

### **5.1 Project Abstract/Summary**

The School Board of Alachua County (LEA) proposes to run a 21<sup>st</sup> CCLC after-school program entitled "Project Vitalize" at one Title I elementary school site and at two middle school sites for a total of \$334,230 (year one). Foster Elementary (K-5) and Lincoln Middle School (6-8) are located in Gainesville. Westwood Middle is located in central Gainesville and will serve students grades 6-8. Project Vitalize will serve 195 students at high risk of academic failure and serve their families in some of Alachua County's most impoverished areas.

The goals of Project Vitalize are threefold:

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

Project Vitalize will offer project-based learning activities that integrate core academic enrichment activities with personal enrichment activities focused on the district's STEM initiative, including a robotics PBL "STEM-Fiddling Fun" and an ecosystems PBL "Florida's Nature Communities." Additional enrichment activities will center on Health and Nutrition and Arts and Culture. Adult family members of participating students will benefit from at least six community resource events where they can get connected to social services and other services needed to stabilize the home environment, increase literacy/math skills, and increase engagement in the home, with the school, and with their children.

## **5.2 Needs Assessment**

The School Board of Alachua County pulled input from a variety of sources to design and develop the 21<sup>st</sup> CCLC Project Vitalize proposal to include community agency risk-factor information and feedback from existing 21<sup>st</sup> CCLC Advisory Boards.

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

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

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

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

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

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

There are three existing and current 21<sup>st</sup> CCLC Advisory Boards that have met during the 2015-16 school year. Advisory Board membership included the 21<sup>st</sup> Century Program Project Manager, Site

Coordinators, parents, teachers, and community agency representatives. Feedback from the meetings included the following needs:

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

activities in a safe environment. Few opportunities for summer activities exist for middle school students in the district.

Based upon this feedback, the district incorporated similar "proven" strategies and activities from the existing 21<sup>st</sup> CCLC programs into the development of this proposal.

### **5.3 Program Evaluation**

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

An external evaluator will conduct project evaluation. The evaluator will be assisted by the Project Manager, Site Coordinators, school principals, and the district's Department of Research and Evaluation. This external evaluator role will be filled by David Gardner, who currently serves as the Vice President of the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER), where his primary responsibility is to manage numerous evaluation contracts and to assist with evaluation deliverables across the agency. Prior to his work with CASPER, Mr. Gardner served as the State Director of Evaluation for Florida's 21st CCLC Administrative Team at the University of Florida, where he worked from 2005 through 2011. As Director of Evaluation, David led multiple evaluation teams that assessed the quality and effectiveness of out-of-school educational and enrichment programs for children throughout Florida. Under his guidance, the program evaluation consisted of structured interviews of program administrators and other personnel; visiting and observing program sites; collecting, entering, and analyzing data; and writing and editing evaluation reports. Mr. Gardner is a member of the American Evaluation Association.

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

Baseline data, including individual student data for each objective assessment for each participating student will be collected within the first two weeks of participation. This data will be uploaded twice per year. Mid-year data will be used to report on progress toward meeting grant objectives. This compiled data and analysis (and report) by the evaluator will be shared with the Project Manager who will upload it to FDOE and who will communicate the results to the Advisory Board and to each Site Coordinator. Progress toward goals will be posted on each school site's website under the 21<sup>st</sup> CCLC program. Mid-year data evaluation results will be used by the Project Manager, Advisory Board, and 21<sup>st</sup> CCLC staff to make any "course corrections" to better align program activities to achieve grant objectives and to improve program quality. Final assessments by end-of-year will provide the data needed to determine program success in meeting the stated objectives for both academic and enrichment activities for students and in reaching parent activity goals.

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

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

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

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

*See the online Measurable Objectives and Assessment table.*

### **5.4 Applicant's Experience and Capacity**

The School Board of Alachua County has operated numerous successful 21<sup>st</sup> CCLC grants since 2004. Two of those programs recently ended in the summer of 2014. One of those programs was exclusively focused on elementary school sites and demonstrated a number of program successes in meeting program objectives. The final report submitted for this program documents that the School Board of Alachua County 21<sup>st</sup> CCLC program met 9 out of 10 objectives and that both teachers and students felt the program had a positive impact – both academically and in overall student behavior. The district is currently running three newer 21<sup>st</sup> CCLC programs. The Alachua County school district hired an experienced Teacher on Special Assignment (TSA) to be the Project Manager and oversee the program and will continue to use this strategy with the proposed Project Vitalize.

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

The district's Project Development office oversees district grants totaling several million annually. The financial arm of the district manages an annual budget of over \$316 million and further supports grant compliance with FLDOE financial guidelines. The Project Development office will oversee all 21<sup>st</sup> CCLC expenditures to ensure that they comply with the fiscal requirements of the grant. The district has had extensive experience managing federal and state funds and complying with all regulations. The School Board of Alachua County agrees to comply with the specific state and federal program

requirements associated with the 21st CCLC grant program. The district has on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to general assurances for participation in state or federal programs. The district will collect and report data to state level agencies as requested for evaluation purposes as well as cooperate with external evaluation agencies. The district assures that it will correct any deficiencies in program operations that are identified through audits, monitoring, or evaluation.

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

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

The School Board of Alachua County submitted an ad to the local newspaper to give notice to the community-at-large that the school district intended to apply for a 21<sup>st</sup> CCLC grant to be located at three of its public school sites: Foster Elementary, Lincoln Middle School, and Westwood Middle School. The Gainesville community and surrounding areas were directed to submit inquiries, comments, suggestions, and any waiver request(s) after submission to a current 21<sup>st</sup> CCLC Project Manager. The community was also notified that the 21<sup>st</sup> CCLC grant application would be posted on each school site's web page and, if awarded, registration forms for students would be posted on each school's website in August. The Project Manager will be responsible for updating a district-level 21<sup>st</sup> CCLC website where in-depth information will be posted, including the grant application, registration forms, school site links and contact information, schedules and hours, and reports.

### **5.5.b Partnerships**

The School Board of Alachua County has already leveraged existing community partnerships from current 21<sup>st</sup> CCLC grants to establish a broader, community investment in the proposed Project Vitalize. These partner agencies are included in the table online and include partners such as United Way, American Medical Student Association, UF Rocket Team, Santa Fe College of Fine Arts and the Parent Academy. Individual contributions are listed in the table. Contributions include donated materials and supplies, drastically discounted services, staffing, and in-kind volunteer hours.

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

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

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

The Director of Grants Acquisitions – Special Projects initially contacted principals at qualifying Title I eligible elementary and middle schools to see what schools were interested in becoming a 21st CCLC site, based upon the program guidelines and based upon previous 21st CCLC grant experience from current and/or past 21st CCLC school sites. It is of utmost importance to have top administrative support for the program when it is being held at a school site. The 21st CCLC program needs to be a priority to both the principal as well as district staff in order for the program to be successful and for 21st CCLC staff to feel supported at the supervisory level. A Project Manager from a current 21st CCLC grant then worked with these principals to determine the days and hours of operation and whether they wanted a summer program. The Project Vitalize Project Manager will continue to consult with the school through the designated site coordinators and with the principal, as needed.

The Project Manager and school principals will together employ Florida certified teachers and other staff members for the 21stCCLC sites. Site Coordinators may assist with recruitment of teachers and staff. Coordination of activities between the schools and collaborative partners will be managed by the Site Coordinator; and, further, will align after-school and summer activities with those of the regular school day, carry out periodic program evaluation activities, prepare reports, and disseminate information about the program, and ensure that eligible non-public school students and their families are



provided with the opportunity to participate. The Site Coordinator will also be given access to necessary student academic, attendance, and disciplinary data to assure after-school participants have been in attendance during the regular school day, will monitor student attendance; share student progress and statewide evaluation data with appropriate school and program personnel; and assure staff receive appropriate training. A variety of methods are used to communicate homework assignments and upcoming events or tests with program staff and their families, including collaboration meetings and/or teacher communication forms. Report cards and progress reporting occurs at least every 4 ½ weeks.

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

#### *School Improvement Plan Areas Supported by 21<sup>st</sup> CCLC*

**Foster:** Having an engaging after-school program that could target these students who have academic and/or behavioral needs would provide an opportunity for improvements in both areas. Areas which will be supported by the 21<sup>st</sup> CCLC are ELA/Reading, Math, and Science. NCLB assessment results show a disparity between racial groups and the economically disadvantaged, and further evidences disparity between males and females in the sciences. A robotics project which integrates ELA/Reading, Math, and Science will be implemented with a focus on engineering and robotics for girls. Rich children's literature tied to hands-on engineering and robotics activities and pre-programming skills will be delivered through the use of Lego Simple and Motorized Mechanisms Class Packs and Bee-Bots. Regular day robotics clubs and labs will be extended into the 21<sup>st</sup> CCLC program to further support regular day instruction. Intervention strategies based on individual student needs and collaboration with regular day teachers will further support instruction.

**Lincoln:** Areas which will be supported by the 21<sup>st</sup> CCLC are ELA/Reading, Math, and Science. Lincoln's School Improvement Plan results show a disparity between racial groups and the economically disadvantaged in each of these areas. In particular, Lincoln wants to increase the percentage of eighth-grade students who score a satisfactory level in science state assessments. A plan for additional ELA-Writing time is mentioned in Lincoln's SIP, as their students struggle to bridge the gap between conversational English and standard written English. Further barriers are noted in that textbooks are written above students' reading levels, and students are not skilled in note taking and reading skills. The 21<sup>st</sup> CCLC will implement a science-based project on the study of Florida's rivers/springs and ecosystems which integrates ELA reading and writing, math and science. Rich reading level appropriate literature tied to the project in conjunction with supporting math and science studies will be utilized to individualize instruction. Intervention strategies based on individual student needs and collaboration with regular day teachers will further support instruction. Regular day writing and graphic organizers curricula will be expanded into the 21<sup>st</sup> CCLC program to further support Lincoln's school improvement goals. Activities will be carried out through hands-on engaging learning opportunities which promote conversational and written communication through classroom presentations. These activities will be designed to promote regular attendance so that students may improve in their regular day behavior and attendance as they gain confidence in their academic abilities.

**Westwood:** Areas that will be supported by the 21<sup>st</sup> CCLC are ELA/Reading, Math, and Science. Westwood's NCLB SPAR results show a disparity between racial groups, the economically disadvantaged, and males/females in each of these areas, with science having the greatest disparity. The 21<sup>st</sup> CCLC will implement a science-based project on the study of Florida's rivers/springs and ecosystems and which integrates ELA reading and writing, math, and science. Rich reading level appropriate literature tied to the project in conjunction with supporting math and science studies will be utilized to individualize instruction. Intervention strategies based on individual student needs and

collaboration with regular-day teachers will further support instruction. Activities will be carried out through hands-on, engaging learning opportunities that promote conversational and written communication through classroom presentations. These activities will be designed to promote regular attendance so that students may improve in their regular day behavior and attendance as they gain confidence in their academic abilities.

#### **5.5.d Sustainability**

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

### **5.6 Program Plan**

#### **5.6.a Target students**

##### **Academic & Behavior Needs**

The three elementary sites identified for Project Vitalize all showed a need for academic and behavior improvement and as outlined in the Individual school profiles below.

**Foster Elementary School** is a Title I school in Gainesville that currently serves approximately 518 students with 54% of its students eligible to participate in the federal free and reduced fee meal program with 67% minority enrolment. In 2014-15, Foster received an "A" grade, yet had a high percentage of its students not meeting state benchmarks for grade-level performance. According to the Florida Department of Education's 2014-15 Preliminary Informational Baseline School Grades report (<http://schoolgrades.fdoe.org/>), approximately a third of the students were not meeting achievement levels in ELA, Math, or Science. At least 30% were not meeting achievement in ELA, 23% in Math, and

27% in Science. In reviewing referral and detention data, there were some positive and negative trends identified. The number of students receiving a referral was 106 in 2013-14, generating 507 referrals and in 2014-15, this dropped to 75 students generating 222 referrals. The type of referrals have shifted to doubling the number of referrals for minor fighting. In addition, though the number of students remained relatively stable for detentions (out-of-school) around 20-21 between years 2013-14 and 2014-15, the number of days suspended has almost doubled as well from 40 to 72. This equates to more lost time for these students in terms of academic progress.

**Lincoln Middle School** is Title I eligible school that currently serves 714 students with approximately 44% of the school's students eligible to participate in the federal free and reduced fee meal program and 76% of the population being minority classified. In 2014-15, Lincoln also received an "A" school grade. During the same year, however, Lincoln had almost half of its student body not meeting achievement levels in ELA, Math and Science. In ELA, 50% of the students were not meeting achievement, 51% were not in Math, and 48% were not in Science. In reviewing referral and detention data, there were some positive and negative trends identified. The number of students receiving a referral was 193 in 2013-14, generating 921 referrals and in 2014-15, this increased to 291 students generating 1762 referrals. The type of referrals have shifted to tripling the number of referrals for major fighting just this year (2015-16) alone – from 21 in 2014-15 to 60 in 2015-16, and this school year is still not concluded. This correlates to an increase in the number out-of-school suspensions from 279 to 386 referrals between 2014-15 and the current school year 2015-16.

**Westwood Middle School** is a Title I eligible school that currently serves 915 students with 43% of the student population qualifying for free/reduced lunch status and about 60% of the students being classified as minority. In 2014-2015, Westwood made a school grade of "B." Westwood's student population closely resembles Lincoln's in terms of not meeting achievement levels in core curriculum areas. About 46% did not meet achievement in ELA or Math and 55% did not in Science. Westwood behavior data also shows a similar picture to that of Lincoln's with a steady number of students with referrals from 2013-14 to 2014-15, hovering around 324 to 331, but the number of referrals increasing

from 1794 to 1904. Referral types that increased between these years were weapons possession, harassment/intimidation, and drug sales. Suspensions, both in-school and out-of-school remained relatively stable for the same time period.

**Parental/Family Needs**

Upon review of ZIP code data for the areas surrounding these schools, it appears that lagging academic skills and behavior referrals at the proposed 21<sup>st</sup> CCLC sites may also be tied to the educational levels of their families and neighbors – at least at Foster Elementary and Lincoln Middle School. The ZIP code areas for both these schools have a population that exceeds the percentage of Florida residents with income below the poverty level and the percentage of Florida residents with less than a high school education. And although the population surrounding Westwood has more education and a lower poverty rate, it is evident from the school grade and behavior data that there is a need for engagement – both by students and their parents. There is a need among 21<sup>st</sup> CCLC student adult family members for building community resources that will help them and, subsequently, their children, succeed – both academically and/or personally.

Proposed Site	ZIP Code	% of ZIP population that with less than a high school education	% of Florida population with less than a high school education	% of ZIP population with income below the poverty level (2013)	% Florida residents with income below the poverty level (2013)
Foster	32609	19%	13%	27%	17%
Lincoln	32641	20%	13%	30%	17%
Westwood	32605	3%	13%	12%	17%

In reviewing the academic, behavior, and neighborhood data as outlined above, the School Board of Alachua County decided to apply for a 21<sup>st</sup> CCLC after-school program designed to meet the needs of the students and their families at the three proposed sites: Foster Elementary, Lincoln Middle

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

Project Vitalize will target students from three of Gainesville's public schools for the 21<sup>st</sup> CCLC program – Foster Elementary, Lincoln Middle School, and Westwood Middle School. In particular, Project Vitalize will target school-aged, at-risk youth. At-risk students to be served by this 21<sup>st</sup> CCLC program will meet a number of criteria: poor academic achievement (not meeting achievement levels), high poverty (Title I eligible school—free/reduced lunch), and poor behavior (particularly behavior referrals and/or suspensions). Students meeting these criteria will be given priority. All three school populations have a moderate number of students who meet this criteria as evidenced above. These students will be targeted for all program components. Every site will offer a summer program, albeit at a lower attendance this time frame.

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

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

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

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

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

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

Project-based learning (PBL) activities and topics will be selected by the students on a 12-14 week basis each semester. The summer program will have short PBL activities over a 6-week period from June – July. Students will explore each topic through discussion, fieldwork, representation, investigation, and displays. Students in 21<sup>st</sup> CCLC will answer key driving questions for each PBL and present their discoveries to adult family members at an end-of-project event.

#### **ACADEMIC ENRICHMENT**

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

### READING/LITERACY

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

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

### MATH/STEM

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



approach that promotes thinking and understanding. These will be offered one or two times per week with a teacher to student ratio of 1:10.

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

Project Vitalize will provide one full hour of personal enrichment activities each day of programming to include knowledge of health and nutrition and arts and culture activities. Each activity outlined below will be provided by certified teachers in a 1:20 ratio. These ratios may be accomplished with the help of classroom aides

According to a Re-Investing in Arts Education article

(<http://www.pcah.gov/sites/default/files/photos/PCAH%20Report%20Summary%20and%20Recommendations.pdf>) "two seminal studies with large sample sizes from the late 1900s showed that low income kids who participated in arts education were 4 times more likely to have high academic achievement and 3 times more likely to have high attendance than those who didn't." And according to an article published by the National Assembly of State Arts Agencies (<http://www.nasaa-arts.org/Publications/Artistic-evidence.pdf>) there was a national study out of the University of California at Los Angeles where researchers found students with high arts involvement performed better than the control students with low arts involvement when it came to performance on standardized tests. In addition, they also "reported less boredom in school." Project Vitalize activities may include music lessons on various instruments, learning about music and art from around the world, styles of architecture, different art mediums and styles, learning the difference between music genres, the birth of artistic and/or music genres, identifying master artists in music and art, and career education in the arts and music fields.

In terms of nutrition and school performance, "existing data suggests that with better nutrition students are better able to learn, students have fewer absences and students' behavior improves, causing fewer disruptions in the classroom." (<http://www.extension.org/pages/68774/3-ways-nutrition-influences-student-learning-potential-and-school-performance#.VUDnEKPNjSE>) Physical activity may

also lead to increased attention span and concentration. Activities may include strategies for selecting, comparing, and contrasting nutritional foods, adequate intake of nutrition, potential effects of poor nutrition, effects of good nutritional habits on exercise, brain function, and mood, food as a function of family gatherings, sports as a driver for developing the body's need for nutrition, research and application of sports and fitness activities which help develop strong bodies to support the cycle of good health through nutrition and exercise.

The Alachua County school district is actively pursuing programs that build STEM skills – one being in the area of robotics. Two project-based learning (PBL) activities were developed for this proposal and each integrates both academic AND personal enrichment activities and align with the local STEM Initiative. The robotics PBL will help students build skills in science, engineering, and technology and will enable them to apply the processes of scientific inquiry and engineering design, using the tools of technology to enhance learning. In the ecosystems PBL, students will learn about the scientific method while investigating Florida's living and non-living natural resources which generate billions of dollars each year to Florida's economy. The Florida's Nature Communities PBL will help students develop their knowledge of wetlands and the impact of people on Florida's wetlands as they build skills in the life sciences so necessary to Florida's future in biomedical research. A high percentage of Florida's future jobs will require STEM skills in the life sciences.

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

Upon dismissal from regular day school, 21st CCLC students will report to a designated location, such as the cafeteria, for check-in and a free afternoon meal. Regular-day staff and 21st CCLC staff will monitor the campus to ensure students report directly to the program. Students will complete homework and engage in tutoring activities. Students may study in small groups or as partners, while staff circulates and assists as needed. Community volunteers may work with small groups on specific assignments or tutor for specific skill sets.

After homework/study time is completed, students break out into grade levels for Project Based Learning (PBL) academic and personal enrichment activities. Teachers walk with students to their

classrooms for Project Based Learning (PBL) time with a 10:1 staff to student ratio. During this time, students engage in integrated language-arts/reading, math, science explorations and hands-on learning through the facilitation of teachers, vendor-contractors, and teacher support staff. Students will engage in explorations and applications of ideas and skill sets using a variety of modalities. Modalities include the five senses (touch, taste, smell, listening, seeing) in addition to kinesthetic, rhythmic and melodic, direct and indirect experiences, sequencing, logic, reflection, and more. Students will participate in multiple modalities to develop their deepest understandings and to also generate inquiries for further understandings and explorations. It is a continual cycle of learning, as students explore, ask questions, experiment, develop understanding which generate more inquiries and explorations and understandings. Each class ends with a review.

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

Every student will participate in PBL at least twice weekly for one hour each day. Culture and arts activities will be integrated with the project through a variety of art techniques such as visual arts, dance, music, creative compositions and expressions. The content will coordinate with the project so that students continue the cycle of learning through explorations and understandings. Activities may include guest speakers and creative expressions such as clay modeling, ceramics, paint or sketching, collages, poetry and expressive writing, music and rhythm compositions, drama and dance experiences and expressions. Health, nutrition, and fitness will coordinate with the project through integrated skills

tioned directly to the project. Skills, activities, and materials may include mechanics of muscles and body structure, foods of other cultures, calorie and content comparisons, variety of exercises and movements. Clean-up and preparation for the next one-hour rotation begins after the one-hour PBL. Different groups will rotate through the same activities, so that within the week every student has participated in every activity. Within five minutes, rotations are complete as teachers walk with students to their next class.

Programming will conclude with dismissal. Staff will walk with students to their designated locations. Only approved adults who present ID and are allowed to pick them up. Staff communicate by radio to ensure all students are accounted for, dismissed safely, and campus is clear.

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

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

Project Vitalize will offer family members and caregivers at least 6 events where they will be given community resource information for direct assistance with meeting identified needs through partnerships with the district's Parent Academy and United Way Reading Pals programs, and through published information from the Library Partnership-Partnership for Strong Families. Examples of community resources is the local United Way Reading Pals elementary school program for Stephen Foster, and the Library Partnership of the Partnership for Strong Families for Stephen Foster, Lincoln Middle School, and Westwood Middle Schools.

The district's new initiative Parent Academy will provide a mobile bus unit to district neighborhoods and schools equipped with technology stations for parent use to attain their GED, learn about community resources information including 21stCCLC family engagement community resource information, access their children's school grades, teacher contact information, attendance, and lunch

information. Parent Academy will work in conjunction with 21stCCLC family engagement at the school sites as a resource for parents, at local churches, and school events.

Through Project Vitalize family member events, United Way Partners will provide family healthy lifestyles literacy events through their Reading Pals family engagement program and dental care program. Reading Pals volunteers will mentor and tutor students during programming, with follow-up family event topics on healthy lifestyles literature such as Scholastic books, My Plate activities, financial literacy, and social service agency resources. Additionally, United Way will provide free dental care to qualifying students and dental health education to families of students.

Through published monthly calendar events from the Library Partnership and Partnership for Strong Families, at least 6 family engagement events will be provided to families and caregivers where they will be given monthly Library Partnership Events calendars of community resources available through the public library and many other community resource agencies. Information provided includes Restoration of Rights workshops, free tax preparation, clothing and food distribution centers, free HIV prevention and testing outreach centers.

These six community resource events will be provided periodically across the 21st CCLC program year. The goal is to serve at least a third of the families of actively participating students in the 21st CCLC program at each site, or 20 family members. Family members will be recruited through flyers home, newsletters, through the students themselves, 21st CCLC staff during parent pick-ups, and through the website.

Designated 21<sup>st</sup> CCLC sites will employ a number of strategies to build participation in the program by family members of active students in the program. These strategies include scheduling individual parent/student meetings to review student progress and to garner family feedback, encouraging parents to become tutors during the program, inviting family members to see their 21<sup>st</sup> CCLC student(s) demonstrate what they have learned in the program, such as a Project-Based Learning (PBL) end product, and, providing monthly invitations for parents to participate in personal enrichment activities with their children as an engagement building opportunity between family and student, and

between school and family. Adult Family Members of participating 21<sup>st</sup> CCLC student will be presented student information specific to the student grade level if specific events warrant – such as building the reading or math skills of their children at home.

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

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

Site Coordinators will act as lead teachers over the daily operation of 21<sup>st</sup>CCLC programs at each site. They will be responsible for collaborating with regular-day teachers, school and district personnel, and assist with managing all paid and unpaid staff. Preference for site coordinators will be given to regular-day teachers in the school where the site is located. The overall program will be administered by a Project Manager who will coordinate activities at each site and across the district.

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

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

The Project Manager will attend state and national meetings/conferences as required and additional training provided by the district in order to directly support managing a large after-school program. The Project Manager will conduct a program orientation, prior to the implementation of Project

Vitalize, for all identified staff members at the individual sites. Staff will be familiarized with the tenets of the program, the program's goals and objectives, documentation requirements for the program, data collection activities, program site visits, and information on other sites operating across the district.

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

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

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

#### 5.6.f Program Center(s)

All three proposed 21<sup>st</sup> CCLC sites are located at district schools that have adequate classroom space, libraries, computer labs, safe recreational areas, cafeterias, and study areas. The elementary school has the capacity to serve between 400-600 students and the middle schools can serve between 950-1150 students. Because the 21<sup>st</sup> CCLC sites are also district schools, both students and families have full access to these facilities during regular school day hours (Monday – Friday) as well as during after-school hours on Mondays through Thursdays. These centers have passed required building

safety, health, and fire inspections. These facilities have sufficient space to secure and maintain 21<sup>st</sup> CCLC equipment and resources.

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

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

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

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

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



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

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

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

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

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

2017-18

Appendix A  
Continuing Improvement

Agency Name: Alachua County School District Project Number: 010-24488-8CCC4  
Program Name: Project Vitalize

*Reason(s) for the change:*

Removal of Parent Academy. Update on partnerships. All else stays the same.

This change includes:  Additions  Deletions  Both

*Narrative Language:*

**5.5.b Partnerships**

The School Board of Alachua County has already leveraged existing community partnerships from current 21<sup>st</sup> CCLC grants to establish a broader, community investment in the proposed Project Vitalize. These partner agencies are included in the table ~~online~~ and include partners such as ~~United Way, American Medical Student Association, UF Rocket Team, Santa Fe College of Fine Arts and the Parent Academy.~~ United Way-Reading Pals, University of Florida-College of Engineering, UF Rocketry Team, University of Florida-Mentor Mentee Project, American Medical Student Association, Florida Fencing Academy, Alachua County Library District-Library Partnership, Cade Museum, Rotary Club of Gainesville/Santa Fe Teaching Zoo, Florida Organic Growers, Jonesville Tennis, University of Florida-SHIP, Depot Park, Choi Kwang, Do of North Florida Alachua CSD Food Service Farm to School Program, Project Learning Tree-Kids in the Woods. Individual contributions are listed in the table. Contributions include donated materials and supplies, drastically discounted services, staffing, and in-kind volunteer hours.

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

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

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

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

Project Vitalize will offer family members and caregivers at least 6 events where they will be given community resource information for direct assistance with meeting identified needs through partnerships with the district's ~~Parent Academy~~ and United Way Reading Pals programs, and through published information from the Library Partnership-Partnership for Strong Families. Examples of community resources is the local United Way Reading Pals elementary school program for Stephen Foster, and the Library Partnership of the Partnership for Strong Families for Stephen Foster, Lincoln Middle School, and Westwood Middle Schools.

~~The district's new initiative Parent Academy will provide a mobile bus unit to district neighborhoods and schools equipped with technology stations for parent use to attain their GED, learn about community resources information including 21stCCLC family engagement community resource information, access their children's school grades, teacher contact information, attendance, and lunch information. Parent Academy will work in conjunction with 21stCCLC family engagement at the school sites as a resource for parents, at local churches, and school events.~~

**Appendix A**      2018-19  
**Continuing Improvement**

Agency Name: Alachua County School District      Project Number: 010-2449B-9CCC4  
Program Name: Project Vitalize

*Reason(s) for the change: update of partners section – all else stays the same.*

This change includes:     Additions     Deletions     Both

*Narrative Language:*

Continuing improvement:

**Flourish & Vitalize:**

The evaluator made 2 Summative recommendations: Attendance and Consolidated Data Tracking

- Strategies to increase attendance have been implemented. These include recruitment at Kindergarten Roundup, distribution of flyers and applications to feeder schools, and phone calls to families. Also, the Project Manager worked with the City of Gainesville Mayor Initiative "Youth Summit" committee where program information was disseminated to local youth service agencies.
- Project Manager worked with the district Research Department to formulate a plan to better consolidate data into one file, which has resulted in more time-efficient analysis of data.

**Flourish & Vitalize Summative Objective Assessment Recommendations for each objective were the same:**

Continue with current curriculum, continue tracking lowest performing students and modifying curriculum as needed

- Architecture/Environmental Engineering PBL curriculum will continue, based on student interest and teacher support.
- Targeted students will continue to be identified and provided with additional support such as tutoring and mentoring, collaboration with regular day teachers.
- Quarterly data will continue to be collected and analyzed for curriculum planning.
- Program will continue with STEAM hands-on curriculum to support strong student interest in learning.

**5.5.b Partnerships**

The School Board of Alachua County has already leveraged existing community partnerships from current 21<sup>st</sup> CCLC grants to establish a broader, community investment in the proposed Project Vitalize.

These partner agencies are included in the table online and include partners such as United Way, American Medical Student Association, UF Rocket Team, Santa Fe College of Fine Arts and the Parent Academy. United

Way-Reading Pals, University of Florida-College of Engineering, UF Rocketry Team, University of Florida-Mentor Mentee Project, American Medical Student Association, Florida Fencing Academy, Alachua County Library District-Library Partnership, Cade Museum, Rotary Club of Gainesville/Santa Fe Teaching Zoo, Florida Organic Growers, Jonesville Tennis, University of Florida-SHIP, Depot Park, Choi Kwang Do of North Florida, Alachua CSD Food Service Farm to School Program, Project Learning Tree-Kids in the Woods. Individual contributions are listed in the table. Contributions include donated materials and supplies, drastically discounted services, staffing, and in-kind volunteer hours.

## Appendix A Continuing Improvement – 2019-20

Agency Name: Alachua County School District Project Number: 010-2440B-OCCC4  
Program Name: Project Vitalize

*Reason(s) for the change: update of partners section – all else stays the same.*

This change includes:     Additions     Deletions     Both

*Narrative Language:*

Continuing improvement:

### Project Vitalize:

The evaluator made 2 Summative recommendations: Attendance and Consolidated Data Tracking

- Strategies to increase attendance ~~have been~~ were implemented. These include recruitment at Kindergarten Roundup, distribution of flyers and applications to feeder schools, and phone calls to families.
- Also, The Project Manager worked with the ~~City of Gainesville Mayor Initiative "Youth Summit" committee~~ Better Out of School Time alliance where program information was disseminated to local youth service agencies.
- Project Manager worked with the district Research Department to formulate a plan to better consolidate data into one file, which has resulted in more time-efficient analysis of data.

Vitalize Summative Objective Assessment Recommendations for each objective were the same: Continue with current curriculum, continue tracking lowest performing students and modifying curriculum as needed

- ~~Architecture/Environmental Engineering~~ Sponge Cities PBL curriculum will continue, based on student interest and teacher support.
- Targeted students will continue to be identified and ~~provided with additional support such as tutoring and mentoring, collaboration with regular day tutored by certified~~ teachers.
- Quarterly data will continue to be collected and analyzed for curriculum planning.
- Program will continue with STEAM hands-on curriculum to support strong student interest in learning.

### **5.5.b Partnerships**

The School Board of Alachua County has already leveraged existing community partnerships from current 21<sup>st</sup> CCLC grants to establish a broader, community investment in the proposed Project Vitalize. These partner agencies are included in the table ~~online~~ and include partners such as ~~United Way, American Medical Student Association, UF Rocket Team, Santa Fe College of Fine Arts and the Parent Academy.~~ United Way-Reading Pals, University of Florida-College of Engineering, UF Rocketry Team, University of Florida-

Mentor Mentee Project, American Medical Student Association, Florida Fencing Academy, Alachua County Library District-Library Partnership, Cade Museum, Rotary Club of Gainesville/Santa Fe Teaching Zoo, Florida Organic Growers, Jonesville Tennis, University of Florida-SHIP, Depot Park, Choi Kwang Do of North Florida, Alachua CSD Food Service Farm to School Program, Project Learning Tree-Kids in the Woods. Individual contributions are listed in the table. Contributions include donated materials and supplies, drastically discounted services, staffing, and in-kind volunteer hours.