

3.1 Project Abstract

School District of Indian River County's 21st Century Program serves approximately 1 140 students at Sebastian Elementary School and Treasure Coast Elementary Schools. Both schools are located in Sebastian, Florida. The 21st Century Program serves as a safe haven at these schools for students in grades one through five, 5 days a week, Students receive 30 minutes of homework time, one hour of grade appropriate lessons, and 45 minutes of enrichment time. During the Enrichment hour, students partake in fun and engaging lessons such as; cursive writing, Reader's Theater, science experiments, engineering, coding, crafts, and outdoor exercising and games. The 21st Century Program provides students with learning self-awareness and emotional well-being while assisting on grade level appropriate lessons in a creative way. Family members are provided monthly informational meetings and assemblies on various topics to assist their elementary age students. Some topics include, dental hygiene, helping your child read at home, STEM activities for home, and assisting with math at home. 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 in essence, learning skills to become actively engaged in their child's learning.

3.2 Applicant's Experience and Capacity

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

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Physical Education Program, PR/Award #Q215F041357, grant totaling \$1,317,494. In 2019-2020, the district completed its fifth and final year of the 5-year grant period for the 21st CCLC grant period for Sebastian and Treasure Coast Elementary Schools. Previous success of our current 21st CCLC program has been documented by the grant program officer 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 School District of Indian River County successfully managed and led the 21st CCLC Program during school year 2019-2020 at both centers with fidelity and attention to detail ensuring the best interest of students came first.

3.3 Needs Assessment

The 21st CCLC Program will operate in the School District of Indian River 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 170 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. Students attending SE and TCE have limited access to after school programs due to lack of funding and availability of affordable programs. Numerous data elements from a variety of sources to identify target populations and pinpoint 5 6 / 22 Using data 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. Data taken from the 2019 Census, Indian River County 10.7% of families are living in poverty. Of the 55,427 households in Indian River County, 51 percent struggle to pay for basic needs, according to the report.

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According to the 2017 Census Bureau a family consisting of two adults and two children with an income less than \$24,858 is considered to be living in poverty. The highest percentage of families with children living in poverty was in families with a female head of household and no husband present. In Indian River, 24.2% of families in this category had income below the poverty level in the past 12 months. According to the Meal the Gap study, “Children are particularly vulnerable to the economic challenges facing families today. Although food insecurity is harmful to any individual, it can be especially devastating to children, due to their critical stage of development and the potential for long-term consequences.” (2018) In researching data from Feeding America, there is a 13.1% of food insecurity rate for families in Indian River County. That is a total of 19,370 people that are struggling to eat. 20.6% of the data reflects children in Indian River County, this means 5,250 children don’t know when they’ll be receiving their next meal. 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). According to the 2019 Census Bureau data, 12.9% of Sebastian, Florida is living in poverty. “Socio-economically disadvantaged students across the county are almost three times more likely than advantaged students not to attain the baseline level of proficiency in science,” PISA reported in a 2018 paper.” (Los Angeles Times, 2019). Though the United States is by most measures a wealthy country, it is one with many poor people. A 2017 Unicef report looked at the relative child poverty rates of 41 well-off nations. That’s a measure of income inequality, in this case defined as the percent of children living in a household with an income of less than 60% of the median for that nation. The United States ranked seventh from the bottom. With that stated, the 21st CCLC program in Indian River County will provide students with a safe

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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.

3.4 Community Notice and Dissemination of Information

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 under the 21st CCLC Program subpage. 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. 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. The 21st CCLC Program will have its own subpage that families can navigate to by searching "21st Century." Monthly newsletters and photos of activities and projects will be displayed. The 21st CCLC logo will be displayed prominently in the in the centers and will be included on all marketing and public awareness materials disseminated.. Outreach & marketing activities will be designed and implemented to ensure the community is aware of the centers and the activities will be updated monthly along with collaborating agencies and the project site coordinator will facilitate the centers’ events. Ongoing throughout the year, outreach activities will be used to market the center and all activities. Special accommodations and consideration will be made to provide to students and family members with disabilities and limited English proficiency.

In February 2020, Lianna Pasca, 21st CCLC Supervisor and Project Manager informed Mrs. Elizabeth Tetreault (Principal, Treasure Coast Elementary) and Mrs. Letitia Whitfield-Hart (Principal, Sebastian

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Elementary) that the RFP for the 2020-2021 school year would be available for applying. Both principals were eager to begin the process. In February 2020, Lianna Pasca, 21st CCLC Supervisor and Project Manager attended a meeting that included Title 1 Director, Karen Malits, and representatives from private schools in Indian River County. During this meeting, Lianna spoke the 21st CCLC Program and what it offers to students in the district. She spoke of how the schools could apply if they had chosen to have the 21st CCLC Program at their schools. School-day teachers were asked by site-coordinator if they felt that the school should apply for another five year grant. All were in favor of the program and expressed that it truly helped all attending students on many different academic, social, and emotional levels.

3.5a Partnership and Collaboration

Once awarded a 21st CCLC grant, parents, students and community partners will serve their roles as members on the 21st CCLC Advisory board. The district website will also provide extensive information about the 21st CCLC program to community members. SDIRC 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 February 19, 2020. Invitations were sent by certified mail to non-public schools and notification of our intent to submit was published on the district website. SDIRC works closely with community agencies and organizations to enhance services in our community.

In the SDIRC, 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 for students and resources to further expand upon.

District staff actively seeks grant funding to support district initiatives with community partners and non-profit agencies to identify collaborative projects and grant opportunities to provide students with

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opportunities for growth and success. 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.

3.5b Collaboration

Extended learning time is identified in the schools’ 2018-2019-School Improvement Plan as an instructional strategy to provide instruction to meet the diverse needs of students. Gradual Release of Responsibility is identified to provide appropriate instruction, moving students towards independence. 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 and school-day teachers on a weekly basis to ensure collaboration with the schools. School Site Coordinators will also maintain constant communication with school-day teachers to ensure that students are receiving the appropriate help in areas in which they are struggling. 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. The 21st CCLC Program will have a 21st CCLC Advisory Committee which will meet twice a year. The principals, site coordinators, parents and students are members of this committee. Efforts will be made through 21st CCLC Program family nights to maximize parents’ time.

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 March, 2020 students expressed an interest in learning about their environment and the world around them. 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. During the remaining hours in the program, students will participate in activities that support PBL projects as teachers weave high interest themes in the fine arts, music, and recreational activities to

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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 Music Education, and Fun at Bat which is a entry-level bat and ball program for kids with an emphasis on character development, functional movement, active play, and fun. As soon as snack is completed students will be offered a 60-minute instructional activity, a 45-minute enrichment 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, nutrition/wellness, music, computer and Book Clubs. Instructional activities will be taught by certified teachers in a 1:15 ratio and will feature ProjectBased Learning (PBL) activities in the areas of science, mathematics, and reading. STEM activities Character Education, and Readers’ Theater will also be featured in many of the lessons. All PBL activities are tied to a curricular lesson component connected to the district’s scope and sequence calendars which are aligned to the Florida State Standards. Some activities will be rich in technology, imagination, innovation and creativity that are designed to make learning easier and more engaging. Students will be divided into subgroups by grade level 1 through 5. Activities will occur 5 days per week during the program.

3.6 Target Population, 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. Students from previous years will also be asked to return to program. School staff including school-day teachers 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

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and recruit students and their families such as flyers, open house and parent meetings. Information will be also posted on the school/district websites under the SDIRC 21st CCLC Program Page. The district strives to ensure that all students, including those participating in after school 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. Parents will attend monthly family night to gain knowledge on topics that will assist them with ways to help their children. Parent attendance will be taken to ensure that all parents are attending each meeting. Data clerks and school coordinators will use EZ Reports, a web based 21st Century Community Learning Center (CCLC) software for managing After School Programs. It reports educational requirements including attendance of the Federal 21st Century Community Learning Centers (21st CCLC) programs.

3.7 Time and Frequency of Service Provision for Students and Families

The 21st CCLC Program of Indian River County School District will serve approximately 130-140 students in grades one through five at Sebastian and Treasure Coast Elementary Schools through an afterschool program. There will be almost 70 students at each school. The approximate number of families served at each school at each school will be between 40 and 50 families due to siblings in the program. The program will begin on August 17, 2020 exactly one week after the school start date of August 10, 2020. The program will run 155 days out of the district's calendar year. The last day of the program will end on May 21, 2021 one week before schools closure date of May 28, 2021. The program will run Monday through Thursday 3:30 to 6:00pm, 2.5 hours a day.

and Friday 3:30-5:30pm, 2 hours. The program will run for 12 hours a week. The 21st CCLC Program will also run during Summer 2021 at both Treasure Coast Elementary School and Sebastian Elementary School. The program will benefit students who are at risk of "Summer Slide." The program will begin on June 8, 2021 and end of July 17, 2021. The program will run Monday through Friday from 9:00am-1:00pm

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for a total of 4 hours a day and 20 hours a week. In accordance with ESEA 4201(a)(3), the 21st CCLC program will offer families of students with nine opportunities for active and meaningful engagement in their children's education. Families include: parents, caregivers, grandparents, or guardians. The first meaningful educational activity will be a parent information session to introduce and explain the components of the 21st CCLC Program. Other activities include one to two-hour informational presentations about technology, mathematics, reading/literacy, nutrition, science, STEM activities, health, parenting, and Summer Slide.

3.8 Program Evaluation

The evaluation of the 21st CCLC Program 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 created rubric?

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

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towards meeting each of the proposed goals and objectives. Qualitative data will be included in the form of survey results, teacher feedback and teacher observations. The evaluation is crucial to the project’s planning, design, and implementation.

Decision making regarding program implementation (baseline and mid-year assessments) will be used 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 will be collected at Quarter 1 and 2 and will serve as the Baseline and Mid-Year reporting data. Data collected during the 3rd and 4th quarters will cover the End-of-Year report. Subsequently, behavioral data will flag students with behavioral issues and goals will be put in place with the school’s Behavior Specialist to lead students to successful behavior and positive track to be on. Essentially the scope of this project is to monitor students academic achievement and behavior towards meeting district’s progression which tracks alignment met for criteria for high school graduation. All academic and behavioral data will be collected in a manner that provides descriptive information on how the students are progressing at each grade level. All data is aligned with APR requirements, project goals, and objectives. The program will have an evaluator who will monitor the progression of the project. The evaluator will also make sure that the program’s description is kept up to date, reflecting that objectives are being met and that the program is being conducted as stated.

3.9 Approved 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

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Service Department. As soon as snack is completed students will be offered a 60-minute instructional activity, a 45-minute enrichment activity, and homework assistance. Activities and schedules will vary according to student. Enrichment activities will be provided in a 1:20 ratio by teachers, support staff, and various professionals and will feature sports, cheerleading, nutrition/wellness, music, computer, STEM experiments and Book Clubs. Instructional activities will be taught by certified teachers in a 1:15 ratio and will feature Project-Based Learning activities in the areas of science, mathematics, and reading. STEM activities and Readers Theater will also be featured in many of the lessons. It was determined by an instructional poll that science was one of the subjects which requires more creative and hands-on learning. 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. Throughout the year the program will feature guest speakers focusing on safety, the environment, character education, and fine arts. 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 Indian River County School District website under the 21st CCLC subpage. Findings will be shared with the 21st CCLC Advisory board, teachers, and school site principals. The 21st CCLC Program will be closed on official school holidays, and/or inclement weather days as announced by the school district.

Scope of Work/Narrative Form

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Scope of Work/Narrative Form

3.1 Project Abstract

Instructions

Complete a short statement (about 100 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; the components of program service; and an overview of the services to be offered to the adult family members of the students served. Draft the abstract as if the program was in place. Use present-tense verbs such as “provides”, “serves” and “offers.”

3.1 Project Abstract

School District of Indian River County's 21st Century Program serves approximately 1 140 students at Sebastian Elementary School and Treasure Coast Elementary Schools. Both schools are located in Sebastian, Florida. The 21st Century Program serves as a safe haven at these schools for students in grades one through five, 5 days a week, Students receive 30 minutes of homework time, one hour of grade appropriate lessons, and 45 minutes of enrichment time. During the Enrichment hour, students partake in fun and engaging lessons such as; cursive writing, Reader's Theater, science experiments, engineering, coding, crafts, and outdoor exercising and games. The 21st Century Program provides students with learning self-awareness and emotional well-being while assisting on grade level

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appropriate lessons in a creative way. Family members are provided monthly informational meetings and assemblies on various topics to assist their elementary age students. Some topics include, dental hygiene, helping your child read at home, STEM activities for home, and assisting with math at home. 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 in essence learning skills to become actively engaged in their child’s learning.

3.2 Applicant’s Experience and Capacity

Instructions

Describe the applicant’s experience managing public funding, specifically federal funding. Describe the administrative capabilities of the agency(ies) including its major management systems and policies and its ability and experience to comply with pertinent rules and regulations. Describe the outcome of all monitoring and audit activities for the last two years (calendar years 2018 and 2019) including any corrective actions implemented, if applicable.

Describe the qualifications of the applicant’s leadership and the organizational structure available to support the 21st CCLC program. Include an organizational chart that mirrors the structure in the required attachments submitted with this application.

Describe the applicant’s experience in providing services in line with the 21st CCLC program goals, objectives and approved activities. Include information on the number of years, the types of program(s),

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documented performance, and any other information to support the capacity of the applicant and its major partners to operate a 21st CCLC program.

Describe what experience the applicant has in collecting, maintaining, analyzing and reporting accurate program evaluation data. Describe what pertinent experience the agency has in using evaluation data to improve program plans in an effort to improve program quality.

3.2 Applicant’s Experience and Capacity

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. In 2019-2020, the district completed its fifth and final year of the 5 year grant period for the 21st CCLC grant period for Sebastian and Treasure Coast Elementary Schools. Previous success of our current 21st CCLC program has been documented by the grant program officer 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 School District of Indian River County successfully managed and led the 21st CCLC Program during school year 2019-2020 at both centers with fidelity and attention to detail ensuring the best interest of students came first.

Agency Organizational Chart Upload

SDIRC Organizational Chart .pdf

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3.3 Needs Assessment

Instructions

Complete a needs assessment to determine the gaps in services and outcomes in the community in which the 21st Century Community Learning Center will operate. Identify the methods used to collect the data. Include the types of stakeholders consulted during the needs assessment and what were the outcomes of those conversations. For quantitative data used, identify the source(s) of the data and summarize the statistics cited. Each needs assessment should address:

- the demographics and risk factors of the targeted population;
- the activities used to identify the need for 21st CCLC programs in the proposed community;
- a description of how the community and local private schools were involved in determining the need for a 21st CCLC program;
- the availability and accessibility of out-of-school services (if any) for the targeted population; and
- the data sources used for the needs assessment. Include a copy of the completed needs assessment form in the attachments.

The 21st CCLC Program will operate in the School District of Indian River 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

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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 170 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. Students attending SE and TCE have limited access to after school programs due to lack of funding and availability of affordable programs. 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 data 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. Using data from the 2019 Census, Indian River County 10.7% of families are living in poverty. Of the 55,427 households in Indian River County, 51 percent struggle to pay for basic needs, according to the report. According to the 2017 Census Bureau a family consisting of two adults and two children with an income less than \$24,858 is considered to be living in poverty. The highest percentage of families with children living in poverty was in families with a female head of household and no husband present. In Indian River, 24.2% of families in this category had income below the poverty level in the past 12 months.

In February 2020, Lianna Pasca, 21st CCLC Supervisor and Project Manager attended a Private School Equitable Services meeting with representatives from other private schools in Indian River County to discuss how the district provides equitable services to eligible students, teachers, and parents in comparison to services provided to public schools.

Needs Assessment 2020-21

Sebastian and Treasure Coast Elementary Schools

Students attending SE and TCE have limited access to afterschool programs due to lack of funding and

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availability of affordable programs. 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.

According to the School Treasure Coast Elementary School Improvement Plan, TCE is a Title 1 school which served 677 students during the 2019-202 school year. A total of 11 students were marked at retainees, 142 students marked with one or two early warning indicators of failure in subjects. 44 students are on Level 1 on a statewide assessment, and 12 students failed courses in ELA and Math. 51 students come from an economically disadvantaged home.

Sebastian Elementary School’s School Improvement Plan follows the same suit as Treasure Coast Elementary. SEB served a total of 408 students during the 2019-2020 school year. A total of 51 students had attendance below 90%. There was a total of 13 retainees, with one of the 13 students retained for more than one year. A total of 11 students scored a Level 1 on statewide assessment, five students failed a course in English or Math. A total of 11 students had one or more suspensions. Using this raw data, it is evident that there are areas in both elementary schools that require assistance through after school programs.

Using data 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. Data taken from the 2019 Census, Indian River County 10.7% of families are living in poverty. Of the 55,427 households in Indian River County, 51 percent struggle to pay for basic needs, according to the report. According to the 2017 Census Bureau a family consisting of two adults and two children with an income less than \$24,858 is considered to be living in poverty.

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“Socio-economically disadvantaged students across the county are almost three times more likely than advantaged students not to attain the baseline level of proficiency in science,” PISA reported in a 2018 paper.” (Los Angeles Time, 2019). Though the United States is by most measures a wealthy country, it is one with many poor people. A 2017 Unicef report looked at the relative child poverty rates of 41 well-off nations. That’s a measure of income inequality, in this case defined as the percent of children living in a household with an income of less than 60% of the median for that nation. The United States ranked seventh from the bottom.

With that stated, the 21st CCLC program in Indian River County will provide students with a safe learning environment; one that will support, encourage and inspire students to be creative and innovative and

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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.

Needs Assessment Upload

Needs Assessment 2020-21.pdf

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3.4 Community Notice and Dissemination of Information

Instructions

Describe how the applicant informed the school, district and community, including eligible private schools, of their intention to submit a proposal in response to this RFP. Include the locations or sources used to notify the community. Also describe how the proposal will be available to the community following its submittal. Include a detailed description of the platforms used to provide notice and share information and documentation. Describe what information will be available on the web page, what staff will be charged with maintaining the content and the timeline for the launch and maintenance of the web page.

3.4 Community Notice and Dissemination of Information

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 under the 21st CCLC Program subpage. 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

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will be distributed and a link to the evaluations will be provided on the webpage. 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. The 21st CCLC Program will have its own subpage that families can navigate to by searching "21st Century." Monthly newsletters and photos of activities and projects will be displayed. The 21st CCLC logo will be displayed prominently in the in the centers and will be included on all marketing and public awareness materials disseminated.. Outreach & marketing activities will be designed and implemented to ensure the community is aware of the centers and the activities will be updated monthly along with collaborating agencies and the project site coordinator will facilitate the centers' events. Ongoing throughout the year, outreach activities will be used to market the center and all activities. Special accommodations and consideration will be made to provide to students and family members with disabilities and limited English proficiency.

In February 2020, Lianna Pasca, 21st CCLC Supervisor and Project Manager informed Mrs. Elizabeth Tetreault (Principal, Treasure Coast Elementary) and Mrs. Letitia Whitfield-Hart (Principal, Sebastian Elementary) that the RFP for the 2020-2021 school year would be available for applying. Both principals were eager to begin the process. In February 2020, Lianna Pasca, 21st CCLC Supervisor and Project Manager attended a meeting that included Title 1 Director, Karen Malits, and representatives from private schools in Indian River County. During this meeting, Lianna spoke the 21st CCLC Program and what it offers to students in the district. She spoke of how the schools could apply if they had chosen to have the 21st CCLC Program at their schools. School-day teachers were asked by site-coordinator if they felt that the school should apply for another five year grant. All were in favor of the program and expressed that it truly helped all attending students on many different academic, social, and emotional levels.

3.5a Partnership and Collaboration

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Instructions

Identify any partnerships the applicant has secured to support the proposed program. Identify each partner and describe their tangible contribution to the program. Include each partner in the Partners Table attachment. Describe the plan for securing the required meals and partnerships necessary to implement the provision of snacks and meals to 21st CCLC students.

Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions. Letters must clearly identify tangible contributions that will be provided to the program in order to achieve program goals.

Letters that indicate just general support for the program will not be considered in the scoring.

Click [here](#) to [download](#), complete and upload the Partners Table.

3.5a Partnership and Collaboration

Once awarded a 21st CCLC grant, parents, students and community partners will serve their roles as members on the 21st CCLC Advisory board. The district website will also provide extensive information about the 21st CCLC program to community members. SDIRC 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 February 19, 2020. Invitations were sent by certified mail to non-public schools and notification of our intent to submit was published on the district website. SDIRC works closely with community agencies and organizations to enhance services in our community.

In the SDIRC, 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 for students and

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resources to further expand upon.

District staff actively seeks grant funding to support district initiatives with community partners and non-profit agencies to identify collaborative projects and grant opportunities to provide students with opportunities for growth and success. 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.

Partners Table and Memorandum of Understanding Letters Upload

Letter Red Cross 2020.pdf

VIEW FULL SCREEN [DOWNLOAD](#) File type: pdf Size: 469.3 kB

Letter Sheriff Dept 2020.pdf

VIEW FULL SCREEN [DOWNLOAD](#) File type: pdf Size: 510.9 kB

Letter of Support TCE 2020-21.pdf

VIEW FULL SCREEN [DOWNLOAD](#) File type: pdf Size: 245.9 kB

SEB Letter of Support.pdf

VIEW FULL SCREEN [DOWNLOAD](#) File type: pdf Size: 35.9 kB

Food services letter.pdf

VIEW FULL SCREEN [DOWNLOAD](#) File type: pdf Size: 178.3 kB

Partners Table word 2020-21.pdf

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3.5b Collaboration

Instructions

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Describe what strategies the applicant has developed to continue meaningful collaboration throughout the school year with the schools attended by the targeted students as well as the private schools in the local area. Identify how the collaborations will work, what information will be requested from the schools, and the frequency of communications and how the applicant will maintain open communication channels.

Extended learning time is identified in the schools’ 2018-2019-School Improvement Plan as an instructional strategy to provide instruction to meet the diverse needs of students. Gradual Release of Responsibility is identified to provide appropriate instruction, moving students towards independence. 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 and school-day teachers on a weekly basis to ensure collaboration with the schools. School Site Coordinators will also maintain constant communication with school-day teachers to ensure that students are receiving the appropriate help in areas in which they are struggling. 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. The 21st CCLC Program will have a 21st CCLC Advisory Committee which will meet twice a year. The principals, site coordinators, parents and students are members of this committee. Efforts will be made through 21st CCLC Program family nights to maximize parents’ time.

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 March, 2020 students expressed an interest in learning about their environment and the world around them. 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. During the remaining hours in the program, students will participate in activities that support PBL

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projects as teachers weave high interest themes in the fine 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 Music Education, and Fun at Bat which is a entry-level bat and ball program for kids with an emphasis on character development,

functional movement, active play, and fun. As soon as snack is completed students will be offered a 60-minute instructional activity, a 45-minute enrichment 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, nutrition/wellness, music, computer and Book Clubs. Instructional activities will be taught by certified teachers in a 1:15 ratio and will feature ProjectBased Learning (PBL) activities in the areas of science, mathematics, and reading. STEM activities Character Education, and Readers’ Theater will also be featured in many of the lessons. All PBL activities are tied to a curricular lesson component connected to the district’s scope and sequence calendars which are aligned to the Florida State Standards. Some activities will be rich in technology, imagination, innovation and creativity that are designed to make learning easier and more engaging. Students will be divided into subgroups by grade level 1 through 5. Activities will occur 5 days per week during the program.

3.6 Target Population, Recruitment and Retention

Instructions

Identify the schools that the target students attend. Describe the target students including what schools they attend and their grade levels. If priority will be given during enrollment to any specific students, fully describe the priority and how it will be applied. Describe how eligible students will be identified and what strategies will be used to reach students and their families to recruit their participation in the 21st

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CCLC program. Describe how the 21st CCLC program will disseminate information about the program, including its location, to the community in an understandable and accessible manner. Describe how the dissemination plan is appropriate for the community being served by the 21st CCLC program.

Describe how the program will encourage students to participate regularly and remain in the program from beginning to end of each program day and how the program will engage the adult family members of the students attending the program. Describe what strategies the program will implement to ensure that students and families consistently participate in the full array of 21st CCLC activities.

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. Students from previous

years will also be asked to return to program. School staff including school-day teachers 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, open house and parent meetings. Information will be also posted on the school/district websites under the SDIRC 21st CCLC Program Page. The district strives to ensure that all students, including those participating in after school 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. Parents will attend monthly family night to gain knowledge on topics that will assist them with ways to help their children. Parent attendance will be taken to ensure that all parents are attending each meeting. Data clerks and school coordinators will use EZ Reports, a web based 21st Century Community Learning Center (CCLC) software

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for managing After School Programs. It reports educational requirements including attendance of the Federal 21st Century Community Learning Centers (21st CCLC) programs.

3.7 Time and Frequency of Service Provision for Student and Families

Instructions

Complete a Site Profile Worksheet for each proposed site identifying the number of students and families to be served and the programming component to be offered. In calculating the number of students and families to be served, propose a reasonable amount of students based on the target population. The amount of time proposed in the site profile worksheet must mirror the amount of time proposed in the funding request guide.

3.7 Time and Frequency of Service Provision for Students and Families

The 21st CCLC Program of Indian River County School District will serve approximately 130-140 students in grades one through five at Sebastian and Treasure Coast Elementary Schools through an afterschool program. There will be almost 70 students at each school. The approximate number of families served at each school at each school will be between 40 and 50 families due to siblings in the program. The program will begin on August 17, 2020 exactly one week after the school start date of August 10, 2020. The program will run 155 days out of the district's calendar year. The last day of the program will end on May 21, 2021 one week before schools closure date of May 28, 2021. The program will run Monday through Thursday 3:30 to 6:00pm, 2.5 hours a day.

and Friday 3:30-5:30pm, 2 hours. The program will run for 12 hours a week. The 21st CCLC Program will also run during Summer 2021 at both Treasure Coast Elementary School and Sebastian Elementary School. The program will benefit students who are at risk of "Summer Slide." The program will begin on June 8, 200 and end of July 17, 2021. The program will run Monday through Friday from 9:00am-1:00pm for a total of 4 hours a day and 20 hours a week. In accordance with ESEA 4201(a)(3), the 21st CCLC

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program will offer families of students with nine opportunities for active and meaningful engagement in their children's education. Families include: parents, caregivers, grandparents, or guardians. The first meaningful educational activity will be a parent information session to introduce and explain the components of the 21st CCLC Program. Other activities include one to two hour informational presentations about technology, mathematics, reading/literacy, nutrition, science, STEM activities, health, parenting, and Summer Slide.

Site Profile Worksheet and Sample Schedules

Click [here](#) to download and complete the Site Profile Worksheet. Upload completed SPW(s) and schedule(s).

2020-21 Site Profile TCE word doc.docx

VIEW FULL SCREEN [DOWNLOAD](#) File type: docx Size: 156.6 kB

2020-21 Site Profile SEB word doc (1).docx

VIEW FULL SCREEN [DOWNLOAD](#) File type: docx Size: 156.6 kB

3.8 Program Evaluation

Instructions

Describe the evaluation plan for the proposed program. Describe the activities to be included in the evaluation of the program. Provide a proposed evaluation timeline for these activities. Explain the process to be put in place to ensure accurate data is collected, maintained, and reported for state and federal reporting. Explain how the independent evaluator will be identified. Outline the required qualifications for the evaluator.

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Describe how the evaluation activities will be coordinated with program staff, students, adult family members and others as applicable. Explain how the evaluation design and data collection plan will examine the intended impact of the program. Explain how the evaluation results will be used for program improvement and shared with the community.

Click [here](#) to download and complete the structured form in the application, Measureable Objectives and Assessments, for the required number of objectives based on the target population.

The evaluation of the 21st CCLC Program 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 created rubric?

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 and teacher observations. The evaluation is crucial to the

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project’s planning, design, and implementation.

Decision making regarding program implementation (baseline and mid-year assessments) will be used 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 will be collected at Quarter 1 and 2 and will serve as the Baseline and Mid-Year reporting data. Data collected during the 3rd and 4th quarters will cover the End-of-Year report. Subsequently, behavioral data will flag students with behavioral issues and goals will be put in place with the school’s Behavior Specialist to lead students to successful behavior and positive track to be on. Essentially the scope of this project is to monitor students academic achievement and behavior towards meeting district’s progression which tracks alignment met for criteria for high school graduation. All academic and behavioral data will be collected in a manner that provides descriptive information on how the students are progressing at each grade level. All data is aligned with APR requirements, project goals, and objectives. The program will have an evaluator who will monitor the progression of the project. The evaluator will also make sure that the program’s description is kept up to date, reflecting that objectives are being met and that the program is being conducted as stated

Upload the completed Measurable Objectives and Assessment document here.

Measurable Obejectives 2020-21.pdf

VIEW FULL SCREEN [DOWNLOAD](#) File type: pdf Size: 1.1 MB

3.9 Approved Program Activities

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Instructions

Complete the 21st CCLC program logic model for each required domain based on the grade levels served. The number of domains submitted must align with the number of objectives proposed.

Proposals that target grades PreK-5 should have seven (7) domains. Programs that target grades 6-12 only should have a minimum of seven (7) domains. Programs that target grades PreK-8 should have nine (9) domains. Programs that target all grades should have ten (10) domains.

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 60-minute instructional activity, a 45-minute enrichment activity, and homework assistance. Activities and schedules will vary according to student. Enrichment activities will be provided in a 1:20 ratio by teachers, support staff, and various professionals and will feature sports, cheerleading, nutrition/wellness, music, computer, STEM experiments and Book Clubs. Instructional activities will be taught by certified teachers in a 1:15 ratio and will feature Project-Based Learning activities in the areas of science, mathematics, and reading. STEM activities and Readers Theater will also be featured in many of the lessons. It was determined by an instructional poll that science was one of the subjects which requires more creative and hands-on learning. 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. Throughout the year the program will feature guest speakers focusing on safety, the environment, character education, and fine arts. Project

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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 Indian River County School District website under the 21st CCLC subpage. Findings will be shared with the 21st CCLC Advisory board, teachers, and school site principals. The 21st CCLC Program will be closed on official school holidays, and/or inclement weather days as announced by the school district.

3.10a Staffing & Professional Development

The 21st CCLC staff will be recruited from the site where the students attend school. Certified teachers from other elementary schools in the district may join the 21st CCLC Program if desired. In choosing school staff who are already at the school site, they 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 after school 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. All staff not in district will undergo a background check and screening with fingerprinting included. Staff who do not pass screening will not be offered a position.

3.10b Professional Development

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Certified teachers will be employed to provide instructional services to students in the 21st CCLC Program. Non-instructional staff may be employed to provide support services for the enrichment component of the program. Professional Development is an important component of the 21st CCLC Program. It allows staff to gain knowledge on concepts which will assist teachers to provide student with the best support possible. All staff regularly 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. 21st CCLC Project Manager will also attend district site-based professional development activities and attend the 2020 Florida Afterschool Conference with both site coordinators as a means of Professional Development. Monthly FLDOE webinars and meetings will be attended as well.

3.11 Facilities

The School District of Indian River County (SDIRC) 21st CCLC programs will be offered at two school sites for the 2020-2021 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 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 after school 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.

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Parents can access the centers by ringing the front school office bell. A clerk will be available to allow parents access into school to pick up their child. No person can access the center without checking into office first.

3.12 Safety and Student Transportation

Student Safety is a major importance 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. 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. Staff members use classroom phones and walkie talkies to communicate where their classes are located. 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. The 21st CCLC Program 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. A school employee clerk/ secretary in the School Coordinator’s office is present throughout the entire duration of the program to greet parents and sign-out students. No unidentified person is allowed access to the school site and/or to pick up a student without being on the student’s registration form, school information system, and prior consent from parent. The School District of Indian River County is a Drug Free Workplace and requires all individuals hired by the School Board to be

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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 school day program. Students

are familiar with the campus, behavior 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 led by the site

coordinator. 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 along with site clerk/secretary. An emergency list of contacts and important numbers

will be available in all classrooms and program areas. Site coordinator will also have this emergency list

of contacts. Additionally, many staff members attend training sessions provided by the 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 kept under lock and key in

21st CCLC Program Manager’s office. 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.

3.13 Sustainability

Adequate funding and resources are essential to the success of the 21st CCLC Program. Needs

assessment data was used to state program goals, objectives, and activities designed to offer students a

research-based, creative, and unique approach to the improve student achievement at the school sites.

Effective funding strategies were established with input from program staff, school-site principals, and

careful analysis of program goals, objectives, needs, and proposed activities.

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The Budget Narrative (DOE 101) provides a brief explanation of the basis 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 center 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 25 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.