

**Appendix A**  
**Continuing Improvement 2020-21**

Agency Name: Alachua County Public School District Project Number: 010-  
Program Name: Project Discovery 21<sup>st</sup> CCLC

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*Reason(s) for the change:*

Updating dates and funding amounts and other information for the Jan 2021- July 31, 2022 21<sup>st</sup> Century Renewal Option

✓ This change includes: Additions ~~Deletions~~ X Both

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*Narrative Language:*

**5.1 Project Abstract or summary (Fixed Requirement)**

The School Board of Alachua County (LEA) proposes to run a 21<sup>st</sup> Century after school program entitled “**Project Discovery**” at three Title I elementary school sites for a total of \$434,985 (year one). All three schools are located in east Gainesville - Idylwild Elementary, Lake Forest Elementary, Metcalfe Elementary – and will serve students K-5. Project Discovery will serve 225 students at high risk of academic failure and serve their families in Alachua County’s most impoverished areas.

The goals of Project Discovery are threefold:

1. Increase the number of students performing at grade level in reading, writing, math, and science;
2. Immerse students in enriching activities that will foster confidence, inspire exploration, and promote positive behavior
3. Increase resilience factors for adult family members by increasing the community resources available to adult family members of participating students – this will benefit adults and their students both academically and personally and encourage engagement.

Project Discovery will offer project-based learning activities that integrate core academic enrichment activities with personal enrichment activities focused on the district’s STEM initiative, including a “Robotics” PBL and “Use Mirrors” PBL. Additional enrichment activities will center on Health and Nutrition and Arts and

Culture. Adult family members of participating students will benefit from at least six community resource events where they can get connected to social services and other services needed to stabilize the home environment, increase literacy/math skills, and increase engagement in the home, with the school, and with their children.

## **5.2 Needs Assessment**

The School Board of Alachua County pulled input from a variety of sources to design and develop the 21<sup>st</sup> Century Project Discovery proposal to include community agency risk-factor information, feedback from an outgoing 21<sup>st</sup> Century Advisory Board, and final report recommendations made under a 21<sup>st</sup> Century grant that ended summer 2014.

Because Alachua County students are a concern to multiple community agencies (law enforcement, juvenile justice, mental health professionals, and non-profit organizations geared towards kids), Alachua County school district personnel often meet with representatives from these organizations to identify and discuss student risk factors as well as to review data trends and work out activities and agreements to alleviate the identified factors.

Several salient risk factors are identified and tracked across the majority of community agencies involved in student services to include:

**Individual Risk Factors:** Early onset of aggression/violence; lack of pro-social skills; life stressors; antisocial behavior and alienation (Juvenile Justice, Law-Enforcement)

**Family Risk Factors:** Family management problem/poor parent supervision and/or monitoring; low parent education level (Mental Health, Child Advocacy)

**School Community Risk Factors:** Behavior referrals; out-of-school suspensions; poverty; lack of access to programs and services (School Board of Alachua County, University of Florida)

Project Discovery was designed to mitigate many of the identified risks by providing an after-school program to provide academic support and enrichment, as well as to provide a number of other protective factors to include building student competency, engaging at-risk youth in school, at home, and in the community through personal enrichment activities, and by providing opportunities for stronger adult family member involvement with their children and with their schools.

The school district solicits private school feedback through federal program meetings, although no feedback was provided by private schools for this application. Under past 21<sup>st</sup> Century grants managed by the district, private school students attended program sites, and they will continue to be welcomed to attend Project Discovery. Area private school students and families also will be invited to serve on the Advisory Board.

Alachua County had an elementary 21<sup>st</sup> Century grant that ended last summer in 2014. That Advisory Board met in June 2014 to discuss the need to continue to pursue after-school opportunities for students of high-need schools like the ones in the outgoing 21<sup>st</sup> Century grant. Those who met included the Project Manager, Site Coordinators, students, parents, teachers and community agency representatives. Feedback from the meeting included:

- The need to continue to pursue funding for after-school programming to meet the academic needs of students in Title I schools who are not performing on grade-level in the core academic areas of reading, math, and science. Looking at area school data, particularly FCAT results across grades 3-5, there remains a high need for intervention strategies and supports to help students achieve academic success as evidenced through grade level performance in core curriculum areas.
- Area Title I schools demonstrate a need for after-school enrichment opportunities due to families lacking transportation and/or disposable income. Looking at school supports available to meet academic and personal enrichment needs, there is only one consistent resource available to keep kids engaged beyond the school day and that is the school district's Extended Day Enrichment Program (EDEP) offered at most elementary sites. EDEP is a fee-based program that is often beyond the reach of the most impoverished families. Though it operates on a sliding scale, those with free lunch eligibility would still need to pay at least \$80/month for one child, plus \$68 for each additional child. This program does not include the level of academic enrichment and tutoring 21<sup>st</sup> Century offers and does not provide certified teacher instruction, project-based learning activities, nor parent involvement activities.
- Parent feedback also was important to the design of the schedule of proposed services. Parents expressed a desire for a safe place for their children during the summer – to keep them off the streets and to know they are positively engaged. Again, EDEP is offered in the summer, but the costs often exclude those students who have the greatest need for a program that keeps their

children engaged in “disguised learning” activities, keeping core curriculum skills sharp during what is normally a “down time” in terms of academics and keep students engaged in enrichment activities in a safe environment.

The final report by the evaluator for the 21<sup>st</sup> Century program that ended in the summer of 2014 revealed that the strategies and activities used for the 21<sup>st</sup> Century program were instrumental in helping the district achieve 9 out of 10 of its objectives successfully. Based upon this feedback, the district incorporated similar “proven” strategies and activities in the development of this proposal.

### **5.3 Program Evaluation**

#### **5.3.a Evaluation Plan**

An external evaluator will conduct project evaluation. The evaluator will be assisted by the Project Manager, Site Coordinators, school principals, and the district’s Department of Research and Evaluation. This external evaluator role will be filled by Richard Janiak, a Title I evaluator for the Charlotte County School District who has provided consultation as a member of state level committees in Florida on Evaluation and/or Research for Head Start, Title I, and Even Start. He has also provided consulting services to the 21<sup>st</sup> Century Community Learning Center at the Boys & Girls Club of Charlotte County. He has a B.S.E. in Elementary Education, an M.S.E. in Reading Education, and a Ph.D. in Educational Research and Measurement from the University of South Florida.

Effectiveness of project implementation will be measured by a quantitative evaluation process that compiles and analyzes data to determine the extent to which each of the project’s objectives has been achieved. Results of baseline data, mid-year data, and end-of-year data will be used to refine, improve, and strengthen the program. Anecdotal data will also be collected from program staff at all sites, as well as from participating students’ teachers regarding student progress in the Project Discovery program in an effort to facilitate continuous improvement.

Baseline data, including individual student data for each objective assessment for each participating student will be collected within the first two weeks of participation. This data will be uploaded twice per year. Mid-year data will be used to report on progress toward meeting grant objectives. This compiled data and analysis (and report) by the evaluator will be shared with the Project Manager who will upload it to FDOE and who will communicate the results to the Advisory Board and to each Site Coordinator. Progress toward goals will be posted on each school site’s website under the 21<sup>st</sup> Century program. Mid-year data evaluation results

will be used by the Project Manager, Advisory Board, and 21<sup>st</sup> Century staff to make any “course corrections” to better align program activities to achieve grant objectives and to improve program quality. Final assessments by end-of-year will provide the data needed to determine program success in meeting the stated objectives for both academic and enrichment activities for students and in reaching parent activity goals.

Parental involvement will be measured using parental pre- and post-surveys to document a perceived increase in skills and/or knowledge as a result of the six community resource workshops.

The evaluator will work with the Project Manager to make at least one site visit to each 21<sup>st</sup> Century location. This will give the evaluator a chance to observe program implementation in relation to grant objectives, 21<sup>st</sup> Century guidance, and established instructional practices. Additional site visits may be made if, in consultation with the Project Manager, another visit is warranted. The Project Manager will also make monitoring visits to each site on a regular basis to ensure program activities are operating with fidelity.

All data will be provided to the evaluator by the Project Manager, who is a school district employee with access to this information. Individual student identifiers will be scrubbed before release to the evaluator. The Project Manager will work with the school districts’ Research, Assessment, and Student Information department to capture data such as grades and FSA results. Data from enrichment activities and parent events will be collected through an online web assessment tool (Quia). The Project Manager will have sole access to this data and can review this data at any point in time to monitor objective progress and improve program quality.

### **5.3.b Measurable Objectives and Assessments Instructions**

*See the online Measurable Objectives and Assessment table.*

### **5.4 Applicant’s Experience and Capacity (7 points)**

The School Board of Alachua County has operated several successful 21<sup>st</sup> Century grants since 2004. Two of those programs recently ended this summer (2014). One of those programs was exclusively focused on elementary school sites and demonstrated a number of program successes in meeting program objectives. The final report submitted for this program documents that the School Board of Alachua County 21<sup>st</sup> Century program met 9 out of 10 objectives and that both teachers and students felt the program had a positive impact –

both academically and in overall student behavior. The Alachua County school district hired an experienced Teacher on Special Assignment (TSA) to be the Project Manager and oversee the program and will continue to use this strategy with the proposed Project Discovery.

The School Board of Alachua County also manages additional after-school initiatives such as a fee-based Extended Day Enrichment Program (EDEP) for students. This program provides students after-school activities that support their development socially, emotionally, and physically. Besides EDEP, district schools may operate a variety of intermittent programs in the after-school hours as funding and staffing permit. These programs are generally under the direction of the school principal and are provided by district staff. All district employees undergo state and local criminal background checks and drug testing.

The district's Project Development office oversees most grants totaling several million annually. The financial arm of the district manages an annual budget of over \$316 million and further supports grant compliance with FLDOE financial guidelines. The Project Development office will oversee all 21<sup>st</sup> CCLC expenditures to ensure that they comply with the fiscal requirements of the grant. The district has had extensive experience managing federal and state funds and complying with all regulations. The School Board of Alachua County agrees to comply with the specific state and federal program requirements associated with the 21st Century Community Learning Center grant program. The district has on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to general assurances for participation in state or federal programs. The district will collect and report data to state level agencies as requested for evaluation purposes as well as cooperate with external evaluation agencies. The district assures that it will correct any deficiencies in program operations that are identified through audits, monitoring, or evaluation.

## **5.5 Partnerships, Collaboration & Sustainability**

### **5.5.a Community Notice**

The School Board of Alachua County submitted an ad to the local newspaper to give notice to the community-at-large that the school district intended to apply for a 21<sup>st</sup> Century grant to be located at three of its public elementary school sites: Idylwild, Lake Forest, and Metcalfe. The Gainesville community and surrounding areas were directed to submit inquiries, comments, suggestions, and any waiver request(s) after submission to the current 21<sup>st</sup> Century Project Manager. The community was also notified that the 21<sup>st</sup> Century grant application would be posted on each school site's web page and, if awarded, registration forms for students would be posted on each elementary school's website in August.

### **5.5.b Collaboration with Private Schools**

The school district solicits private school feedback through federal program meetings two times a year, with the most recent being held April 27, 2015. Although no feedback was provided by private schools for this application, their students are welcome to attend Project Discovery 21<sup>st</sup> Century sites. If private school students do attend one or more of the 21<sup>st</sup> Century sites, the Project Manager will ensure a plan is in place to communicate 21<sup>st</sup> Century progress with their private school teacher. Private school students and families also will be invited to serve on the Advisory Board and private school teachers are able to apply for certified teacher positions and tutor positions for all three 21<sup>st</sup> Century sites. All 21<sup>st</sup> Century employees will receive professional development.

### **5.5.c Partnerships Instructions**

The School Board of Alachua County has already leveraged existing community partnerships from past 21<sup>st</sup> Century grants to establish a broader, community investment in the proposed Project Discovery. These partner agencies are included in the table online and include partners such as United Way, PCG, Corks & Colors, UF's C.A.M.P. Gator, and GACTA. Individual contributions are listed in the table. Contributions include donated materials and supplies, drastically discounted services, staffing, and in-kind volunteer hours.

Each proposed site will provide in-kind match towards meeting the needs of the program. Schools will provide space for activities, including classrooms, cafeterias, media centers, sports fields, and multi-purpose rooms for the program. These in-kind contributions are all in alignment with the documented fees the district uses to provide these same facilities to outside organizations.

All partnership contributions, both internal to the School Board and external, will be documented by the Project Manager and reported at the end of the year in the final report by the evaluator. The report will reflect all partners and their contributions to the program (whether cash or in-kind) for the year.

### **5.5.d Collaborations with the Regular School Day**

The Director of Grants Procurement initially contacted principals at qualifying Title I elementary schools to see what schools were interested in becoming a 21<sup>st</sup> Century site, based upon the program guidelines and based upon previous 21<sup>st</sup> Century grant experience from current and/or past 21<sup>st</sup> Century school sites. It is of utmost importance to have top administrative support for the program when it is being held at a school site. The 21<sup>st</sup> Century program needs to be a priority to both the principal as well as district staff in

order for the program to be successful and for 21st Century staff to feel supported at the supervisory level. A Project Manager from a current 21st Century grant then worked with these principals to determine the days and hours of operation and whether they wanted a summer program. The Project Discovery Project Manager will continue to consult with the school through the designated site coordinators and with the principal, as needed.

If awarded, the new grants' Project Manager will continue to build upon this foundation by working with the principals and Human Resources to address staffing needs and to build and provide professional development opportunities. The Project Manager, school principals, and Site Coordinators will together recruit and employ Florida certified teachers and other staff members for the 21st Century sites. Coordination of activities between the schools and collaborative partners will be managed by the Site Coordinator; and, further, will align after-school and summer activities with those of the regular school day, carry out periodic program evaluation activities, prepare reports, and disseminate information about the program, and ensure that eligible non-public school students and their families are provided with the opportunity to participate. The Site Coordinator will also be given access to necessary student academic, attendance, and disciplinary data to assure after-school participants have been in attendance during the regular school day, will monitor student attendance; share student progress and statewide evaluation data with appropriate school and program personnel; and assure staff receive appropriate training. Students will use daily planners to communicate homework assignments and upcoming events or tests with program staff and their families. Report cards and progress reporting occurs at least every 4 ½ weeks.

To further facilitate the sharing of activities between after-school and day staff regarding student educational and personal goals, 21st CCLC will utilize a unique form to better tailor parts of the program to individual student needs. Each site will determine the frequency of information communicated to the students' families about their participation/progress in the 21st CCLC program via 21st Century Progress Reports, calls from the site to the student's home, and direct communication on-site with parents during daily pick-up of students.

If private school students want to enroll at a 21st Century site, the Project Manager will identify a primary contact, such as the student's regular day teacher, at the school and correspond with that teacher to further identify data that will determine if the student is a high-need students as defined by the grant (high

poverty, high academic risk of failure). The principal must also agree to share relevant data pertinent to the grant and an MOU will be drafted if warranted. Once a private school student meets the criteria, they will be enrolled in the 21st Century program and progress will be communicated with the designated family member and with the student’s private school teacher.

**5.5.e Sustainability**

As with any grant program, sustainability becomes a challenge once the grant funding begins to dissipate. The school district will continue to provide facility space for programs as well as the use of school equipment such as computer labs, media equipment, and athletic fields and equipment. Principals at individual school sites have built, and will continue to build, relationships with community partners in order to supplement and further sustain project activities. Funding will also be sought through both public and private grant opportunities and through the building of new private partnerships in an effort to build sustainability beyond the life of the grant cycle.

**5.6 Program Plan**

**5.6.a Target students**

**Academic Needs**

The three elementary sites identified for Project Discovery all showed a high need for academic improvement as outlined in the individual school profiles below.

**Idylwild Elementary School** is a Title I school in east Gainesville that currently serves approximately 735 students with 81% of its students eligible to participate in the federal free and reduced fee meal program with 80% minority. In 2013-14, Idylwild received a “C” grade and had a high percentage of its students **not meeting** state benchmarks for grade-level performance.

<b>Idylwild Elementary</b>			
<i>Grade Level Tested</i>	<i>% Scoring Level 1 &amp; 2 FCAT Reading</i>	<i>% Scoring Level 1 &amp; 2 FCAT Math</i>	<i>% Scoring Level 1 &amp; 2 FCAT Science</i>
3	60%	50%	
4	52%	22%	
5	62%	61%	58%

**Lake Elementary**

**Forest School** is Title I

school that currently serves 311 students with approximately 96% of the school’s students eligible to

participate in the federal free and reduced fee meal program and 88% of the population being minority classified. In 2013-14, Lake Forest also received an “F” school grade. During the same year, Lake Forest had a high percentage of its students not meeting state benchmarks for grade-level performance.

<b>Lake Forest Elementary</b>			
<i>Grade Level Tested</i>	<i>% Scoring Level 1 &amp; 2 FCAT Reading</i>	<i>% Scoring Level 1 &amp; 2 FCAT Math</i>	<i>% Scoring Level 1 &amp; 2 FCAT Science</i>
3	72%	87%	
4	81%	72%	
5	74%	68%	74%

**Metcalfe School** is a Title I

**Elementary** school that

currently serves 419 students with 95% of the student population qualifying for free/reduced lunch status and about 94% of the students being classified as minority. In 2013-2014, Metcalfe made a school grade of “C.” Metcalfe also has a high percentage of its students not meeting state benchmarks for grade-level performance.

<b>Metcalfe Elementary</b>			
<i>Grade Level Tested</i>	<i>% Scoring Level 1 &amp; 2 FCAT Reading</i>	<i>% Scoring Level 1 &amp; 2 FCAT Math</i>	<i>% Scoring Level 1 &amp; 2 FCAT Science</i>
3	67%	76%	
4	62%	45%	
5	69%	79%	53%

**Behavioral Needs**  
When  
behavior-related

reviewing  
data, there

seemed to be a moderate correlation between behavior, attendance, and free/reduced lunch status. Out of all 24 district elementary schools, Lake Forest and Metcalfe had the highest number of Out of School Suspensions and In School Detentions. Both Lake Forest and Metcalfe were in the top 3 schools for the number of behavior referrals for the year and for truancy rates. Idylwild, Lake Forest, and Metcalfe were three of the top four schools with the highest percentage of students with 10 or more unexcused absences – time away from instruction. Idylwild’s data looks is less troubling compared to Lake Forest and Metcalfe, but the school’s academic record continues to show a high need for student improvement in the core curriculum areas – and the percentage of unexcused absences is also high.

Site	F/R Lunch %	Out of School Susp. 13-14	Out of school Susp. 14-15	In School Susp. 13-14	In School Susp. 14-15	# Total Referrals 13-14	# Total Referrals 14-15	% of Total Pop. w/10+ unexcused absences	Truancy Rate
Idylwild	81%	39	30	25	2	154	63	18%	1.88%
Lake Forest	96%	66	115	23	133	161	379	24%	2.44%
Metcalfe	95%	47	120	61	153	128	315	23%	2.93%

### Parental/Family Needs

Upon review of ZIP code data for the areas surrounding these schools, it appears that lagging academic skills and behavior referrals at the proposed 21<sup>st</sup> Century sites may also be tied to the educational levels of their families and neighbors. Project Discovery would serve students in areas where a high percentage of the educational level of adults is less than a high school education. Most of these areas also have a significant portion of the population with income below the poverty level.

Three of the ZIP code areas, where Idylwild, Lake Forest, and Metcalfe are located, exceed the percentage of Florida residents with income below the poverty level.

Over a third of area residents/parents of these students face challenges in building resilience factors into their homes and lives that will better support their children’s academic and personal engagement in their schools. There is a need among 21<sup>st</sup> Century student adult family members for building community resources that will help them and, subsequently, their children, succeed – both academically and personally.

Proposed Site	ZIP Code	% of ZIP population that with <b>less</b> than a high school education	% of ZIP population with income below the poverty level (2011)	% Florida residents with income below the poverty level (2011)	% Unemployed for Area Residents
Idylwild	32608	36%	32.4%	17%	5.8%
Lake Forest	32641	46%	27.1%	17%	17.2%
Metcalfe	32609	46%	26.3%	17%	12.3%

In reviewing the academic, behavior, and neighborhood data as outlined above, the School Board of Alachua County decided to apply for a 21<sup>st</sup> Century after-school program designed to meet the needs of the

students and their families at the three proposed sites: Idylwild Elementary, Lake Forest Elementary, and Metcalfe Elementary. Through 21<sup>st</sup> Century, supplemental subject area instruction, homework help, and project-based learning activities will be used to assist students in reaching state and local standards in core subjects such as reading, math, and science. Providing one-on-one tutoring, mentoring, and character education (built into sports instruction) will build protective factors to increase pro-social skills and aid students in feeling more connected at school. Sites will involve parents in their student's education in one of several ways: student progress meetings, community resource events, and student project/performance events. Activities will be designed to help students and adult family members reconnect and to widen each student's support network.

Project Discovery will target students from three of Gainesville's public schools for the 21<sup>st</sup> Century program. These students will range from grades K-5 at three Title I elementary schools that will also serve as 21<sup>st</sup> Century sites: Idylwild Elementary school, Lake Forest Elementary school, and Metcalfe Elementary school. In particular, Project Discovery will target elementary school-aged, at-risk youth. At-risk students to be served by this 21<sup>st</sup> Century program will meet a number of criteria:

- Poor academic achievement (scoring levels 1 and/or 2 on FSA)
- High poverty (Title I eligible school—free/reduced lunch)
- Poor attendance (high number of absences)
- Poor behavior (particularly behavior referrals)

Students meeting these criteria will be given priority. All three school populations have a high number of students who meet this criteria as evidenced above. These students will be targeted for all program components. Every site will offer a summer program, albeit at a lower attendance this time frame.

#### **5.6.b Recruitment and Retention Instructions**

During the first year of implementation, the school site administration will target students in the lowest quartiles in core curriculum areas as an initial recommendation for enrollment in the 21<sup>st</sup> Century program. As the year progresses and additional data are gathered, such as behavior referrals and school grades, new students are identified for possible recruitment to the 21<sup>st</sup> Century program. Once identified, phone calls and letters are sent to parents encouraging them to enroll their children. For successive years (YRS 2-5), many of the same students continue to enroll until they move into middle school. The Project Manager and school staff

will monitor district data to identify new students who have a high need for the program. Guidance counselors, teachers, deans, and staff at the school may refer students based on individual needs.

Retention of students is important by maintaining dynamic activities in the 21<sup>st</sup> Century program. Additionally a well-organized structure and prepared program keep parental interest in ensuring children attend. This is why a wide array of enrichment activities, and having partnerships in particular with college groups, is vital to programming success. Having strong academic support in addition to fun and relevant activities keeps students engaged and happy. Tutoring and mentoring at all 21<sup>st</sup> Century sites will also foster a higher retention rates through personal relationships and personal referrals.

Parents will be regularly invited to participate in their child's 21<sup>st</sup> Century experiences in the program activities. They will be encouraged to be engaged in the 21<sup>st</sup> Century program, through their students and through family member events when they arrive to check out their children where 21<sup>st</sup> Century staff may review activities and give them updates on progress. They will be invited to participate in future planned activities in a timely manner so that they have time to make arrangements at their place of work. Student project work will be displayed for parents to see. Family members will receive an interim report on progress on the project-based learning (PBL) activities and assessments. Family members will be invited to meet with teachers and the site coordinator of the 21<sup>st</sup> Century program.

### **5.6.c Student Program Activities**

Project-based learning (PBL) activities and topics will be selected by the students on a 12-14 week basis each semester. The summer program will have short PBL activities over a 6 week period from June – July. Students will explore each topic through discussion, fieldwork, representation, investigation, and displays. Twenty-first Century students will answer key driving questions for each PBL and present their discoveries to adult family members at an end-of-project event.

### ***ACADEMIC ENRICHMENT***

Project Discovery will provide academic enrichment activities each day of programming to include reading/language arts, mathematics, and/or science. Each performance-based objective outlined below will be provided by certified teachers in a 1:10 ratio. These ratios may be accomplished with the help of classroom aides, but academic instruction will be directed by a certified teacher.

## READING/LITERACY

Academic activities will draw from The Partnership for 21<sup>st</sup> Century Skills. For the first two objectives, this includes two of the four Learning and Innovation Skills: creativity and communication. It also reinforces specific knowledge in core subjects and an understanding of 21<sup>st</sup> Century themes such as global awareness. Students will rotate through academically focused and well-designed activities each day. Using inquiry-guided learning, students will enrich their skills and strategies in reading, writing, math, and science. Reading and writing activities will include creative writing, Readers' Theater, and book clubs.

Elementary Book Clubs will offer a variety of literacy experiences throughout the course of the program year. Book clubs will be age appropriate depending on the grade level. Lessons will be skill specific and a variety of activities will be provided within the book clubs for elementary students. Skills such as story comprehension, listening, retelling, etc. may be the focus of that particular lesson. The teacher will make the Book Club book selection based on the chosen PBL topic. This activity directly supports reading fluency skills – one of the Common Core Standards - Foundation Skills. This will be offered one-two times per week.

## MATH/STEM

As part of the academic enrichment activities provided daily, students will rotate through academically focused and well-designed activities and will include two of the four Learning and Innovation Skills: Critical Thinking (inquiry) and Collaboration. A Florida certified teacher will engage students in math and science projects to include AIMS (Activities that Integrate Math and Science) and GEMS (Great Explorations in Math and Science). Both activities use a hands-on, student-centered approach that promotes thinking and understanding. These will be offered one-two times per week with a teacher to student ratio of 1:10.

*PERSONAL ENRICHMENT* – Health and Nutrition, Art and Culture

Project Discovery will provide one full hour of personal enrichment activities each day of programming to include knowledge of health and nutrition and arts and culture activities. Each activity outlined below will be provided by certified teachers in a 1:10 ratio. These ratios may be accomplished with the help of classroom aides

According to a Re-Investing in Arts Education article

<http://www.pcah.gov/sites/default/files/photos/PCAH%20Report%20Summary%20and%20Recommendations.>

[pdf](#)) "two seminal studies with large sample sizes from the late 1900s showed that low income kids who participated in arts education were 4 times more likely to have high academic achievement and 3 times more likely to have high attendance than those who didn't." And according to an article published by the National Assembly of State Arts Agencies (<http://www.nasaa-arts.org/Publications/critical-evidence.pdf>) there was a national study out of the University of California at Los Angeles where researchers found students with high arts involvement performed better than the control students with low arts involvement when it came to performance on standardized tests. In addition, they also "reported less boredom in school." Project Discovery activities may include music lessons on various instruments, learning about music and art from around the world, styles of architecture, different art mediums and styles, learning the difference between music genres, the birth of artistic and/or music genres, identifying master artists in music and art, and career education in the arts and music fields.

In terms of nutrition and school performance, "existing data suggests that with better nutrition students are better able to learn, students have fewer absences and students' behavior improves, causing fewer disruptions in the classroom." (<http://www.extension.org/pages/68774/3-ways-nutrition-influences-student-learning-potential-and-school-performance#.VUDpEKP8E>) Physical activity may lead to increased attention span and concentration. Activities may include strategies for selecting, comparing, and contrasting nutritional foods, adequate intake of nutrition, potential effects of poor nutrition, effects of good nutritional habits on exercise, brain function, and mood, food as a function of family gatherings, sports as a driver for developing the body's need for nutrition, research and application of sports and fitness activities which help develop strong bodies to support the cycle of good health through nutrition and exercise.

The Alachua County school district is actively pursuing programs that build STEM skills – one being in the area of robotics. Two project-based learning (PBL) activities were developed for this proposal and each integrates both academic AND personal enrichment activities and align with the local STEM initiative: "Robotics" and "Use Mirrors." The Robotics PBL will help students build skills in science, engineering, and technology and will enable them to apply the processes of scientific inquiry and engineering design, using the tools of technology to enhance learning. In the "Use Mirrors" PBL, students will manipulate light rays using plane mirrors and will learn the elementary geometry of points, lines, and angles and how to use mirrors to redirect light. Concepts of light and color open up deeper student understanding in many fields, from microscopy to astronomy.

***A typical day in the Project Discovery afterschool program:***

Upon dismissal from regular day school, 21st CCLC students will report to a designated location such as the cafeteria or media center for check-in and snack distribution. Regular day staff and 21st CCLC staff will monitor the campus to ensure students report directly to the program. After checking in with a designated staff member who keeps attendance records, students will be given a snack (unless they are extended day schools, whereby students have had their snacks prior to programming). During this time, students are seated at designated tables by grade levels while under the supervision of staff, and enjoy a few moments of social interaction while they eat. One staff member may be designated per grade level.

Shortly afterward, students will begin homework and studying for class exams. Students may study in small groups or partners, while staff circulates and assists as needed. Community volunteers may work with small groups on specific assignments or tutor for specific skill sets. Students who have completed homework and demonstrate preparedness for exams may be rewarded with a variety of activities such as peer tutoring, board games, recreation, and book clubs.

After homework/study time is completed, students break out into grade levels for Project Based Learning (PBL) academic and personal enrichment activities. Teachers walk with students to their classrooms for Project Based Learning (PBL) time with a 1:10 staff to student ratio. During this time, students engage in integrated language-arts/reading, math, science explorations and hands-on learning through the facilitation of teachers, vendor-contractors, and teacher support staff. Students will engage in explorations and applications of ideas and skill sets using a variety of modalities. Modalities include the five senses (touch, taste, smell, listening, seeing) in addition to kinesthetic, rhythmic and melodic, direct and indirect experiences, sequencing, logic, reflection, and more. Students will participate in multiple modalities to develop their deepest understandings and to also generate inquiries for further understandings and explorations. It is a continual cycle of learning, as students explore, ask questions, experiment, develop understanding which generate more inquiries and explorations and understandings. Working together in teams, students will research and write, conduct mathematical calculations and apply their calculations through hands-on STEAM activities (Science, Technology, Engineering, Arts, Math). This is an active learning environment with student interaction and movement, alternated with quiet reflective and application of learning time. Teachers and support staff act as facilitators of learning, not as lecturers. It is a time of hands-on learning, within a structured classroom setting. Each class ends with a review.

Materials used for PBL's include materials necessary for project explorations. Depending on the projects, a variety of materials may be used such as robotics kits for a robotics project, computers for research and graphics, science equipment for explorations and skill sets, dry erase boards as a tool for the teacher to checking for understanding as students write responses to questions, small hand tools, graphing paper, crayons, glue, scissors, construction paper, writing paper and writing tools, display boards for project displays, cameras and video devices for photography projects, reading books for background information, math tools for concrete learning of skills, artistic tools such as paint brushes and canvas or ceramics as part of cultural understandings, cultural items for explorations and research on computers of cultural examples.

Each day, certain grade levels will attend PBL academic explorations and applications, however, every grade level will participate at least twice weekly for one hour each day. Students who are not in PBL academics during the first-hour rotation will participate in extended PBL culture and arts, health and nutrition, fitness, and college-career readiness. During these activities, students will engage in activities which may be delivered by 21st CCLC staff, contract-vendors, and volunteers. Culture and arts activities will be integrated with the project through a variety of art techniques such as visual arts, dance, music, creative compositions and expressions. The content will coordinate with the project so that students continue the cycle of learning through explorations and understandings. Students will explore cultures and arts related to the projects through guest speakers and creative expressions such as clay modeling, ceramics, paint or sketching, collages, poetry and expressive writing, music and rhythm compositions, drama and dance experiences and expressions. Health and nutrition along with fitness will coordinate with the project through activities which are integrated with skills tied directly to the project. Skills, activities, and materials may include mechanics of muscles and body structure, foods of other cultures, calorie and content comparisons, variety of exercises and movements. An example of integration of PBL extended into personal enrichment is comparing and contrasting the movement of a robot with that of a human, and the nutritional and fitness differences of each, and how that is useful or not useful to people and jobs. Inclusion of robotic usefulness to people and jobs will tie in the college and career readiness component as students engage in research and discussions, and begin to think about what they have learned during the PBL academic classes as related to the work industry.

Clean-up and preparation for the next one-hour rotation begins after the one-hour PBL. Different groups will rotate through the same activities, so that within the week every student has participated in every activity. Within five minutes, rotations are complete as teachers walk with students to their next class.

At the conclusion of the second-hour rotation, students will spend the remaining ten minutes with their teachers for a quick review of the day and a reflection of what they have learned. It is a time for structured interaction between students, and between students and staff. It is an open dialogue time, and a time to be recognized and praised for achievements.

Programming will conclude with dismissal. Students walk to their buses at the bus loop, or meet their parents at the car pick-up loop, or walk/bike home. Staff walks with students to their designated locations, and ensures students are dismissed according to parental directives, and with parental approved adults who present ID and are allowed to pick them up. Staff communicate by radio to ensure all students are accounted for, dismissed safely, and campus is clear.

#### **5.6.d Adult Family Member Program Activities**

A high number of family members and care takers reside in high poverty neighborhoods and areas where a significant number of residents don't even have a high school education. Families need assistance in building resilience factors, such as better understanding their community resources and what they have to offer in terms of social services and other services that can help meet basic needs and provide a more stable environment for their children.

Project Discovery will offer family members and caregivers at least 6 events where they will be in direct contact with community resource representatives who can directly assist them with meeting identified needs. One such community resource is the local United Way. Through Project Discovery family member events, United Way Partners will provide family healthy lifestyles literacy events through their Reading Pals program and dental care program. Reading Pals volunteers will mentor and tutor students during programming, with follow-up family event topics on healthy lifestyles literature such as Scholastic books, My Plate activities, financial literacy, and social service agency resources. Additionally, United Way will provide free dental care to qualifying students and dental health education to families of students. These six community resource events will be provided periodically across the 21st Century program year. The goal is to serve at least a third of the families of actively participating students in the 21st Century program at each site, or 25 family members. Family members will be recruited through flyers home, newsletters, through the students themselves, 21st Century staff during parent pick-ups, and through the website.

Designated 21<sup>st</sup> Century sites will employ a number of strategies to build participation in the program by family members of active students in the program. These strategies include:

- Schedule individual parent/student meetings to review student progress and to garner family feedback.
- Parents will be encouraged to become tutors during the program.
- Family is invited to see their 21<sup>st</sup> Century student(s) demonstrate what they have learned in the program, such a Project-Based Learning (PBL) end product.
- Monthly invitation for parents to participate in personal enrichment activities with their children as an engagement building opportunity between family and student, and between school and family.

#### **5.6.e Staffing Plan and Professional Development**

The Project Manager, a school district employee, will work with each school site's school principal and the district's Human Resources department to advertise, recruit, interview, and hire the teachers, site coordinators, and tutors required to operate the 21<sup>st</sup> Century program successfully. In addition, the Project Manager will work with site coordinators and school principals when recruiting and using volunteers for the 21<sup>st</sup> Century program.

Site Coordinators will oversee daily operation of 21<sup>st</sup> Century programs at each school. They will be responsible for collaborating with regular-day teachers, school and district personnel, and supervising all paid and unpaid staff. Site Coordinators shall possess a Bachelor's or Associate degree with experience in education strongly preferred. Preference for site coordinators will be given to regular-day teachers in the school where the site is located. The overall program will be administered by a Project Manager who will coordinate activities at each site and across the district.

Certified teachers will be enlisted to assist students and provide instruction for core subject areas and homework help correlated to content standards. Preference will be given to day-school teachers in the school where the site is located. Staffing ratios will be 1 teacher per 10 students. Volunteers will be utilized, where appropriate, to assist students and supplement instruction and homework help.

Program evaluation will be conducted by the Project Manager and an external evaluator. An Advisory Committee composed of community representatives, parents, teachers, and students will meet on a regular basis to review progress, to determine program efficacy, and to recommend changes.

The Project Manager will attend state and national meetings/conferences as required and additional training provided by the district in order to directly support managing a large after-school program. The Project Manager will conduct a program orientation, prior to the implementation of Project Discovery, for all identified staff members at the individual sites. Staff will be familiarized with the tenets of the program, the program's goals and objectives, documentation requirements for the program, data collection activities, program site visits, and information on other sites operating across the district.

Project Discovery staff will also be provided opportunities to participate in training that directly supports effective and successful running of after-school programs. A Year 1 professional Development plan is outlined below:

YEAR 1	Project Manager meets with Principals & Coordinators for orientation training and planning a new program (compliance, scheduling, staffing, objectives, safety, handbooks)
	New Staff Orientation training
	Webinars as offered will be made available to all staff and administration. Project Manager will participate in webinars as appropriate
	PCG STEM training for certified teachers, orientation to lesson plans, materials, and procedures and implementation
	Coordinator training in use of data collection procedures and timelines, deliverables, and how to keep records for data collection
	PBL training
	State Conference-Project Manager and additional staff as required
YEARS 2-5	Deliverables Update training, new employee orientation, PBL training as needed

All 21<sup>st</sup> Century site staff will complete annual surveys to capture anecdotal data on program improvements, including professional development needs/requests. This data will feed directly into the program professional development plan for the following year.

**5.6.f Program Site**

All three proposed 21<sup>st</sup> CCLC sites are located at elementary schools that have adequate classroom space, libraries, computer labs, safe recreational areas, cafeterias, and study areas. These elementary schools have the capacity to serve anywhere between 400-600 students. Because the 21<sup>st</sup> Century sites are also elementary schools, both students and families have full access to these facilities during regular school day hours (Monday – Friday) as well as during after school hours (Idylwild & Metcalfe M-Th; Lake Forest M,T,Th & F). These centers have passed required building safety, health, and fire inspections. These facilities have sufficient space to secure and maintain 21<sup>st</sup> Century equipment and resources.

### **5.6.g Safety and Student Transportation**

Site Coordinators will take attendance daily. Students will be scheduled to work with individual activity leaders, and those individuals will be required to maintain direct visual supervision of students at all times. Parents provide a list of family/friends that are authorized to pick up children to each school, and this list must be consulted before releasing children to persons other than known parents or guardians. Site Coordinators will utilize the same procedures as required for the school district's day-school and Extended Day Enrichment Program. Parents and/or family/friends picking up students prior to the end of the program day will be required to sign the student out of the program and record the time they leave through the Site Coordinator. Identification will be checked for all individuals picking up students unless personally known by the Site Coordinator.

Each school site will utilize portable radios and intercom systems to maintain contact between program staff, Site Coordinators, and the school's front office. All sites have controlled access to facilities, which prevents admittance to the site without passing through a front-office area. Each school and site also maintains a check-in/check-out procedure for visitors and volunteers who visit during the school day and during after-school activities.

School district policy will be followed for all personnel and persons who come into direct contact with students or are on school ground during hours when students are present. All school personnel and contractors are fingerprinted and must have a Level-II Background check completed before working around children at any time during the day, as aligned with the **Jessica Lunsford Act**.

Teachers working with students, particularly those providing academic enrichment, will be certified. All three sites will use day-school teachers to support the after-school program, and these teachers are required

to be certified to teach in the district public school system. At least one staff member of the 21<sup>st</sup> Century sites will be on site at all times with CPR and First Aid certification.

The three Project Discovery sites will be located at schools and will not require transportation of students to the site as most attending students are enrolled at the school. Students at these sites not picked up by parents or authorized to walk home by parents, will be provided transportation at the end of the program each day via county school buses coordinated through the district's transportation department. The transportation department will have a roster of students requiring transportation from the program to their homes and will coordinate appropriate routes. After-school bus transportation will not exceed 1 hour in duration.

#### **5.6.h Dissemination Plan**

The Project Manager will disseminate information and promote Project Discovery at participating schools' Open House events. Parents will be notified about program progress quarterly through school newsletters that will be sent home with students and published on 21<sup>st</sup> Century websites for each participating school. The School Board's Public Information Officer, participating school principals, community partners, and the Project Manager will disseminate information to broadly market the program using flyers, the district website, school websites, public displays in the schools, and public service announcements on TV and/or radio.

Project Discovery information will be published on each school site where the program is located and will include a description of the program, the hours of operation, contact information for the Site Coordinator, and a copy of the approved grant narrative and will be available within one month of the receipt of the notification of the award. In addition, these sites will provide 21<sup>st</sup> Century registration forms (in English and Spanish), progress reports in meeting proposed goals and objectives, scheduled services, and links to products created by students through PBL projects. Websites will be updated monthly at minimum. Reports to the Advisory Board will be bi-annual.

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