

S.T.R. E.A.M. Project-based After School Academies: Educating and Inspiring Every Student to be Successful.

5.1 Project Abstract: The School District of Indian River County (SDIRC) in partnership with The Learning Alliance and ten other community partners, will implement a 21st Century Community Learning Center project, *S.T.R.E.A.M. Project-Based After School Academies: Educating And Inspiring Every Student To Be Successful*, that provides students with unique and engaging project based learning opportunities. The after-school programs will operate at two public school sites in the City of Sebastian, FL, Sebastian Elementary (SE) and Treasure Coast Elementary (TCE). The schools are identified with having a significant student need as indicated by low academic achievement levels, academic growth, and lack of opportunity available to engage students in interactive STEM based learning experiences. *The project will serve 195 students total at the two sites during the regular school year /2.5 hours per day (M-Th) and 2 hrs. per day/Friday, 159 days/ 36 weeks.* Project Design: Students will experience high quality project-based learning (PBL) activities where they can practice new skills, receive individualized instruction and explore in depth a broad range of topics, expanding students' educational experiences. Outcomes for PBL activities result in student generated products, representing the academic content outlined in the program objectives. Additionally, the after school program will include workshops and training for parents to assist them with the knowledge needed to bridge learning from school to home, learning skills to become actively engaged in their child's learning. Services provided through the after-school program include participation in PBL activities, field-trips related to project themes/concepts, tutoring/homework help, mentoring, physical education/recreation activities, art/music activities connected to theme when appropriate, character education and mentoring services. Population: Priority preference for this target group are students in grades 1-5 that have been identified in need of additional support through recommendations from schools' problem solving teams, academic deficiencies, grade retention, parent recommendations and homeless students. Other students will be enrolled in the after-school program after

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students identified for priority preference have been enrolled. The \$139,870 grant will support School District efforts and strategies to improve outcomes related to student performance and the **“Moonshot” Moment Goal to have 90% all students reading on grade-level by 3rd grade.**

5.2. Needs Assessment (10 Points Total): Students attending SE and TCE have limited access to afterschool programs due to lack of funding and availability of affordable programs. Lack of transportation is also a barrier to student participation. The 21st CCLC leadership team used numerous data elements from a variety of sources to identify target populations and pinpoint strategies to meet the educational needs of students and their families. Using student performance data on the Florida Comprehensive Achievement Test 2.0 (FCAT) from The Florida Department of Education website, it is clear to see the majority of students in the following schools are struggling to meet state proficiency levels for grade level standards in reading, math science and writing.

The following data details the ten risk factors that place students in jeopardy of academic failure. One factor that effect students and families is the (1) unemployment rate for Indian River County is higher at 6.0% than the state as a whole at 5.4% (US Bureau of Labor Statistics, 1/2015.). The number of individuals and families in St. Lucie County whose income is below the (2) poverty level in the last 12 months is 16.1%, with children 18 and younger and 16.4% for 5 and younger. This is higher than the national percentage at 14.5% (US Department of Commerce, 2011). Furthermore, the February 2015 (3) Title I Public School Eligibility Survey indicates the free/reduced lunch district average is 62%. This means 10,029 of the district’s 16,183 students enrolled in SDIC meet Title I eligibility. The same survey indicates 70% of Sebastian and 68% of Treasure Coast students are eligible for free/reduced meals. Feeding America, with the support from the ConAgra Foods Foundation, recently updated its “Map the Meal Gap,” study (April 14, 2015) which reveals that individuals and children are still struggling with hunger in every county,

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including Indian River country. The study, using meal food costs data from The Nielson Company, indicates \$3.17 is the average price per meal in Indian River County. This is above the \$2.79 national average cost spent on a meal by food secure persons. The food budget shortfall per person per week is \$18.49, with a total shortfall of \$12,802,000 or 4,040,900 meals. According to the study, 27.5 % of Indian River County children are food insecure, with 7,070 kids not knowing where their next meal is coming from. 21% of food insecure children in Indian River County do NOT qualify for federal child nutrition programs and often must rely on charitable food assistance programs. There are several educational impacts for students from low-income families as a high percentage of students who drop out of high school and college are low-income, of ethnic minority status or have disabilities. Other risk factors, such as living in a single-parent family or low parent education levels, especially when combined with poverty, can increase children's chances of adverse outcomes. Additionally, children affected by multiple risks are the most likely to experience school failure and other negative outcomes (Robbins, Stagman, & Smith, 2012). Florida Department of Health data further documents the needs in the community served by this grant reporting (4) 31.5% of births in Indian River County were from single mothers ranging in age from 15-19 from 2011-2013. The rate in Indian River increased from 28.2 in 2013 and it was higher, 31.5 per 1,000 females, than the rate in Florida, 26.7 per 1,000 females. Research has shown children born to new mothers with less than a high-school education, have a risk factor for developmental delays in language and social skills. The same report also shows (5) substance abuse rates among middle school students for tobacco use was (3.4%), alcohol use (12.8%), and marijuana use was (5.0%). The rates are higher than the state percentage at 3.3%, 12.3 and 4.2% respectively. These statistics are significant as the National Household Survey on Drug Abuse (2000), determined approximately 52% of youths who had smoked cigarettes and 66% of youths who drank alcohol heavily within the past month were also past month users of illicit drugs.

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US Census Bureau, American Community Survey, 2013, showed (6) 11% of the population in Sebastian aged 25 years and older has not attained a high school diploma or equivalent level of education. This is significant when educational attainment for the county as a whole is 8.5%. Telephone survey data of from (7) The Indian River County Children's Assessment (2014) conducted by the Health Council of Southeast Florida, indicates that community stakeholders identified poverty/homelessness, lack of transportation, and lack of out-of-school programs as the biggest problems related to children's well-being in the Indian River community. (8) One of the recommendations to improve the lack of out-of-school care and transportation was for the School District to collaborate with other organizations to bring programs to kids as an extension of their day. The Children's Assessment identified out of school enrichment programs as one of the six focus areas to improve the community's efforts toward improving the wellbeing of the county's children. Increasing numbers of grandparents are becoming surrogate parents to grandchildren. (9) US Census Bureau, American Community Survey, 2013, reported that an alarming 57.5% of grandparents in the City of Sebastian are responsible for their grandchildren. This statistic is significantly higher than Indian River County (38.7%) and the State at 35.9%. Results from the National Institute of Health (NIHS), Psychiar Services, 2007 November 21, Author Manuscript, showed that custodial grandchildren are at greater risk of emotional and behavioral problems than children in general. A major reason grandparent care for their grandchildren is due to predicaments among their parents such as substance abuse, child abuse/neglect, teenage pregnancy, death, illness, divorce, and incarceration. Such situations expose the grandchildren to prenatal toxins, early childhood trauma, family conflict, social stigma and uncertainty about the future.

The 2014 America's Youngest Outcasts Report published by *The National Center on Family Homelessness at American Institutes for Research (AIR)* reveals that many homeless children struggle in school, missing days, repeating grades, and drop out entirely. The (10) Department of

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Children and Families, Council on Homelessness reported that there was nearly a 17% increase in the number of homeless individuals in Indian River between 2009 and 2013 report. Indian River County reported 887 homeless individuals in 2013. The Treasure Coast Homeless Services Council, Inc., annual point in time homeless count compiled by the Health Council of Southeast Florida, 2014 shows 317 homeless youth as of January 2014 in Indian River County.

The ten risk factors detailed above clearly establish the need for targeting afterschool programs in the two schools and the Sebastian community. With that stated, the 21st CCLC programs will provide students with a safe learning environment; one that will support, encourage and inspire students to be creative and innovative and meet the needs of the targeted students and their adult family members. The 21st CCLC program will offer students the opportunity to overcome the list of risk-factors described above.

5.3 Evaluation Plan (15 Points): (a) The evaluation is intended to provide data that will enable the Project Manager and 21st CCLC Advisory board to analyze progress towards achieving the proposed goals and objectives of this project. Evaluation questions for this proposal are designed to gather the required data needed for several purposes: (1) to support the Annual Performance Report (APR), (2) to gather implementation data for program improvement, and (3) to investigate the impact of PBL on students attending the afterschool program. A brief sample of evaluation questions are as follows: (1) What percent of participants have improved their English, math, science, and social studies grades from fall to spring?, (2). What percent of participants meet or exceed the proficiency level of performance on state assessments?, (3) Have 80% of regularly attending students produced an artifact that demonstrates their understanding of the reading and writing process that meets the appropriate criteria established in the teacher

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created rubric? These questions are aligned with the program description. Data results will allow the PS and Advisory board to evaluate progress toward meeting program goals or objectives. These questions intend to support character education programs by potentially flagging participating students whose behavior or achievement is not meeting standards each quarter. As such, managers can quickly remediate suspected problems and bring students back onto a positive track for achievement toward pupil progression.

Evaluation Strategy: Quantitative and qualitative data will be collected to answer the evaluation questions quarterly that supports a three period reporting system. Objective quantitative data for academic achievement, attendance, OSS, ISS, tardies, course grades, will be collected quarterly to continuously assess progress towards meeting each of the proposed goals and objectives. Qualitative data will be included in the form of survey results, teacher feedback on instrument development, observations, and content analysis in each of the reporting periods. The evaluation is integral to the project's planning, design, and implementation. Current data will be presented to the project managers at monthly meetings for up to date information that can impact changes in program strategies and activities based on evaluation findings. The relationship between decision-making and change is linked to deciding whether to continue, to terminate, to modify, or to refocus an activity. A formative evaluation will be presented to managers in a mid-year report that informs and drives decision-making regarding program implementation (baseline and mid-year assessments) to adequately demonstrate mid-year progress. The annual summative report will examine the impact of the program on various stakeholders (teachers, students, and parents). The impact will be measured through objective quantitative data as well as qualitative data in the form of perceptions using at least three time points (baseline, mid-year, and end-of-year). **Data Collection Process:** Quarter 1 and Quarter 2 represent the baseline and mid-year reporting

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periods. Quarters 3 and 4 define the End-of- Year reporting period. Data determined to be available will be gathered each quarter for presentation in the formative report. Those data determined to be In Progress, are surveys or data collection tools that are available, but must be reviewed to meet the goals of the grant. Other tools require input from school personnel and that will occur at the beginning of the school year, early enough to begin data gathering. Finally, some tools will be developed specifically for this grant and will be in development the first year. Quantitative behavioral data (i.e., Attendance, ISS, OSS, Tardy) intend to support the goals for character education program goals. Behavioral data will flag students early and then subsequently throughout the school year allowing the PS to remediate appropriate programs or tutoring to help students get back on a positive track. Content analysis using the lesson plans and descriptions in the PBL Plan will drive the focus lessons that must align with curricular standards which impacts student achievement. Observations of PBL lessons will document the incorporation of 21st CCLC Skills components as well as the Small Group Inquiry Model. Feedback from the teacher participation rubric/checklist will address the communication link between the day school teachers and afterschool teachers. The information from the checklists will flag students who have become disengaged from school activities. Monthly, the PS will collect all surveys complete tests results, and rubrics or checklists from site coordinators who collect data from the program teachers. The evaluator also uses SPSS to match program students to electronic files that house achievement data. As such the integrity and accuracy of the data is ensured. Analytic Methods: This evaluation is based on the mixed model methodology. According to Creswell (2003), a Mixed Method approach allows the researcher to integrate data at several stages of inquiry and employ the practices of both qualitative and quantitative research. Data are collected during three periods of the year. Types of data include qualitative and quantitative data because 'the examination of a given social phenomenon is often best accomplished through the use of several different methods (Babbie, 1997, p.27).

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Essentially, the scope of the project is designed to monitor students' behavior and academic achievement monitoring students' progression toward meeting benchmarks in the district's pupil progression which tracks aligned to meeting criteria for high school graduation. As such, achievement and behavioral data will be collected and presented in tables to provide descriptive information that will show the number of students progressing at grade level. These data are aligned with the APR requirements and project goals and objectives. Qualitative data, such as surveys, checklists and observations, will enable the project managers to focus on the implementation of the project. Patton (1987) suggests that qualitative methods are particularly appropriate to use with Case Studies, and Implementation Evaluations. The checklists, rubrics, surveys, and observation tool will all be under construction during the first year. However, data from these tools will be reported, as all other data by month and more formally through the formative report. The responsibility of the evaluator is to ensure throughout program development, that the program's description is kept up-to-date, reflecting how the program is actually being conducted (King, Morris, & Fitz-Gibbon, 1987, p. 18).

While the implementation of the program is the main function of the outside evaluator, a proposal will be made to teachers to investigate their participation in PBL. Dana and Yendol- Silva (2003) define teacher inquiry as a focus on the concerns of teachers and engages teachers in the design, data collection, and interpretation of data around their question. While all teachers reflect on their practice, teacher inquiry invites intentional, planned reflection, heightening the focus on the centered problem. It is a goal of this evaluation to invite teachers to conduct the teacher inquiry model, also known as Action Research, in the PBL. The evaluator will provide training and monitoring. Project evaluation will be conducted by EduMatrix, 21st CLCC evaluation team. The evaluation results will be used to refine, improve and strengthen the quality of the 21st CCLC program. The evaluation findings will be disseminated to school participants, family and community members by posting the summative report on the school and district 21st

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CCLC website. Findings will be shared with the 21st CCLC Advisory board and school based principal. (5.3.b.) completed via web-based system.

5.4 Experience and Capacity (7 points): SDIRC has extensive experience in implementing after- school programs and activities directed at enhancing students' educational experiences and academic achievement. SDIRC was awarded and successfully implemented a three-year 21st CCLC program at the Federal level in 2001, USDE Award # R287A990468 The district was again awarded a new 21st CCLC grant award during the 2009-2010 funding period which served students and families in two of our district schools, FLDOE Award #310-2440A-0CCC1. In school year 2005, the district was awarded a competitive three-year Carol M White Physical Education Program, PR/Award #Q215F041357, grant totaling \$1,317,494. Listed above are the official FLDOE assigned project numbers providing proof of project awards. Previous success of our current 21st CCLC program has been documented by grant program officers conducting reporting in their annual reports, our success with developing an organized, dedicated, and capable administrative structure, maintaining effective lines of communication among program leaders, and cultivating strong relationships with the district's school board. The Supervisor of Extended Day successfully managed the district's prior 21st CCLC program for three years. The district's Project Specialist, with over 25 years of grant development/management experience, provides direct program support to ensure compliance with 21st CCLC requirements. The district's Title I Department has extensive experience implementing successful afterschool programs. The Title I Program monitors funds, and provides technical support and infrastructure for all district Title I schools to institute their own school based after-school program. SDIRC's partners are also experienced providing educational programs. For example, the Learning Alliance implements successful Moonshot Academy afterschool programs at both schools. The Environmental Learning Center provides stimulating environmental programs for our students. Riverside Children's Theater offers classes, camps, and training opportunities in the areas of theatre, dance, music,

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and video offers classes, camps, ages on a year round basis.

5.5 Community Collaboration and Partnerships (13 points): **(5.5.a.)** The district staff met with each schools' leadership team and teachers to inform the them of the program and solicit input. District staff also contacted potential community partners to inform them of the grant and solicit support. District staff then met again with school teams at each school to develop program project plans and activities included in this application. Once awarded a 21st CCLC grant, parents, students and community partners will continue their roles to serve on the 21st CCLC Advisory board. The district/school websites will also provide extensive information about the 21st CCLC program to community members. **(5.5.b)** SDRIC has an established annual consultation process for non-public schools and community members to participate in Federal Programs. The annual Federal Consultation meeting was held March 11th, 2015. Invitations were sent by certified mail to non-public schools and notification of our intent to submit was published on the district website. **(5.5.c.)** SDIRC works closely with community agencies and organizations to enhance services in our community. Listed below are the primary community partners that will support the 21st CCLC program.

Partner	Support/Contribution
The Learning Alliance (PRIMARY PARTNER)	Moonshot Academies - Intensive small group tutorial & enrichment activities and materials. Family workshops in the area of literacy.
Substance Abuse Council of IRC	Character education and dropout prevention strategies through the delivery of Life Skills curriculum.
Indian River County Health Department	Provide in-kind activities for students through nutrition-based programs to include 5210 Let's Go! Program.
Riverside Children's Theatre	Support for enrichment activities to include instruction in drama, dance, music and involvement in the production process
Sebastian Police Department	Training for students/parents/staff: bicycle/pedestrian safety, stranger danger, and response to emergency situations.

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Indian River County Sheriff	Safety and crime prevention programs.
American Red Cross	Provide age appropriate preparedness information and land-based water safety instruction.
The Environmental Learning Center	In-kind support for environmental education programs/workshops.
Humane Society – Vero Beach & IRC	Animal-related programs incorporating science, language and safety skills.
Literacy Council of IRC	Literacy services for adult family members
Homeless Family Center	Adult Family member training/services – including employment training, financial planning, health services, and referral to community services. Also HFC works closely with the district to secure grant funding for special projects such as 21 st CCLC.
SDIRC – Extended Day Program/ Tech. Ctr./Adult Education	Principal – Program administration and 21 st CCLC Supervisor to provide project oversight, parent workshops
SDIRC – Food Service Department	Free daily snacks that meet USDA requirements.
SDIRC – Professional Development Dept.	Staff training: STEM lesson development, modeling/coaching, Bullying, Safety, Ethics, parent workshops (Fl Standards)

The district will record the value of the in-kind services through documentation provided by its partners. Following federal tax guidelines, partners will describe the services provided, including dates of service. Value of the service will be assessed using real market value. The Project Supervisor (PS) will have the responsibility of maintaining and documenting services provided. 3.) As a school district, several prominent leaders in our organization are directly involved with and support other community agencies by serving on community boards, and community planning teams. It is through these relationships, that our organization will work to identify common needs, and resources to further expand upon and not duplicate services to

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similar target groups. District staff actively seeks grant funding to support district initiatives with community partners and non-profit agencies to identify collaborative projects and grant opportunities of mutual benefit. Through this process, we will collaborate with existing partners to maintain and find alternate means to continue their support for activities included in this project.

5.5.d. Collaboration with Regular School Day: Extended learning time is identified in the schools' 2014-2015 School Improvement Plan as an *instructional strategy* to provide and differentiate instruction to meet the diverse needs of students. The 21st CCLC will supplement existing efforts to meet the needs of targeted students. The 21st CCLC Project Supervisor will communicate (via email, telephone, site visits) with school administrators on a weekly basis to ensure collaboration with the schools. School Site coordinators will use a 21st CCLC progress monitoring checklist to facilitate communication between regular day teachers and teachers in the after-school program. The checklist will include data elements aligned to grant objectives, including behavior and participation. Teachers will be hired from the regular day staff. An effort will be made to place teachers at their current grade level as this will enable teachers to be familiar with the Florida Standards and regular classroom objectives, and the learning styles and need of the students. Program teachers will disseminate progress checklists to regular day teachers and parents bi-weekly. The principals, site coordinators, parents and students are members of the 21st CCLC Advisory Committee. The Advisory meets twice per year. 2.) The PS serves on the school's SAC committee, which meets quarterly. The PS's role is to support collaboration with teachers in the after-school program, day school teachers, parents and community. Site coordinators teach during the regular day and can verify and ensure program activities support students in and out of school. Site coordinators have access to school records and will assist the PS in obtaining data for program evaluation. 3.) Both schools receive Learning Alliance funding and will utilize those funds to support activities in the 21st CCLC program. Most notably, efforts to reach parents

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through community parent nights will be conducted in conjunction with 21st CCLC family nights to maximize parents' time and off-set associated costs. If the SAC determined a need to expand after-school services to additional students beyond those included in the grant, it is possible that other grant funding could be sought to support additional teachers to work in the after-school. Each school site's coordinator will recruit volunteers for activities when appropriate. Project Based Learning Activities: project teams from each school site developed the projects described below: Sebastian Elementary and Treasure Coast. Both schools will utilize Zula Science Kits for PBL activities. According to a student survey conducted April 2014, students expressed an interest in learning about their environment. Students expressed a need to see "first-hand" how the world has interconnectedness to the land, sea, sky, all living things and non-living things. Teachers will begin the project with students brainstorming ideas to the driving questions: How is everything around me interconnected? How can I make the world a better place? This nine week project will allow students to understand their community first hand as they conduct research by traveling to different community treasures or listening to presenters from such organizations as: Environmental Learning Center, Manatee Center, Indian River State College Planetarium, and NASA outreach center. One hour each day for a nine-week period students will engage in 21st century skills as they collaborate on projects, communicate ideas, think critically about what they are learning and problem solve ways in which the world is connected. When students understand how their education is relevant to their lives and their future careers, they tend to be more engaged and ultimately, more successful. (Project # 2) 5210 Let's Go! The enrichment activities will include physical movement, spiritual wellness, and educational guidance for overall personal success. The goal of Mind, Body and Spirit will be to ensure that students are healthy in life and are ready to learn. Staff will promote healthy behaviors (such as, maintaining a healthy weight and choosing to be physically active), selecting healthy nutrition and reduce risk-taking behaviors. Wellness: Mind, Body and Spirit will support SDIRC elementary schools students, parents and community.

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This will include educating students about healthy food choices, and adding physical activity into their daily lives. Programs implemented will provide students with opportunities to learn about healthy foods, discover what it means to have a healthy mind and healthy spirit. Students will also engage in physical activities as they learn how to keep their mind, body and spirit healthy. Students will participate in PBL activities daily for a minimum of one hour. During the remaining hours in the program, students will participate in activities that support PBL projects as teachers weave high interest themes in the arts, music, and recreational activities to expand the depth of students learning outside PBL activities when possible. Additional activities will include tutoring and Mentoring, Physical Education, Dropout Prevention and Character Education, Arts and Music Education. (3) As soon as snack is completed students will be offered a 45-minute enrichment activity, a 60-minute instructional activity, and homework assistance. Activities and schedules will vary according to student interest. Enrichment activities will be provided in a 1:15 ratio by teachers, support staff, and various professionals and will feature sports, cheerleading, dance, drama/theatre, gymnastics, nutrition/wellness, music, computer, Spanish and Book Clubs. Instructional activities will be taught by certified teachers in a 1:10 ratio and will feature Project-Based Learning activities in the areas of science, mathematics, and reading. STEM activities and Character Education will also be featured in many of the lessons. After polling instructional staff it was determined that science instruction was a concern and that more science reinforcement would be of a benefit to students. All PBL activities are tied to a curricular component connected to the district's scope and sequence and focus calendars, which are aligned to the Florida Standards. Such activities will be rich in technology, imagination, innovation and creativity that are designed to make learning easier and more engaging. Content vocabulary, extended reading and comprehension activities will be implemented within the theme of each project. (4) Students will be divided into subgroups by grade level. Each sub group will participate in distinct hands-on, project-based units. (5) Activities will occur 5 days per week during the program. (6) Students

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participating in extracurricular activities will receive their academic component through the 21st CCLC program allowing them to participate in the activity through their personal enrichment period of the program 45 minutes daily.

5.5.e. Sustainability Plan SDIRC will explore engaging in a partnership with community organizations and local foundations such as the The Learning Alliance, Indian River Education foundation, Big Brothers/Big Sisters and Boys and Girls Club to sustain the after-school program for future years at the end of the project. Sebastian and Treasure Coast are eligible for Title I funding. However, due to limited Title I funding availability, the district only allocates Title I funds to schools above 75.1% poverty. Should the schools' poverty reach 75.1% or higher, the schools will utilize Title I funds to offset cost of personnel by supplementing with Title I funding, if funds are available. SDIRC will collaborate with the Learning Alliance to identify additional fund sources and launch a financial campaign to support the after-school initiative. As funds decrease in year three of the project, SDIRC will submit grant proposals to the following foundations to support continuation of after-school programs: The Kresge Foundation, Hearst Foundation and Helios Foundation, Home Depot Foundation, Lowe's Foundation and Target.

Program Plan (30 points): (5.6.a.) Targeted Students. The two tables below describe the academic achievement and target population of students in the areas of Reading (R), Math (M) and Science (S) and Writing (W) at the two schools identified in this proposal. Both schools received a 2014-2015 Differentiated Accountability classification of "Prevent". The following narrative describes the trend data represented in Table 1.

Table 1 Annual Measurable Objective (AMOs) Data: <i>Reading and Math Proficiency Levels</i>						
School	% Satisfactory 2013 Reading	% Satisfactory 2014 Reading	% Change	% Satisfactory 2013 Math	% Satisfactory 2014 Math	Change %

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Sebastian Elem	64%	58%	-6.0%	51%	45%	-6%
Treasure Coast	51%	58%	+7%	43%	43%	0%

Table 2. Description of Target Population		
Target School	Sebastian Elementary	Treasure Coast Elementary
Grade Level	1-5	1-5
Number of 21 st CCLC Students	90	105
Percent Free & Reduced Meals	69.86	67.79
Academic Criteria/ Behavior Criteria	Low academic performance in grades (1-2) data from baseline, mid-year and predictive district benchmark assessments. Students scoring below State proficiency on Reading and Math in Grades (3-5). Homeless students will also have priority for services.	
At-risk Criteria	Lack of social skills where character education and smaller group instruction might positively influence student achievement. Homeless students will have priority for services.	

Review of state assessment data shows that both schools are struggling to reach proficiency levels and meet grade level standards in reading, math, science and writing. Trend data in reading for Sebastian and Treasure Coast shows 42% of students have not demonstrated proficiency. Sebastian had a drop of 6% in reading scores from the prior year. Although reading scores increased by 7% from the prior year for Treasure Coast, 42% of the students are not reaching proficiency. Trend data in math for Sebastian shows 55% of students not reaching proficiency and with 57% of Treasure Coast students not reaching the target. Sebastian data shows a drop of 7% from the prior year. Treasure Coast maintained the percentage of students not reaching proficiency from the prior year, however 57% of students were still not at the proficient level. Review of state assessment data also shows that both schools are struggling to reach proficiency levels and meet grade level standards in science and writing. Both schools are below the 54% state average for proficiency in SCIENCE.

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FCAT 2.0 Grade 5 Science	2013 % Proficient	2014 % Proficient	Change	% Below State Average
Sebastian Elementary	54	47	-7	-7
Treasure Coast Elementary	39	43	4	-11

Both schools are significantly below the 58% state average for proficiency in Writing. State AMO writing target for all students is 90%.

FCAT 2.0 and Florida Alternative Assessment (FAA) Grade 4 Writing	2013 % Proficient	2014 % Proficient	Change	% Below State Average
Sebastian Elementary	57	31	-26	-27
Treasure Coast Elementary	57	30	-27	-28

5.6.b – Recruitment and Retention: The district will give priority for participation to the most at-risk students; including homeless students. Program staff will work closely with school administrators to identify students who may benefit from program services. School staff will be consulted regarding recruitment of students and families who would benefit from the 21st CCLC program services. The program will use various methods to share program information and recruit students and their families such as flyers, mall events, open house and parent meetings. Information will be also posted on the school/district websites. The district strives to ensure that all students, including those participating in afterschool programs, have access to quality programming and have the resources necessary to be effective. Student attendance will be monitored weekly and contact will be made with parents to encourage regular attendance. Incentives/Awards may be used to encourage student attendance.

5.6.c. Student Program Activities: Students in grades one through five will begin participation in the 21st CCLC program as soon as their regular school day ends. Students will be served a healthy, nutritious snack provided by the SDIRC Food Service Department. As soon as snack is completed students will be offered a 45-minute enrichment activity, a 60-minute instructional activity, and homework assistance. Activities and schedules will vary according to student

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interest. Enrichment activities will be provided in a 1:15 ratio by teachers, support staff, and various professionals and will feature sports, cheerleading, dance, drama/theatre, gymnastics, nutrition/wellness, music, computer, Spanish and Book Clubs. Instructional activities will be taught by certified teachers in a 1:10 ratio and will feature Project-Based Learning activities in the areas of science, mathematics, and reading. STEM activities and Character Education will also be featured in many of the lessons. After polling instructional staff it was determined that science instruction was a concern and that more science reinforcement would be of a benefit to students. As a result of this request the 21st CCLC program will feature the *Zula Afterschool Discovery Science* program, which features hands-on, inquiry-based science activities. During their lessons students will go on a mission to learn about a physical, earth, and life science topics. Students will spend approximately nine weeks on a science topic such as: Combining Matter, Environment, Force, Habitats, Life Cycles, Light, Simple Machines, Water, Weather, and Rocks, Crystals, and Minerals. Students will rotate each nine weeks between the various subjects to develop their science vocabulary, communication skills, science and math skills and critical thinking. Students will also work on improving their reading and writing skills as they journal about their mission and what they have learned. Teachers will be hired from the regular day staff. An effort will be made to place teachers at their current grade level as this will enable teachers to be familiar with the Florida Standards and regular classroom objectives, and the learning styles and need of the students. Parents will be invited to attend activities and student presentations following unit completion. Periodically throughout the year we will feature guest speakers focusing on safety, the environment, character education, and fine arts. 21st CCLC enrichment services on Saturdays will be from 8:00 a.m. – 4:00 p.m. will feature a more informal approach to learning. Certified teachers will introduce topics that will be driven by themes that will include current and local events, holidays, theatre, environmental issues, character education, cultural diversity, health and wellness. **On these eight Saturdays for Sebastian Elementary and nine for Treasure Coast,**

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students are offered full eight hours of fun, educational activities centered around a different theme each month. The Saturdays will include educational field trips to locations such as Harbor Branch Oceanographic Institute, Kennedy Space Center, McKee Botanical Gardens and Orlando Science Center. All Saturdays and field trips are free and the District's the Food Service Department is providing lunches for the Saturday program. Parents will be invited to participate as presenters, volunteers and audience members. The program will be closed on official school holidays and/or inclement weather days, as announced by the Superintendent of Schools.

SAMPLE SCHEDULE

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st-5th	3:20	Snack in Cafe				
FIRST GRADE	3:45 – 4:45	Project Based Learning	Project Based Learning	Project Based Learning	Project Based Learning	Technology Lab
Mrs. Graham	4:45- 5:30	Enrichment Activities				
Ms. Shaw Room #612	5:30 - 6:00	Homework Assistance	Homework Assistance	Homework Assistance	Homework Assistance	Dismissal is 5:30 p.m.

5.6.d Adult Family Member Program Activities: Parents will be invited to attend daily activities and student presentations following unit completion. Parents will be invited to participate as

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advisory board members, presenters, volunteers and audience members. Family nights will be offered monthly and will feature topics that will assist parents with parenting skills, cultural awareness, character education, inform them of Florida Standards, classroom objectives, and the learning styles and need of their students. Most sessions will be an hour-long activity featuring instruction and hands on activities. Brochures featuring the Adult Education programs offerings at the SDIRC Technical Center for Career and Adult Education will be distributed to inform parents of GED classes, Nursing/Health Assistant programs, Computer, Welding, Spanish, English and Literacy courses and Citizenship.

5.6.e Staffing Plan and Professional Development: The 21st CCLC staff will be recruited from the site where the students attend school. School staff are already familiar with the students, parents, and SDIRC practices, policies and procedures. This knowledge is valuable and provides continuity between the day school and the afterschool programs. Students are comfortable with staff and procedures. Administrative staff will be consulted as to best placement of staff. Certified teachers will be employed to provide instructional services. Non-instructional staff may be employed to provide support services. Professional Development is an important component of the 21st CCLC Program. All staff participate in site-based and district professional development activities as part of their regular contract. However, the 21st CCLC staff will be provided with supplemental training opportunities. Staff development logs will be maintained as documentation.

5.6.f. Program Site: The School District of Indian River County (SDIRC) 21st CCLC programs will be offered at two school sites for the 2015-16 school year. The sites will include Sebastian Elementary School and Treasure Coast Elementary School. These sites are inspected by district safety personnel and are maintained by the district maintenance staff. Students will use the same classrooms, media center, cafeteria, multi-purpose rooms, computer labs, basketball courts, and playgrounds that they use during the school day. These sites are neighborhood schools where

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the students attend their regular day classes and students will remain at the site where they attend school. The students in the 21st CCLC program live in the communities in which the centers are located and therefore the sites are easily accessible to families. The students are familiar with the facility and school staff and this will make the transition from day school to afterschool program very effortless. These centers will offer safe havens for students after school while providing opportunities for learning and socializing with their classmates for students who otherwise might go home to empty houses and unhealthy influences.

5.6.g. Safety & Student Transportation: Student Safety is a major focus of the School District of Indian River County 21st CCLC program. The 21st CCLC adheres to the School District of Indian River County's policies and procedures in regard to safety regulations. The students in the 21st CCLC program live in the communities in which the centers are locate and therefore the sites are easily accessible to families. Students are escorted directly from the day classroom to the school cafeteria for 21st CCLC program check-in and snack. 21st CCLC staff meet students during snack time, take attendance, escort students to classrooms, and students are monitored when moving between activities. The majority of the staff hired to work in the 21st CCLC after-school program are School District of Indian River County daytime staff. Academic teaching staff members are certified teachers and these staff members are caring individuals who are familiar with the students and families. An adult in the School Coordinator's office must sign out students leaving campus before being dismissed.

The 21st CCLC adheres to the School District of Indian River County's specific fingerprinting procedures. These procedures are based on the type of relationship that each person has with the School District. All employees, volunteers, student teaching interns, vendors, consultants and contractors must be fingerprinted and undergo a Level II background check. Every person who will be at a school when students are present or who will have direct contact with students, must

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complete the background screening. The School District of Indian River County is committed to keeping our students and staff members safe. In compliance with the *Jessica Lunsford Act* signed into law on May 2, 2005, background check requirements have been expanded to include all contracted workers and consultants as well as employees. In addition, the Florida Department of Law Enforcement has implemented a database to track arrests of school district employees and contractors and notify the school districts when an employee is arrested. This new tracking system helps ensure that students and staff in our schools remain safe. The School District of Indian River County is a Drug Free Workplace and requires all individuals hired by the School Board to be free of alcohol and controlled substances. All job applicants offered a position with the School Board are required to submit to a workplace screening. The School District of Indian River County 21st CCLC program uses the same school facilities that students attend during their day program. The centers are located on Indian River County school sites and are evaluated annually by Indian River County School District Risk Management safety staff for safety concerns. Students are familiar with the campus, discipline expectations, and staff. If an emergency develops the 21st CCLC staff will follow the SDIRC policies and procedures plans in place at the school site. All of the School District of Indian River County 21st CCLC program staff are employees of the School District of Indian River County and the majority of our staff are employed at the school where they are employed during the day program. The safety of students is paramount to the staff at each of the School District of Indian River County 21st CCLC programs. The site coordinator and staff will monitor site security during program hours. Sites will be secured during the program and students will be check-in by 21st CCLC staff and signed out through the 21st CCLC coordinator's office by parents/guardians. Staff will check identification when deemed necessary. All visitors must check in at the site coordinator's office. An emergency contact lists will be kept in the site coordinator's office. Several staff members at each site are trained in First Aid and CPR procedures. Additionally, many staff members attend training sessions provided by the SDIRC

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Professional Development department. A School District of Indian River County student accident report form will be completed for any student injury during the program hours. These forms are submitted to the School District of Indian River County Risk Management Office.

Buses used for student transportation home are School District of Indian River County buses and drivers. Buses are regularly inspected and drivers must comply with workplace screening guidelines. Students who ride bus transportation home are supervised and monitored by a checklist system. Bus stops are located close to home sites so that during the winter months students do not have far to walk home in the early evening hours. Students are encouraged to walk home in groups and parents are encouraged to meet students at bus stops to walk home with them. When field trips are offered parents will be required to complete a permission slip and must sign students in and out. Chaperones will monitor students closely while on field trips. Students attending field trips will be assigned to chaperones and groups will be kept as small as possible.

Campus Safety and Food Service Sanitation inspections are performed by the School District of Indian River County Food Service staff according to Florida Statutes to ensure all facilities and food service areas are in compliance.

5.6.h Dissemination Plan: The Indian River County 21st CCLC School Coordinators and Supervisor will share the project components with school personnel, parents and community members, and with other school districts. Marketing materials will include handouts, posting of signs/newsletters/photos and the district's home page www.indianriverschools.org will provide information on the many activities and opportunities of this program. The 21st CCLC Supervisor will work closely with the SDIRC Webmaster to develop and update the SDIRC 21st CCLC webpage. The 21st CCLC Formative and Summative Evaluation reports and 21st CCLC grant documents will be distributed and a link to the evaluations will be provided on the webpage. A

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click on the 21st CCLC logo that appears on the front page of the District website will navigate to the School District of Indian River County 21st CCLC website. From this district webpage, interested parties may also navigate to the individual school sites to learn about the 21st CCLC program at the program sites. Monthly newsletters and photos of activities and projects will be displayed. The *21st CCLC* logo will be displayed prominently in the centers and will be included on all marketing and public awareness materials disseminated. Each center will share best practices and present at state and regional 21st CCCLC/Afterschool conferences and forums.

Outreach & marketing activities will be designed and implemented to ensure the community is aware of the centers and the activities	Monthly throughout the 21st CCLC program year
On-going outreach activities will be used to market the center and all activities.	Ongoing throughout the 21st CCLC program year
Collaborating agencies and the project site coordinator will facilitate the centers' events	Monthly throughout the 21st CCLC program year
Special consideration and accommodation will be provided to students and family members with disabilities and limited English proficiency	Daily throughout the 21st CCLC program year

Budget (25 Points) Adequate funding and resources are essential to the provision of comprehensive and effective services, activities, and programs. Needs assessment data was used to substantiate program goals, objectives, and activities designed to offer students a research-based, conceptually sound, and unique approach to the improve student achievement. Effective funding strategies were established with input from program staff, and careful analysis of program goals, objectives, needs, and proposed activities. To ensure that budgeted items are adequate and suited to program goals, existing resources were carefully examined to determine program relativity and congruency. New resources to be purchased will undergo the same careful examination. The Budget Narrative (DOE 101) provides a brief explanation of the basis for

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estimating the cost of each budgeted category. To successfully implement the unique elements, methodology, and structure of the 21st CCLC program, a significant portion of grant funds is used to employ adequate personnel at a low-teacher pupil ratio. Additional dollars are requested to provide supplemental materials for project activities, supplies, equipment, printing, and travel. Each site will be adequately staffed and equipped with varied and numerous materials to support hands-on project based learning activities. The majority of materials are not consumable, and those that may need additional supplements from year to year are at a minimum costs. Therefore, it is reasonable to state the first two years of the program is designed to develop a sustainable program activities are cost effective for the district to maintain after the grant period has ended. Budget Narrative Form (DOE 101S) is attached.