterly	80% Impr. / Maintain
	Stand. Tests	District	Archival	Annual	80% Meet / Exceed
1.2 - Math	Math Grades	District	Archival	Quarterly	80% Impr. / Maintain
	Stand. Tests	District	Archival	Annual	80% Meet / Exceed
1.3 - Scientific Principles / Sci. Method	Sci. Grades	District	Archival	Quarterly	80% Imp / Maintain
	Pre-Post	Teacher	Paper/Pen	Quarterly	80% Improved
	Project/ Present	Teacher	Rubric	Bi-Ann.	80% Demonstrated
1.4 - Computer, Technology, 21 st Cen.Skill	Pre-Post	Teacher	Survey	Quarterly	80% Improved
	Student Surv.	ProDir	Survey	Bi-Ann.	80% Perceived Impr.
	Proj. Rubrics	Teacher	Rubric	Bi-Ann.	80% Demonstrated
1.5 - Attendance	School Att.	District	Archival	Quarterly	80% Impr. / Maintain
1.6 - Pos. School Behavior	Referrals	School	Archival	Quarterly	80% Impr. / Maintain
	Student Surv.	ProDir	Survey	Bi-Ann.	80% Perceived Impr.
	Teacher Sur.	ProDir	Survey	Bi-Ann.	80% Perceived Impr.
1.7 - Visual / Perf. Arts	Pre-Post	Teacher	Paper/Pen	Quarterly	75% Improved
	Project/ Present	Teacher	Rubric	Bi-Ann.	75% Demonstrated
1.8 - Fitness & Health Beh.	Pre-Post Skill	Teacher	Paper/Pen	Quarterly	80% Impr. / Maintain
	Pre-Post Know.	Teacher	Paper/Pen	Quarterly	80% Improved
2.1 – Knowledge / Skills	Pre-Post	Teacher	Paper/Pen	Bi-Month	85% Impr. / Maintain
	Parent Surv.	ProDir	Survey	Bi-Ann.	85% Perceived Impr.
2.2 – Support Student Ed.	Parent Surv.	ProDir	Survey	Bi-Ann.	85% Perceived Impr.
	Teacher Sur.	ProDir	Survey	Bi-Ann.	85% Perceived Impr.
2.3 – Parent Involvement	Parent Att.	Site	Sign-Ins	Monthly	50% Improved
	Parent Surv.	ProDir	Survey	Bi-Ann.	50% Perceived Impr.
	Teacher Sur.	ProDir	Survey	Bi-Ann.	50% Perceived Impr.
2.4 – Parent Sat.	Satis. Survey	ProDir	Survey	Annual	90% Satisfied

Feedback and Debriefings: The process for sharing and distributing information is an integral part of the evaluation plan. Distribution 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, program director, principals, and any staff wishing to participate.

During these meetings, data trends and operations will be reviewed with a focus on program improvement and immediate refinement. Data will also be utilized by the program director 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 program director, and will help guide the Pasco County School District in refining and addressing any identified concerns or recommendations. In addition, an on-site debriefing will be provided to 21st CCLC staff to: (1) engage staff in addressing challenges; (2) promote “buy-in” into evaluation as a “living” process; and (3) promote discussion, cross-training, and support. Finally, evaluations and findings will be shared electronically with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve.

Reporting Outcomes: As detailed above, the evaluation process will include all elements of the required Reporting Outcomes detailed in the Request for Proposal. The External Evaluator will submit and validate all data to the US Dept. 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 (with PPICS closing this October and a new system being implemented in two stages over the next two years), as well as potential changes with data collection by the Florida Department of Education. The program and the external evaluator are committed to submitting all required data as instructed and through whatever system developed by these entities. The program and external evaluator are also committed to ‘beta test’ and assist with the development of any data collection or reporting system for the Florida Department of Education or the US Department of Education with regards to 21st CCLC programs.

External Program Evaluator: As required by the RFP, the Pasco County School District 21st CCLC program will utilize an external evaluator. The evaluator will oversee all aspects of program evaluation, including formative, summative, and data reporting to both the Florida Department of

Education and the US Department of Education. The evaluator fully understands the 21st CCLC program and will personally conduct all evaluation tasks. The lead evaluator was a middle school teacher and has been conducting evaluations of educational programs for over 15 years, with the past ten focused primarily on 21st CCLC programs. Led by a professional evaluator and licensed psychologist, the evaluation firm has overseen the evaluation of over 300 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted under the ethical codes and established procedures of these professional organizations. The evaluation firm has no vested interest in the Pasco County School District 21st CCLC program.

4.6. DISSEMINATION PLAN (4 POINTS)

In preparation of the grant proposal, District School Board of Pasco County held community meetings to gather input from stakeholders to identify the program's specific needs and potential offerings. The program's focus is **STEAM** (Science, Technology, Engineering, Arts, and Math). To elicit feedback from community stakeholders, the district utilized social media, website, telephone contact, as well as flyers posted within the community businesses and local library to spread the word about the community feedback nights. Within the feedback sessions the purpose of the federal after school program was thoroughly explained and discussed with all stakeholders. During the sessions, feedback regarding the needs of the program was gathered and helped to shape the offerings of the program always thinking with the end in mind, the importance of sharing the data-based success of the program. There is a District Website Page for the grant dedicated to highlighting the offerings that, when awarded, will go live and highlights of the program accomplishments and student products will be displayed and updated regularly.

4.7. STUDENT SAFETY AND TRANSPORTATION (4 POINTS)

On-Site Safety: The district will utilize the LES and GHES school campuses for PLACE. Each school facility has developed a district approved crisis intervention plan. The PLACE program, which will operate during non-school hours, has developed a modified after hours district approved crisis intervention plan. Regularly scheduled fire, disaster, inclement weather, and lock down drills are conducted. The district utilizes school resource officers who are housed on middle and high school properties and are available to any school in their region on an “as needed” basis.

Travel To and From Site: All transportation, with the exception of field trips will be provided by students’ parents, guardian or designee. Field trip transportation will be provided by district licensed and approved school buses and school bus personnel

Off-Site Safety: Transportation for off-site activities is provided by district licensed and approved school buses and school bus personnel. Students are provided with an identification bracelet in case of emergency, which contains the first name of the child, the school name and phone number. Additionally, chaperones are provided at a 1:10 ratio and attendance and emergency records are kept with the site coordinator at all times.

Meeting Safety and Accessibility Standards: As a district school board program, PLACE complies with all applicable state and federal laws.

4.8. SUSTAINABILITY PLAN (4 POINTS)

Not only the creation but the sustainability of the two (2) elementary school programs is paramount to continued success for students. The Pasco County School District has the expertise and personnel dedicated to grant writing and locating federal and state education funding streams. Areas like Title I, reading initiatives, private foundation grants and the like will be identified and applied for prior to the expiration of the 21st CCLC grant funding. In addition, community collaboration and partnerships will be established. Utilizing current partners and developing new partnerships with local health based organizations, county government parks and recreation, not-for profit organizations and reaching out to community organizations and businesses, staff will work to establish a strong source of financial, in-kind, staffing and

partnership agreements. Current partners include the Museum of Science and Industry, the Florida Orchestra, All Children's Hospital, Pasco County Schools Food and Nutrition Department, as well as, private vendors and organizations that provide specialty services.

In addition to establishing strong funding streams and resources from outside sources, the district will utilize a percentage of revenue earned from their 36 current elementary before/afterschool programs to help support the two (2) elementary programs.

Utilizing the district office leadership team for this project, partnership will be developed throughout the five (5) years of this grant funded period. The leadership of the District School Board of Pasco County has a strong commitment to student achievement, utilizing all resources necessary to assist students to become college, career and life ready. Through this commitment the district believes that DELTA Academy can establish firm partnerships, community support and utilize innovative processes to develop the funding necessary to sustain these programs and continue the benefit of this program.

4.9 BUDGET

4.9.A. BUDGET NARRATIVE DESCRIPTION (4 POINTS)

1. All funds awarded will be used to fund the PLACE programs at Lacochee Elementary School and Gulf Highlands Elementary School. There are no additional funds available for this program.
2. As a result, the use of funds awarded through this proposal will not supplant any existing program.

In-kind contributions from the district include the rental, electricity and maintenance of facilities at GHES and LES for the PLACE program. Additionally, the district will provide funding and expenses associated with the Project Director.

3. The advertising and hiring protocols developed by the district will also be followed for these positions. All positions will be advertised, applicants apply providing documentation of specific qualifications, qualified individuals are interviewed and the selection process takes place. All successful applicants go through a centralized hiring and orientation process. Each of the two (2) elementary school programs will be staffed with a Site Coordinator who is a certified teacher and who provides direct service to 21st CCLC students. This ensures that a certified person is available at all times to assist students. This position will be responsible for the daily operation, coordination and delivery of services at the program site. To assist the Site Coordinator, an Assistant Site Coordinator will also provide a direct service role to students. In order to assist in meeting the reduced ratio of 1:10 for both the academic enrichment activities and a 1:20 ratio for the personal enrichment activities, five para-professionals will also be part of the site based team.