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experience operating programming) requires the LCPC to effectively manage public funding. Most certainly, the level of scrutiny over LCPC expenditures and operations cannot be overstated - particularly as most these existing programs are in partnership with long-standing and respected community organizations, such as the Sheriff's Office local police departments, the Levy County School Board, and the Superintendent of Schools. The fact that LCPC continues to be trusted by these outstanding partners is a testament to LCPC's experience and effectiveness in managing public funding and providing programming to Levy County's youth and communities.

**STATE AND FEDERAL FUNDING:** While much of LCPC funding come from local grants and contracts, as well as significant donations and private funding, LCPC also has tremendous and long-standing experience managing federal funding. For instance, LCPC has successfully managed a Florida Department of Children and Families contract for the past ten (10) years (state funding), a Florida Department of Juvenile Justice contract for three (3) years (state funding), a Drug Free Communities Grant for the past seven (7) years (federal funding), and a Stop Act grant for the past three (3) years (federal funding). Furthermore, most relevant to the current proposal, LCPC has been honored to hold a 21st CCLC grant for the past year to provide services to other schools in Levy County. With all of these state and federal grants, LCPC has received no findings or corrective actions, and had funding renewed in all cases when renewal funding was available through the respective grant initiative.

**OUT-OF-SCHOOL PROGRAM EXPERIENCE WITH PUBLIC FUNDING:** As further detailed below, LCPC has strong experience providing out-of-school programming to youth and families in Levy County – many of which are aligned with various components of the proposed 21st CCLC program. These services have included providing curriculum-based instruction to elementary and middle school students, providing intervention and support services to youth in the community, providing trainings to community members to support youth, mentoring programs, and services to support mental health awareness and social-emotional learning. In fact, over the past year of providing programs funded by local, state, and federal funds - LCPC has provided prevention services to over 10,500 youth and adults in Levy County, with most occurring during the out-of-school service hours.

### ADMINISTRATIVE CAPABILITIES

One of the foundational considerations made when applying for this 21st CCLC program was whether LCPC had the administrative and organizational capacity to effectively manage and implement the proposed 21st CCLC program. Hiring quality teachers and staff is important, but it is only one component of being good stewards of federal funding. To help support the 21st CCLC program, the LCPC management team has extensive experience with fiscal management, curriculum development, professional development, and program evaluation. Through having a 21st CCLC program for the past year, LCPC has further strengthened the overall administrative structure to ensure policies and procedures are designed to support the stringent requirements of operating this federal program. More specifically, LCPC has established policies and procedures to ensure proper checks and balances, with a focus on compliance with all federal funding regulations – including new policies and procedures to support the annual single audit



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(a rigorous, organization-wide audit of an entity that expends \$750,000 or more of federal funding).

Among the policies and procedures currently implemented by LCPC in support of all programs, particularly federal programs, include: (1) cash management policies and procedures; (2) allowability policies regarding the reasonableness, necessity, and allocability of purchases and expenditures; (3) policies and procedures regarding time and effort, including time cards, personnel activity reports, and semi-annual certifications; (4) procurement procedures for ordering, purchasing, and receiving goods – including policies regarding purchase orders and purchase requests; (5) procedures for requesting travel authorizations, expending travel fund, and requesting reimbursement; (6) policies surrounding inventory management, inventory tracking, and property management; (7) procedures and guidance regarding records retention for evaluation data, financial data, personal records, etc.; and (8) policies regarding real and perceived conflict of interest. In addition, LCPC has capacity and experience in creating accounting systems to manage, track, and monitor budgeted funds across several programs and grants. Overall, LCPC is highly experienced in complying with federal, state, and local rules and regulations.

The Chief Operating Officer provides daily oversight of company finances and ensures that all departments and directors/coordinators follow approved budgets and adhere to company financial policies and procedures. LCPC management ensures strong oversight, quality program implementation, evaluation, planning, risk assessment, and financial controls are executed daily. Grant and contract compliance are achieved through the use of clearly identified roles and responsibilities and well-coordinated systems. The Chief Operating Officer provides oversight of all grants and contracts to ensure compliance, and director/coordinator-level staff have a defined understanding of their assigned grant or contract deliverables to ensure quality implementation. LCPC utilizes department accounting and therefore can ensure that all funding sources and expenses will remain separate and 21st CCLC funding will not be co-mingled with any other funding sources.

### OUTCOME OF MONITORING / AUDIT ACTIVITIES

While LCPC has not previously been required to complete a “single audit”, LCPC has participated in federal and state monitoring and compliance audits since 2018. For instance, the Department of Health and Human Services conducted an audit of LCPC’s Drug Free Communities grant and found no audit exceptions or findings, resulting in a clean monitoring and audit report. The State of Florida Department of Children and Families has also conducted several monitoring audits in the past years, with all monitoring audits resulting in clean reports, with no exceptions and no findings. The same stands true for a recent Department of Juvenile Justice Monitoring, where DJJ found no major deficiencies and only noted a minor deficiency with regards to staff training during Hurricane Irma. In relation to that minor finding, Hurricane Irma had delayed training and LCPC quickly corrected the minor deficiency and remains in good standing. Finally, evaluation of the LCPC 21st CCLC program currently in operation found no deficiencies or concerns.



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### LEADERSHIP QUALIFICATIONS AND ORGANIZATIONAL STRUCTURE TO SUPPORT 21ST CCLC

Regardless of the adequacy and depth of the planning process, and regardless of the quantity of operations and services, implementing and maintaining high-quality out-of-school programming depends heavily upon consistently effective program management and organizational leadership. Ultimately, program management is a process of planning, organizing, leading, and controlling program resources and the work of program staff members to achieve stated program objectives. In turn, achievement of program objectives depends upon the extent to which program activities are formulated, organized, and coordinated in terms of human, financial, and material resources. Within this process, leadership plays a vital role in establishing a new culture, developing new directions, mobilizing change, creating opportunities, and motivating staff members. The leadership model of the LCPC and the ACHIEVE 21<sup>st</sup> CCLC program includes the LCPC Board of Directors, the Chief Operating Officer, and the 21st CCLC Program Director. Overall, LCPC has the leadership and organizational structure necessary to implement the policies and procedures (as previously mentioned) with fidelity.

The LCPC Board of Directors offers a unique layer of accountability, oversight and transparency to executive level staff. The Board of Directors is composed of highly experienced and respected individuals. Currently, the individuals on the LCPC Board include: (1) Crystal Seley (Faith Based Groups); (2) Christopher Cowart (Vice Chairman, School Board of Levy County; Board Member, Levy Schools Foundation); (3) Brett Beauchamp (Undersheriff, Levy Sheriff's Office; Instructor, Central Florida College); (4) Robert Wells (Prevention, Meridian Behavioral Healthcare); (5) Edith Brown (Retired, Juvenile Justice Council); (6) Superintendent Jeff Edison (Superintendent, School Board of Levy County); (7) Sheriff Bobby McCallum (Levy Sheriff's Office); and (8) Chief Dennis Strow (Williston Police Department). The Board of Directors provides a wealth of knowledge and offers keen insight into everyday decisions, while providing strong internal controls and financial oversight. All company checks require the signature of the Chief Operating Officer and one Board Member to ensure control of company expenditures.

Jonathan Lewis joined LCPC as the Coalition Coordinator in 2011. Jonathan was the first-ever paid staff member in Coalition history. Jonathan now serves as the Chief Operating Officer, a position he has held since 2013. As Chief Operating Officer, Jonathan is responsible for the direction and administration of the organization. Jonathan has over 14 years of experience in IT, Accounting, Exceptional Student Education, Organizational Structure, Community Engagement and Substance Abuse Mental Health Services. With over 12 years of work experience involving youth and the community, Jonathan played an essential role in the birth of the LCPC. Over the past nine years, the Coalition has grown, increased revenue for youth programming by 450% and successfully implemented youth programming throughout Levy County. The LCPC has a stellar reputation within the community, which can be attributed to Jonathan's leadership under the direction of the Board of Directors.

Sheri Higgins, LCPC's Youth Services Director will serve as the Project Director for the 21st CCLC grant. Sheri is a graduate of the University of Central Florida with a Bachelor of Science Degree in Elementary Education and a Master's Degree in Reading from St. Leo University. Sheri is a certified teacher with over 10 years of experience and holds a current teaching certificate with



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certifications in ELL and Reading Endorsement. Her passions include student reading proficiency and she plans to utilize that passion to benefit the students of Levy County.

### ORGANIZATIONAL CHART

To better illustrate the organizational and administrative capacity of the Levy County Prevention Coalition (LCPC), an organizational chart has been provided as an attachment, as required. The organizational chart mirrors the organizational and administrative structure discussed within this section of the proposal. Overall, the organizational chart demonstrates that LCPC has the capacity and capability to fully implement the proposed 21st CCLC program with fidelity and in compliance with all state and federal rules and regulations.

### EXPERIENCE PROVIDING SERVICES IN-LINE WITH 21ST CCLC

LCPC presently implements several community-wide and school-based evidence-based strategies and programs. These include school-based clubs, weekend and summer programming. Through the operation of programs over the past nine years, coupled with LCPC's strong relationships with our school district, LCPC will have no issue whatsoever implementing the 21st CCLC program.

**21ST CCLC PROGRAM:** LCPC is currently at the end of the first year of 21st CCLC funding for a different set of schools. The current 21st CCLC program is most definitely in-line with the goals, objectives, and activities of the proposed 21st CCLC program within this application. While there are significant differences due to the different needs of students, the old and new 21st CCLC programs share the required objectives and an identical vision of supporting the academic and personal enrichment needs of students and their families.

**KNOW THE LAW:** This is an educational book developed to familiarize youth with local, state and national laws. LCPC believes educating youth on the law affords them the opportunity to make better decisions, think before they act, and pursue their dreams. Through a partnership with the Levy County Sheriff's Office, LCPC teaches this curriculum in all Levy County 5th and 6th grade classes.

**FRIDAY NIGHT DONE RIGHT:** This program is a social norming campaign that focuses on youth spending their free-time in positive ways, without drugs or alcohol. Through the Friday Night Done Right campaign, the LCPC, with the help of partner organizations, plans and provides events that offer a free, friendly, drug-free space for youth to spend their time. Whether they dance, socialize, compete in sports, cheer for their classmates during a sporting event, or just enjoy free food - all youth are welcomed to attend and all events are free of charge.

**NO ONE'S HOUSE:** In efforts to help prevent underage drinking, the LCPC has joined the campaign "No One's House". The idea behind "No One's House" is to extend and highlight the responsibilities of parents in regards to preventing underage drinking. According to the 2016 Florida Youth Substance Abuse Survey, 37.15% of youth consumed alcohol in their homes and 40.0% consumed alcohol in someone else's home.

**LUNCH AND LEARNS:** LCPC partners with multiple organizations to bring free trainings to the Levy County community. The goal is to bring community members and stakeholders to the table



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to discuss, share resources, and gain skills. Most recent trainings have included: (1) Understanding Addiction; (2) Substance Abuse Mental Health; (3) Adverse Childhood Experiences; and (4) Youth Mental Health First Aid.

**RESPONSIBLE VENDOR TRAINING:** The LCPC supports local businesses by providing free training to their staff. The Coalition provides free Responsible Vendor Training each quarter for all of Levy County's five communities.

**PRESCRIPTION DRUG DROP-OFF:** The LCPC partners with the DEA, local police departments, and the Levy County Sheriff's Office to provide prescription drug drop-off location services. Each October, the LCPC provides a drop-off in each of Levy County's five communities; Bronson, Cedar Key, Chiefland, Inglis and Williston. Drop-Off's are 100% free and confidential.

**NATURAL HIGH:** Within this program provided by LCPC, youth are encouraged to use their natural skills and talents to produce a lasting, productive, positive "Natural High." The Natural High Campaign is implemented throughout Levy County through special events and school-based clubs. Natural High events and clubs create an atmosphere in which youth can create, and share positive experiences with each other, while showcasing their natural high as an alternative to drug use.

**MENTORING:** The LCPC recently launched "Building Today's Youth", a mentoring program. During the past year, Coalition staff and volunteers mentored over 105 youth. Coalition staff create an individualized plan for each and every student, focusing on reinforcing students' strengths and overcoming weaknesses. LCPC has created a process wherein students can request mentoring, as well as a process whereby others can refer students for mentoring.

### CAPACITY OF APPLICANT AND PARTNERS TO OPERATE 21ST CCLC PROGRAM

As demonstrated by the breadth of ongoing programs to support youth and community, it should be clear that LCPC has the capacity and experience to provide 21st CCLC services as contained in this proposal, as well as the ability to evaluate effectiveness in providing services based on data and supporting evidence. A great deal of this capacity comes from the outstanding support from partners – particularly those related to the direct operational and data-driving support for the 21st CCLC program. For instance, when planning for the 21st CCLC proposal, LCPC had the full support of the Levy County Schools Superintendent Mr. Jeff Edison and the School Board (see attached MOU), as well as the full support of principals from each targeted school, Levy County Sheriff Bobby McCallum, and other local leaders (see letters of support/cooperation). It is important to reiterate the importance of the proposed 21st CCLC program to the Levy County youth and the schools they attend. Partnership letters provided within this application show the incredible support this 21st CCLC proposal has (and will have) from major partners in student education and community services – including the School Board, the Superintendent, principals from all three schools, local police, and the Sheriff.

### EXPERIENCE IN COLLECTING, MAINTAINING, ANALYZING, AND REPORTING DATA

Throughout the past ten years of state contracting and federal grants, LCPC has garnered a great deal of experience with collecting, analyzing and reporting data. Presently, LCPC's state contracts with the Department of Children and Families requires all activities to be recorded to



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include staff time, number of participants, a short narrative of services provided and immediate outcome. This information is then placed in a performance-based prevention system allowing for reports to be generated. LCPC's contract with the Department of Juvenile Justice requires student data to be collected quarterly. Grades, attendance, behavior and other pertinent information are collected to ensure proper mentoring and life skills programming to students. The LCPC Drug Free Communities Grant and Stop Act Grant (federal grants) from the Department of Health and Human Services require collection of data on all grant deliverables, which is then entered into a national data collection system. Specific to 21st CCLC, LCPC has already become proficient in EZReports (the data collection system required by the FLDOE) and the collection of all data required for the 21st CCLC program. LCPC will use this understanding of evaluation to work with the external evaluator to ensure we are collecting all data required to measure program performance.

### PROCESSES TO SUPPORT EVALUATION ACTIVITIES

As quality of federally-funded educational programming becomes a public concern, it is imperative that program quality be more than just monitored and measured. Rather, it must be actively managed with a view towards continuous improvement and development. Within such active management, it is important to account for the impact of both program structure and delivery processes on the quality of the program. For instance, effective programs must match the developmental needs of their participants, and they must also fit the demands and resources of the particular settings in which they are implemented. A key to successful implementation of high-quality programming is to be proactive when planning and structuring the program to overcome or account for predetermined areas that may be problematic. Indeed, it is critical to take corrective actions during the design of the program, rather than waiting until corrective actions could have detrimental impacts. For such proactive planning to be successful, the LCPC ACHIEVE 21st CCLC program will require a program-wide commitment to continuous quality improvement and continuous process improvement. Program staff members will work collaboratively to develop a culture of critical inquiry and ensure that quality processes and outcomes are central to the vision, goals, and priorities of all staff members and within all program activities. To ensure accuracy of data collection and student progress monitoring, the School District of Levy County has signed a Memorandum of Understanding (provided under the partner section of this proposal) to provide all necessary student data for evaluation purposes.

### EXPERIENCE USING EVALUATION DATA TO IMPROVE PROGRAM QUALITY

Upon receipt of evaluation findings from the external evaluator, LCPC will meet with the evaluator, staff, district/school administration, teachers and paraprofessionals to review the findings and strategize ways to improve program planning and implementation. This will be an ongoing process, intended to ensure optimal program performance. As noted previously, LCPC has several years of experience working with and responding to evaluation and evaluation findings. Of most relevance to this proposal, LCPC has a year of working with the FLDOE 21st CCLC Research and Evaluation Unit and an external independent evaluator on the previously funded 21st CCLC program – while a year of working with 21st CCLC evaluation policies is limited, it has also helped LCPC effectively improve evaluation efforts and data collection



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efforts. LCPC has learned to use evaluation data to improve program plans and, in turn, program quality. Throughout all evaluation efforts and continuous improvement, LCPC uses the Measures of Effectiveness for programming to help improve program quality.

### 3.3 Needs Assessment

Methods Used to Collect Need-Based Data: LCPC utilized the Strategic Prevention Framework to collect and analyze needs-based data, convene community stakeholders to discuss data, and produce action plans to address data gaps and community needs. Through this process, LCPC engaged key community stakeholders to include the School Board of Levy County, the district Superintendent, school principals, parents, students and community members (to include the 12 community sectors; Local Gov., Youth Servicing Organizations, Healthcare, Business, Religious, Media, Parent, Youth, Civic, Law Enforcement, and SAMH). LCPC also collected data from Florida Department of Education databases and dashboards, district databases and dashboards, peer-reviewed literature, and School Improvement Plans.

#### DEMOGRAPHICS OF PROPOSED SERVICE AREAS AND TARGET POPULATION

Levy County is rural, comparable in geographic size to the State of Rhode Island, but sparsely inhabited by 40,355 residents (29 ppl/square mile). Across the adult population of Levy County, only 84% of have a high school diploma and only 12% hold a bachelor's degree or higher. Even those that would like to attend college face significant financial barriers, with 22.2% of the population living below the poverty line and 14.7% of those younger than 18 living below the poverty line (US Census, 2020).

The targeted student population attend three schools included in this proposal: Bronson Elementary; Chiefland Middle/High School; and Willison Middle/High School. All three schools have relatively high minority rates for the rural Levy County (Bronson ES = 27.9%; Chiefland MHS = 23.2%; Willison MHS = 40.2%) and all three schools have extremely high instances of poverty measured by the percent of students receiving free or reduced-price lunch (Bronson ES = 100%; Chiefland MHS = 84.2%; Willison MHS = 81.8%). While all three sites have low rates of English Language Learners (ELL), they have relatively high levels of students identified with disabilities (Bronson ES = 16.9%; Chiefland MHS = 14.7%; Willison MHS = 16.7%).

#### AVAILABILITY AND ACCESSIBILITY OF OUT-OF-SCHOOL SERVICES (SERVICE GAPS)

Overall, the Levy County School District is a resource-deprived county, doing as much as possible with limited resourced to help support student success. As with most rural and economically disadvantaged communities, parent engagement is difficult and students are often left alone or with older siblings during the afternoons and summer.

Despite the sparse population (which many believe would mean more centralized resources), the large geographic area requires nine public and two private/charter schools to effectively serve students. The rural atmosphere and depressed economy result in a lack of afterschool opportunities outside of small, for-profit, non-education daycare centers. Designated an "economically restrained county" by the Florida Governor, many families have difficulty paying for afterschool care and find it impossible to offer enriching experiences for their children.

### DEMAND AND NEED FOR PROPOSED SERVICES

**Need for Academic Assistance:** One of the greatest needs for services in the targeted schools and among the targeted students is that of academic support and assistance. Across all three schools, the principals noted the highest priorities for schoolwide improvement were reading/ELA, mathematics, and science. In all three schools, as shown by FLDOE data under the Continuous Improvement Management System reports (FLDOE, 2020), students struggled to meet state proficiency expectations in all three subject areas. In ELA, compared to the state average of 57% proficient (Level 3 or higher) on the FSA Reading /ELA, all three schools had a significantly lower rate of proficiency (Bronson ES = 44%; Willison MHS = 42%; and Chiefland MHS = 47%). This is similar with mathematics, with the state average level of proficiency on the FSA mathematics (63%) being higher than all three targeted schools (Bronson ES = 51%; Williston MHS = 51%; and Chiefland MHS = 55%). Science performance was also lower at the three schools when compared to state averages, with Bronson Elementary achieving only 46% proficiency (compared to state elementary school average of 53% proficient) and Williston MHS (52% proficient) and Chiefland MHS (54% proficient) both lower than the state average of 68% across middle and high school students.

**Need for Homework Assistance:** There is a significant need for homework help and academic support, clearly established by the significant number of Levy County adults without college or high school education. Without formal education, it is difficult for even the most well-intentioned adults to provide homework help and academic supports for their students – particularly as the students get older and coursework become more challenging. Even adults with college degrees might find the current way of teaching (particularly mathematics) challenging and confusing. Currently, there are no programs in the vicinity of these sites that provide structured homework help provided by certified teachers.

**Need for Workforce Education and Employability Skills:** Unemployment is a significant challenge within Levy County, with the vast majority of working Levy County adults having to commute to work in nearby Alachua or Marion counties. Due to the significant number of working adults commuting long distances, many parents are unable to return home until after 6:00pm – thus leaving their children in daycare or with caregivers, or leaving them to care for themselves afterschool.

**Need for Social Emotional Learning:** Recent data from the Department of Juvenile Justice indicates a dire situation for Levy County students. As of the 2019-2020 school year, 98 students resided in the county that already had felony convictions – a significant number of students for a rural county. Moreover, according to a report published by the Afterschool Alliance, peak hours for student juvenile crime, drug experimentation, substance use and sex are between 3:00 pm and 6:00 pm (FL Juvenile Justice / Local Law Enforcement). Unfortunately, Levy County ranks 3rd out of 67 Florida counties for underage alcohol use with 46.8% of students reporting alcohol use. Marijuana use (26.3%) and THC oil vaping have increased drastically over the past two years, and teen pregnancy rates have failed to substantially decline over the past decade (Florida Youth Substance Abuse Survey, 2018). This highlights the desperate need for





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afterschool programming that can teach adulthood skills and support the social-emotional development of students.

**Need for Adult Family Member Services:** Numerous researchers (e.g., Deslandes & Potvin, 1999; Grolnick et al., 2000) have indicated that parental involvement in the education of their children is an important aspect of effective education programs from the elementary through high school years. Indeed, children often make better transitions in educational programs and have a more positive orientation if their parents are more involved in their learning. While there are some parent involvement events provided by the individual schools, they are often poorly attended and focused on topics necessary for the school (rather than requested by parents).

### COMMUNITY RESOURCES AND SUPPORTS AVAILABLE TO MEET NEEDS OR ALIGNMENT

Although Levy County is limited in available resources to assist with afterschool programming, LCPC has a pre-existing network of community stakeholders and partners that have committed to making the 21<sup>st</sup> CCLC program a success. Local business owners such as Myhree Motors, McGuires Auto, and Drummond Community Bank have agreed to conduct life and college readiness presentations, while other non-profits such as Kirby Farms (Florida's largest private railroad) have committed to enrichment experiences.

### CLOSING THE GAPS IN SERVICES

For gaps in community resources, such as adult education, LCPC will work with partners to find and offer services. For middle and high school students, LCPC will utilize financial literacy curriculum from national non-profits and work with local banks and financial advisors to schedule presentations. Levy County is not home to any educational enrichment destinations and therefore will use the planned school holiday program days for field trips to enrichment destinations. LCPC conducts quarterly Coalition Meetings and will use these meetings to ensure that all community stakeholders are consulted with in order to develop and maintain a successful program. In addition, as required, LCPC staff will meet with school leaders, teachers and community partners to ensure any and all resources are utilized for program success.

### CONSULTATION WITH STAKEHOLDERS

**Methods Used to Collect Need-Based Data:** As noted above, LCPC utilized the Strategic Prevention Framework to collect and analyze needs-based data, convene community stakeholders to discuss data, and produce action plans to address data gaps and community needs. Through this process, LCPC engaged key community stakeholders to include the School Board of Levy County, the district Superintendent, school principals, parents, students and community members (to include the 12 community sectors; Local Gov., Youth Servicing Organizations, Healthcare, Business, Religious, Media, Parent, Youth, Civic, Law Enforcement, and SAMH). LCPC also collected data from Florida Department of Education databases and dashboards, district databases and dashboards, peer-reviewed literature, and School Improvement Plans (SIPs).

**Collaboration with Target Schools:** It is the belief of LCPC that successful 21<sup>st</sup> CCLC programs must be developed in active collaboration with the schools attended by the participating students. For the current 21<sup>st</sup> CCLC program, LCPC worked directly with school principals of

each targeted school, the Superintendent of Levy County, and the School Board of Levy County in designing the proposed 21<sup>st</sup> CCLC program. Collaboration went beyond simple meetings and passive involvement – with activities including intense discussions and development of program objectives, operations, and activities. The principals were involved in all aspects of the design process and have provided detailed letters of support as part of this 21<sup>st</sup> CCLC proposal. Principals were also instrumental in providing the School Improvement Plan (SIP) for their respective schools – an invaluable resource for qualitative and quantitative data about the needs of the schools, as well as the students attending the schools. Such collaboration will continue throughout the five years of the 21<sup>st</sup> CCLC program, with ongoing collaboration supporting the implementation, evaluation, and continuous improvement of the 21<sup>st</sup> CCLC program at each site.

Collaboration with Private Schools: In addition to the public-school locations, the 21<sup>st</sup> CCLC proposal was developed with active collaboration of a private school in the general vicinity of the 21<sup>st</sup> CCLC targeted schools and site locations. While this was the only private school that responded to requests for collaboration, their insight and feedback provided a valuable addition to the proposal process. As noted by the FLDOE, The USED defines consultation as involving communications and discussions between the applicant and private school officials on “key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in” the 21<sup>st</sup> CCLC program. Consultation must be “meaningful,” meaning it provides the opportunity for all parties to present their views, have those views seriously considered, and allow for the discussion of viable options for ensuring equitable participation of private school students, teachers and other education personnel. Without doubt, the communication with Willison Central Christian Academy (WCCA) was meaningful and relevant to the final 21<sup>st</sup> CCLC proposal.

### **3.4 Community Notice and Dissemination of Information**

#### INFORMING COMMUNITY OF INTENTION TO SUBMIT PROPOSAL

LCPC first advised the School Board of Levy County of its intent to submit a response to the 21<sup>st</sup> Century Community Learning Center Grant RFP and met directly with the Superintendent of Schools. LCPC then approached and held meetings with school administration at each of the three targeted schools, as well as the principal and administration at the nearby private school that was originally interested in being a site location. Upon completion of these meetings, LCPC notified other community stakeholders through formal meetings and partnership requests, while reaching further into the community through the use of flyers posted in public areas and letters to other private schools.

As noted previously and repeated here for clarity, the 21<sup>st</sup> CCLC proposal was developed with active collaboration of a private school in the general vicinity of the 21<sup>st</sup> CCLC targeted schools and site locations. While this was the only private school that responded to requests for collaboration, their insight and feedback provided a valuable addition to the proposal process. The consultation involved discussions between LCPC and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in the 21<sup>st</sup> CCLC program. The consultation provided the opportunity



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for all parties to present their views, have those views seriously considered, and allowed for the discussion of viable options for ensuring equitable participation of private school students, teachers and other education personnel.

### MAKING PROPOSAL AVAILABLE TO COMMUNITY

Following submission of the grant proposal, LCPC will allow any community member to request a copy of the proposal through a website form submission, call to the LCPC offices, or via email request. A full printed copy of the submitted application will be placed in the LCPC offices and the front office of each school site location. Due to current health precautions, a copy of the proposal will be made available on the LCPC website to facilitate any interest from the community. If awarded the grant, the final negotiated proposal will be placed online for public consumption. Parents and adult caregivers of students attending the program will receive the website link to view the proposal, should they wish to have a better understanding of what their children will be provided.

### 21ST CCLC WEBSITE: CONTENT, MAINTENANCE, AND UPDATE

LCPC has contracted with a web design company to design a separate website to inform the community of all 21st CCLC grant activities, schedules, contact information and evaluation reports. The website will have a plethora of information about the 21st CCLC program, including program description, the program's address, the target schools, hours of operation and contact information for the site coordinators and program director. A copy of the approved grant narrative will be posted on the website, thus providing important understanding of the program for all stakeholders. To help ensure the community is informed of ongoing progress towards proposed objectives, LCPC will issue quarterly activity reports and annual program evaluation reports - all of which will be placed online for public consumption and full transparency about the 21st CCLC program. These reports will be available to the entire community, and LCPC staff will hand-deliver copies of the reports to key stakeholders, such as the School District and partnering organizations. Condensed evaluation report summaries will also be provided to parents of students participating in the program. The website will be updated at least twice per year, with the goal of monthly updates to keep the information fresh and the community interested.

### **3.5a Partnership and Collaboration**

#### PARTNERSHIP FOR MEALS AND SNACKS

LCPC and the School Board of Levy County have signed a Memorandum of Understanding (attached to this proposal) detailing the School Board's commitment to providing snacks and meals to all students attending the 21st CCLC program. The district food service director has worked with afterschool programs in the past, and LCPC has operated numerous afterschool and summer programs over the years – each time coordinating snacks and meals with the food service director. LCPC administrative staff will work with the district food service director, site cafeteria managers, and site coordinators to ensure meal/snack time is efficient and that all students receive their snack and/or meal. The funding for all meals and snacks will be provided by the school district via federal funding and, therefore, no snack/meal costs will be charged to



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the 21st CCLC program or to the 21st CCLC students. All snacks and meals will meet the requirements of the USDA guidelines for nutrition, as the program is federally funded and must adhere to strict guidelines overseen by the cafeteria manager at each school. The 21st CCLC program will provide students a snack each day afterschool, as well as breakfast and lunch during the summer component.

### PARTNERSHIPS TO SUPPORT THE 21ST CCLC PROGRAM

In efforts to ensure the 21st CCLC program provides a well-rounded enrichment experience for students, LCPC has received and included letters from local partners. These partners include the School Board of Levy County, Bronson Elementary School, Chiefland Middle High School, and Williston Middle High School. These agencies will assist with program implementation, enrollment, data, facilities and transportation. Additional partnerships specific to the 21st CCLC program include the Levy County Sheriff's Office, Levy County Department of Emergency Management and Cornerstone Church. Letters from these agencies are included in the attachments, and LCPC is excited to partner with each organization to provide volunteers and specific programming opportunities for students. LCPC has also confirmed partnerships with Drummond Community Bank and other local businesses to provide real-life experiences and college/career readiness enrichment for middle and high school students.

In addition to the documented and verbally confirmed partners, LCPC has Coalition Involvement Agreements with all 12 community sectors whom have committed to volunteer time and services for the 21st CCLC program. LCPC will document all volunteer time through sign-in sheets and invoices from partnering agencies to record in-kind services donated. LCPC will actively maintain existing and recruit new partnerships to ensure an ever-evolving list of community partners.

### SPECIFIC PARTNERS AND CONTRIBUTIONS

**School Board of Levy County:** The school board will provide all facilities (in kind) for the 21st CCLC programming. This includes the actual physical facility, as well as utilities, custodial support, paper goods (e.g., toilet paper and paper towels), and general maintenance. Moreover, the school board will provide support in obtaining all necessary data for reporting and evaluation purposes.

**Bronson Elementary School:** The bulk of the school's support will be in collaboration, planning, and recruitment efforts to build and support the program. The school principal has already been involved in the planning of this proposal, and will continue to donate their time in support of the program (and their students). Tangibly, the schools will provide access to the media center (and media center resources), technology, and security support.

**Chiefland Middle / High School:** The bulk of the school's support will be in collaboration, planning, and recruitment efforts to build and support the program. The school principal has already been involved in the planning of this proposal, and will continue to donate their time in support of the program (and their students). Tangibly, the schools will provide access to the media center (and media center resources), technology, and security support.



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Willison Middle / High School: The bulk of the school’s support will be in collaboration, planning, and recruitment efforts to build and support the program. The school principal has already been involved in the planning of this proposal, and will continue to donate their time in support of the program (and their students). Tangibly, the schools will provide access to the media center (and media center resources), technology, and security support.

Levy County Sheriff’s Office: The Sheriff’s Office will work to provide presentations and programming for students, in addition to providing in-kind School Resource Deputies to help keep the students safe and secure.

Levy County Parks and Recreation: The parks and recreation department will provide volunteers for programming, particularly during the summer, and access to their parks.

Cornerstone Church: This partner will provide volunteers to help mentor students under the Social Emotional Learning component, as well as providing additional homework help and personal enrichment activities (as appropriate and based on the volunteer’s skills and abilities).

Drummond Community Bank: The inclusion of a bank is important to help support the financial literacy component of the 21st CCLC program. The bank will provide volunteers and programming in financial literacy – both to students and to adult family members.

Levy Department of Emergency Management: This partner will provide programming related to weather safety to all students in the 21st CCLC program. Having departments of community government present to the students and provide curriculum is an outstanding opportunity for the students.

### PARTNERS TABLE

To better demonstrate and summarize the contributions of partners and the types of partners, a partner table is attached to this 21st CCLC proposal. The partners table provides all required elements to summarize partnerships, including (1) partner name; (2) agency type; (3) contribution type; (4) contribution description; (5) alignment to goal or need; and (6) indication of whether they provided a letter of commitment.

### LETTERS OF COMMITMENT / MEMORANDA OF UNDERSTANDING

LCPC has worked to coordinate federal, state and local programs with the 21st CCLC program to make the most effective use of public resources. Partnerships are vital to the success of a 21st CCLC program, particularly in Levy County, as resources from the local community are necessary to drive the activities of a holistic 21st CCLC program. LCPC has included all partnership letters obtained in support of this proposed 21st CCLC program. Each letter clearly articulates how the individual partner will directly support the program and provide tangible contributions.

### 3.5b Collaboration

#### MEANINGFUL COLLABORATION WITH SCHOOLS

The proposed 21st CCLC program was fully designed and developed in active collaboration with the regular schools attended by the students targeted for 21st CCLC activities. Such active collaboration will continue throughout the next five years of this 21st CCLC program, if awarded,



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and both LCPC and the target schools will work together to reach the program goals and objectives. Indeed, LCPC has partnered with all nine Levy County Public Schools for the past ten years, and the 21st CCLC program will only enhance the existing relationships and collaborations. LCPC has a long history of actively collaborating with school administrators, teachers and aides to implement evidenced-based environmental strategies and programs.

As detailed in a previous section and repeated here for clarity, it is the belief of LCPC that successful 21<sup>st</sup> CCLC programs must be developed in active collaboration with the schools attended by the participating students. For the current 21st CCLC program, LCPC worked directly with school principals of each targeted school, the Superintendent of Levy County, and the School Board of Levy County in designing the proposed 21st CCLC program. Collaboration went beyond simple meetings and passive involvement – with activities including intense discussions and development of program objectives, operations, and activities. The principals were involved in all aspects of the design process and have provided detailed letters of support as part of this 21st CCLC proposal. Principals were also instrumental in providing the School Improvement Plan (SIP) for their respective schools – an invaluable resource for qualitative and quantitative data about the needs of the schools, as well as the students attending the schools. Such collaboration will continue throughout the five years of the 21st CCLC program, with ongoing collaboration supporting the implementation, evaluation, and continuous improvement of the 21st CCLC program at each site.

To further enhance and maintain collaboration with the schools, certified teachers for the 21st CCLC program will be hired from the pool of certified teachers already employed as regular school teachers at each target school, and will be identified by the principal as outstanding teachers with the experience, skills, and know-how to work with the high-risk students and ensure maximum benefits for these student participants in the 21st CCLC program. Employing teachers from the day-school will help ensure program continuity, open and ongoing communications, and positive relationships between day-school and afterschool staff.

Also noted previously and repeated here for clarity, the 21st CCLC proposal was developed with active collaboration of one private school in the general vicinity of the 21st CCLC targeted schools and site locations (there are only two private schools in Levy County). While this was the only private school that responded to requests for collaboration, their insight and feedback provided a valuable addition to the proposal process. The consultation involved discussions between LCPC and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in the 21st CCLC program. The consultation provided the opportunity for all parties to present their views, have those views seriously considered, and allowed for the discussion of viable options for ensuring equitable participation of private school students, teachers and other education personnel. The 21st CCLC program will provide equitable services to private school students by providing services and benefits that are similar in both quantity and quality in comparison to the services and benefits provided to public school students.

### OPEN COMMUNICATION PLAN WITH SCHOOLS

To achieve active collaboration, LCPC will utilize these existing partnerships and methods to maintain constant contact with the targeted schools, primarily through regular meetings with school administrators, meetings with school teachers, and involvement in parents-student conferences for actively participating 21st CCLC students. LCPC will also work with the schools and obtain data from report cards, FSA scores, attendance, and behavioral data to use for differentiated instruction, progress monitoring, and program reports. Ultimately, LCPC staff and the 21st CCLC Program Director will maintain an open line of communication with school staff and administrators (particularly principals), and will share information on student progress via emails, presentations at school faculty meetings, and informational surveys. To further improve open communication, 21st CCLC teachers and staff will complete a monthly “progress report” on each student and submit this report to the students’ regular day teacher. The progress report will provide an opportunity for “360-degree feedback” regarding how the student is doing in the program and, in turn, promote feedback as to how the student is doing in the school day.

The program director will work closely with targeted school administrators and teachers to better understand the needs of students, and will tailor afterschool activities to better enhance any emerging school-day needs. The feedback from school administrators and teachers will be incorporated in 21<sup>st</sup> CCLC plans, and overall programmatic outcomes will be shared with administrators and teachers via evaluation reports. At minimum, open meetings with teachers and administrators will occur once per quarter, as allowed by the school principal. Academic support activities will reinforce the concepts learned in the classroom, with 21st CCLC program activities based on content the students are currently covering.

In addition, the 21st CCLC will encourage open communication with school day teachers to understand the specific homework and tutoring needs of each student. Students that are identified by the targeted schools as requiring additional support in specific academic subject areas will be offered small-group tutoring by program staff to support school day learning. LCPC staff will also actively analyze school absences, tardiness, and discipline data to ensure that social and emotional learning aspects of the 21<sup>st</sup> CCLC program are designed to have the highest impact on student confidence and behavior. Ultimately, through active collaboration between LCPC and each of the three targeted schools, all 21st CCLC grant objectives have been aligned to have the highest impact possible on district and targeted school learning gains and proficiency.

### 3.6 Target Population, Recruitment and Retention

#### TARGETED STUDENTS AND SCHOOLS

**TARGETED SCHOOLS:** The ACHIEVE 21st CCLC Project proposes to serve students attending three schools identified for Targeted Support and Improvement (TS&I) by the Florida Department of Education: (1) Bronson Elementary (Grades K-5); (2) Chiefland Middle/High School (Grades 6-12); and (3) Williston Middle / High School (Grades 6-12). All students targeted for the 21st CCLC program will attend the three eligible schools, unless they attend an eligible private school and can attend the full program, as proposed and funded. There is currently no 21st CCLC program (or any structured program) that provides academic-focused afterschool programming and summer programming to the students at these targeted schools. All three targeted schools are



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Title I schools with a large portion of low-income students. Countless studies have shown that students living in low-income situations perform below their higher income peers, reinforcing the need for additional support.

**TARGETED STUDENTS:** All students attending these high-need schools will be invited to participate in the 21st CCLC program. No student will be excluded from enrolling in the program if they can be safely accommodated. Bronson Elementary will service students in grades K to 5th, with an anticipated daily attendance of 88 students per day afterschool and holidays, and 126 during the summer (LCPC anticipates greater interest in the summer component among elementary school families). Williston Middle / High School will target students attending 6th through 8th grade, with an enrollment expectation of 88 students per day afterschool and holidays, and 66 students per day in the summer. Chiefland Middle / High School will also target students in 6th through 8th grade, with a proposed 44 students per day afterschool, holidays, and summer.

### ENROLLMENT PRIORITY (IDENTIFICATION AND APPLICATION)

While all students attending the schools will be invited and eligible to participate in the program, the 21st CCLC program will include an enrollment priority system to ensure the highest need students can participate in the program. More specifically, the program will actively target and recruit students who are at risk for school failure based on the needs assessment and data collected from active collaboration with school administrators and teachers. In developing the proposal, LCPC worked with the School District of Levy County to identify processes for prioritizing students most in need of 21st CCLC services and considered at-risk of failure. Risk factors identified by the school district include (1) Academic Failure – reading inefficiency, math inefficiency, science inefficiency, low test scores and grade repetition; (2) Family History of High-Risk Behaviors – unemployment, high poverty, and adult illiteracy; and (3) Lack of Commitment to School – high truancy rates, low average daily attendance, and late arrivals (tardiness). LCPC and the School District of Levy County will use the most accurate school data to identify students whom will be targeted for services. Data analyzed for these purposes will include (1) low performing students – Level 1 and Level 2 scores on statewide assessments; (2) High Risk Truant Students – Students with multiple tardiness, absences and suspensions; and (3) Students with Family High Risk Behaviors – Identified by the School District. Students will be given one “point” for each of these categories and will be placed on the enrollment list according to these scores. The 21st CCLC program will then admit students in order of application, but starting with those having three points, then two, then one, then zero. This establishes an enrollment priority system, but does not exclude any student from participation. A waiting list will be established with these same rules should more students wish to enroll than there are seats.

### SERVING STUDENTS WITH SPECIAL NEEDS

LCPC has been collaborating with School District and School Administration for the past three years to plan for the writing of this RFP and subsequent 21st CCLC grant proposals. Together, LCPC and District officials have prioritized the target population mentioned above, but will recruit students from all performance levels and ability levels for full participation in the 21st CCLC program. The utmost goal of the program is to promote student academic success, in part





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by identifying students who are traditionally underserved and struggling. This includes students performing below grade level on state assessments; migrant youth; neglected or delinquent youth; low income youth; youth referred by family; and youth referred by school administration, guidance counselors and teachers. LCPC has many years of experience working with students identified with special needs, and will actively include and accommodate all students within program activities through collaboration with the school district ESE department and parents to ensure a complete understanding and accommodation of each student's needs. LCPC will work with school principals and district officials to provide any necessary accommodations aligned with each student's Individual Education Plan (IEP) or 504 Plan.

### IDENTIFICATION, RECRUITING, AND ENROLLING ELIGIBLE STUDENTS

Students will be initially identified based on consultation with school principals, feedback from school teachers, and based on the criteria for priority enrollment. Informational flyers and enrollment packets will be distributed at school events (e.g., school orientation, PTA meetings, etc.), posted on school and district websites, posted on the 21st CCLC website for LCPC, and posted on social media outlets managed by the school and LCPC. Informational flyers will be designed based on student grades, with elementary school students receiving different flyers than middle/high school – and middle school students receiving different flyers than high school (thus targeting the recruitment efforts based loosely on age and grade of students). Students who meet the highest number of priorities will be identified by the school principal and teachers to receive hand-delivered packets with added encouragement to enroll in the program. Students identified by teachers as good candidates for the 21st CCLC program will also receive hand-delivered packets from the referring teacher. LCPC staff will actively follow-up with all students and parents that either show initial interest or are individually identified by school principals or teachers. The active follow-ups will help ensure enrollment packets are returned and students/parents have all necessary information to begin attending as soon as possible.

### INFORMATION DISSEMINATION (METHODS AND TIMELINE)

LCPC's ACHIEVE 21st CCLC program staff will disseminate information to appropriate stakeholders to include the School District office, school administrators and teachers through use of email, newsletter updates and presentations at school staff meetings. Presently LCPC has a vast network of community partners to include libraries, churches, and other youth serving organizations. LCPC will use these preexisting partners to disseminate information to the community at large, encouraging participation in planned 21st CCLC activities. The Williston Pioneer, Chiefland Citizen, and Hardisonink (the three local news outlets) currently attend LCPC's quarterly stakeholder meetings and have voiced support for continuing to cover LCPC programs to include the 21st CCLC program. Social Media (Facebook, Instagram) and Remind (a text messaging program currently used by the School District) will be utilized to maintain contact with parents and students, ensuring they stay abreast of current and future grant activities. In addition, social media will be used to highlight student participation and projects, disseminating positive program information for the community to view, fostering enthusiasm for the program.



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LCPC will work with its existing website hosting company to build and maintain a 21st Century Grant program website, which will contain all program activities, locations, dates and times. A copy of the 21<sup>st</sup> Century grant and approved narrative will be accessible via a website request form. Program data, including evaluation outcomes will be accessible via the website. The Project Director will be responsible for maintaining the website and will ensure information is always up to date. LCPC believes this approach to information dissemination is appropriate for our parents, students and community at large. LCPC has utilized similar information dissemination approaches over the past 10 years and has enjoyed much success. Through the use of the proposed multi-faceted plan, our target audiences will be engaged through virtually any mode of information dissemination, whether it be traditional local newspapers for our older generations, online publications for our middle-aged generations or social media and text messaging for our younger generations, all age and socio-economic groups will be actively informed.

### REACHING AND ENGAGING ADULT FAMILY MEMBERS

LCPC will regularly communicate with student families through the use of letters home, website information, social media, and telephone calls. Family engagement nights will be conducted at least five times per year, with some events planned independent from local schools and others planned in conjunction with local schools (such as before or after literacy nights, open house, PTA meetings, etc.). A summer family engagement event will be held for students attending 21st CCLC summer programming to outline and set summer expectations, define ways family members can assist the program in keeping students academically sharp during the summer months, and promote program summer activities designed for parents and guardians. In addition, LCPC actively engages parents and families who have a high need for additional services, such as mentoring. LCPC will further expand this engagement through the 21st CCLC program to include educational opportunities for non-English speaking parents and family management techniques for all parents. LCPC will utilize community presence and partnerships to obtain “give away” prizes (e.g., gift cards for Publix) and food for adult literacy events.

### RETENTION AND FULL PARTICIPATION OF STUDENTS

Because positive outcomes for students are strongly linked to higher number of days of participation in a quality program, LCSC and the 21st CCLC program will implement several strategies to encourage and promote regular participation and maximize the number of participation days.

**Schedule Consistency:** For elementary school students, LCPC will offer the program Monday through Friday, while the 21st CCLC program will provide middle and high school students the program Monday through Thursday. Students will be encouraged to attend every day and provided a consistent schedule for participation. Such a consistently available program helps parents and students reduce the angst associated with uncertainty about where the student will be afterschool. Parents of younger students (and some older students) will appreciate the consistent, safe, and educational program their children receive each day – thus helping ensure ongoing participation so they do not “lose their place” due to non-attendance. Older students



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will enjoy the consistency of having a place to go afterschool that will always help with their homework, allow them time with friends, and provide hands-on activities.

**Transportation:** All students in elementary, middle, and high school will be provided transportation home at the end of the program each day. In such a rural county, it is often very difficult for students to get home without bus transportation (e.g., few county bus routes, too far to walk, lack of parental transportation, etc.).

**Shorter Middle/High School Week (Fridays):** The decision to shorten the Middle/High School program week to Monday through Thursday was made after multiple meetings with school administrators who reported Friday as a challenging day to engage the Middle/High School student population due to sports, weekend plans, and a tired teaching staff. However, to ensure consistent middle and high school student participation, each school will work with student athletes, band members, and club members to encourage their participation in the program to receive tutoring and academic enrichment prior to team/band practice and club meetings. In lieu of 21st CCLC program activities on Friday's, LCPC will utilize other funding to invite program participants whom have 95% program attendance or higher to participate in FREE "Friday Night Done Right" events such as Football games, game nights at local churches, etc. For several years, LCPC has taken buses of students to home and away football games ensuring their "Friday Night is Done Right", safe and drug free. LCPC will utilize this strategy to encourage strong attendance and program participation. LCPC will ensure that all program attendance is recorded using the online application provided by the FLDOE 21st CCLC administrative department.

**Student/Parent Contracts:** Students and parents will sign 'agreements' that they will strive to participate in every day of programming for the entire duration of the program day, thus encouraging full participation in the daily activities and long-term engagement in the program. The agreements will explain that students are expected to participate in 21st CCLC programs on a regular basis, with regularly participating students are those students that participate in the 21st CCLC program for 30 days or more. Attendance will be recorded and reported for each student served, both on an "off-line" attendance sheet and through the EZReports data system. The formal sign-in and out process will record the arrival and dismissal time of each student individually.

### **3.7 Time and Frequency of Service Provision for Student and Families**

LCPC is proposing to operate the 21st CCLC program afterschool, with four (4) Weekend/Holiday enrichment days and summer programming at three sites; Bronson Elementary, Chiefland Middle/High, and Williston Middle/High Schools. Private school and homeschool students zoned for the target schools will be invited to attend the site that is closest to their school or home.

#### **SITE PROFILE WORKSHEET FOR EACH SITE**

Site Profile Worksheets are provided for each of the three sites within this proposal: (1) Bronson Elementary School; (2) Chiefland Elementary School; and (3) Williston Elementary School. These Site Profile Worksheets are provided as an attachment through the grant submission system. All program services will be provided during non-school hours or periods when school is not in session. LCPC understands that program consistency is key to high attendance rates and



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therefore does not plan to modify the schedule for different days of the week. Weekend and Holiday programming will be conducted to offer students an enriching experience after the end of academic quarters and before major holiday breaks.

### SAMPLE SCHEDULES FOR EACH SITE

The proposed LCPC ACHIEVE 21st CCLC program operations include: (1) afterschool programming; (2) weekend/holiday programming; (3) summer programming; and (4) adult family member literacy events. Schedules for each of these four elements are included in the attachments submitted with this proposal. Schedules for student services are coordinated by color, with green schedules for Bronson Elementary School, blue schedule for Chiefland Middle/High School, and orange schedules for Williston Middle/High School. Schedules for adult events are provided in a separate attachment from student schedules. LCPC staff and the program director will be in charge of keeping weekly schedules for each program. Sample schedule of events is included in the proposal attachments.

### SAMPLE SCHEDULES MATCH TIME AND FREQUENCY

The sample student schedules match the times and frequency of services indicated on the Site Profile Worksheets for each site. It should be noted that the elementary school site operates on a slightly different schedule than the two middle/high school sites. Also, it is important to note that the Holiday and Saturday program hours are slightly different than the summer program hours – this is reflected in both the Site Profile Worksheets and the Sample Schedules for student services. Overall, the Site Profile Worksheets and Sample Schedules demonstrate that the proposed 21st CCLC program will operate in accordance with the minimum requirements for operations detailed in the 21st CCLC Request for Proposals.

### ADULT FAMILY MEMBER EDUCATIONAL ACTIVITIES

Adult Family Member Education Activities will be provided both (1) in conjunction with the local schools and (2) independent of other school functions. The LCPC school liaison will work with the applicable schools to ensure collaboration on family engagement and education. Programming for adult family members has been designed to provide adult family members with the tools necessary to support their child(ren)'s academic achievement. The Adult Family Member Education schedule includes activities that help adult family members become active participants and a strong support system for the student's academic endeavors. A minimum of five meaningful educational activities will occur throughout the program year. The first adult family member event is designed to inform parents about the 21st CCLC program, as required by the FLDOE. In addition, LCPC has commitments from the school district ESE department to assist with identifying non-English speaking parents and find ways to offer these adults additional educational opportunities. The remaining adult events will occur quarterly, with one occurring during the summer to outline and set summer expectations, define ways family members can assist the program in keeping students academically sharp during the summer months and promote program summer activities designed for parents and guardians.



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### ADULT FAMILY MEMBER EVENT ON MENTAL HEALTH RESOURCES

One of the quarterly adult education activities will focus on mental health. Plans for the mental health activity include an introduction course to Youth Mental Health First Aide. Although this course will not certify the parents in Youth Mental Health First Aide, principles of YMHFA will be shared and parents will be provided with the dates and times of scheduled evening and weekend YMHFA trainings. Parents will be eligible to attend YMHFA training at no-cost through an existing partnership LCPC has with local YMHFA providers. Utilizing LCPC's existing relationships with Meridian Behavioral Healthcare and CDS Family & Behavioral Healthcare, information will be provided to outline how parents can seek services from Meridian (mental health counseling) and CDS (Family Action Counseling), a program that targets truant, ungovernable and runaway youth.

### 3.8 Program Evaluation

In accordance with ESEA Sec. 4205(b), the LCPC ACHIEVE 21st CCLC program will meet the Measures of Effectiveness by (1) basing all activities on evidence-based research or best-practices for afterschool programs to impact student achievement; (2) ensuring all activities are aligned to need-based objectives; and (3) ensuring all objectives are measured with performance indicators to assess student success and achievement. To achieve compliance with these federal expectations, the LCPC ACHIEVE 21st CCLC program engaged an independent evaluator to help establish an evaluation plan that fully supports the needs of students and parents, faculty and staff, the Florida Department of Education (FLDOE), and the United States Department of Education (USED).

#### INDEPENDENT EVALUATOR SELECTION

During the course of the creation of the 2020-2021 proposal for new 21st CCLC programming, LCPC utilized a competitive bidding process to select an independent evaluator to oversee all evaluation products and assist in the continuous improvement of the 21st CCLC program. In keeping with required procurement procedures, all bids submitted were reviewed by a panel of reviewers from LCPC. Ultimately, the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) received the highest score and was selected to be the independent evaluator for this 21st CCLC proposal. CASPER was established in January, 2011, with the primary purpose of providing evaluation services to afterschool programs.

#### INDEPENDENT EVALUATOR QUALIFICATIONS

CASPER has agreed to oversee all aspects of program evaluation, including formative, summative, and data reporting (as allowed) to both the FLDOE and USED. The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. Over 90% of these evaluations have specifically supported 21st CCLC programs. As per agreement, the Lead Evaluator (Dr. Charles E. Byrd) will personally oversee all evaluation tasks for this project. The Lead Evaluator holds an earned doctorate (Ph.D.) from the University of Florida with a specialization in evaluation and assessments, and is also a Licensed Clinical Psychologist in the State of Florida. He began his career as a middle-school music director before being trained as

an industrial/organizational psychologist specializing in program evaluation and statistics. He now serves as faculty in both the Department of Psychology in the College of Liberal Arts and Sciences and the Department of Community Health and Family Medicine in the College of Medicine at the University of Florida. Primarily trained as a psychologist, the lead evaluator is the author of several chapters within the Encyclopedia of Counseling Psychology regarding intellectual assessment and high-stakes achievement testing. An instructional evaluator will provide added support for the LCPC ACHIEVE 21st CCLC program. This second evaluator holds a master's degree in education and was a certified elementary school teacher prior to providing literacy education for students in Florida. As an active member of the American Evaluation Association and the American Psychological Association, all evaluations tasks will be conducted under the ethical codes and procedures of these professional organizations. CASPER has no vested interests in LCPC nor the operations of the proposed 21st CCLC program.

### EVALUATION PLAN AND ACTIVITIES FOR EVALUATION

Based on the research-based concept of M.Q. Patton, the evaluation plan is firmly rooted in the Developmental Evaluation model. This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional evaluation models). Rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the vast majority of education programs). In essence, this developmental model evaluates programs in “real time”, embracing the plethora of complex interactions between the various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state, the feds, etc.). The evaluation plan is further enhanced with the use of Utilization-Focused Evaluation (developed to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers). Overall, these approaches form a system-oriented approach for 21st CCLC evaluation, with an emphasis on knowledge integration and the communication of evaluation results internally and externally.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the program being implemented is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. With the support of the external evaluator, the 21st CCLC program will be supported in collecting and analyzing available data at least quarterly by comparing the obtained data using within-subject methods to determine individual changes among participating students.

The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes. The program will also be supported in utilizing CIM to help guide any immediate operational changes necessary to provide a high-quality program, including such areas as staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student's actions, attitudes, knowledge, performance.

Ultimately, CASPER believes the evaluator should be actively involved in designing the evaluation plan, applying the evaluation plan, identifying and addressing potential issues impacting the design and effectiveness of the program, and assisting with the understanding of any recommendations for program enhancement. While this process takes considerably more time than hands-off evaluation methods, CASPER believes this provides for the highest quality programming and greatest impact for students, families, and stakeholders. The evaluation process for this 21st CCLC program will include, at minimum, the following elements supported by the independent evaluator: (1) comprehensive review, analysis, and synthesis of program data and measurements; (2) analysis of program effectiveness pertaining to student achievement; (3) itemization and description of useful data for providers for the ongoing evaluation and monitoring process; and (4) detailed recommendations for improvement and program enhancement. As with all relationships with contractors, the evaluator will be engaged under a written agreement that clearly identifies the scope of work to be completed; clear, quantifiable and specific deliverables and the assigned payment for each deliverable; financial consequences for nonperformance; and any other information as required by applicable federal, state, and local rules and regulations. All LCPC employees, officers or agents are free from any real or apparent conflict of interest.

### TIMELINE FOR EVALUATION ACTIVITIES

It is critical that 21st CCLC programs maintain an understanding of the general timeline for evaluation deliverables due to the Florida Department of Education and the United States Department of Education. The timeline is essentially established by the FLDOE. However, the general timeline follows, and is provided to help demonstrate LCPC knowledge and commitment to the 21st CCLC evaluation process.

- \* August: Establish Pre-Post Assessments for Fall
- \* August: Create Master Database for All Required Student Data
- \* August: Identify Potential Hurdles to Data Collection
- \* August: Ensure pre-tests are provided for all students attending
- \* September: Pull Baseline Data from Master Student Database (Submitted to EZReports)
- \* October: First Evaluation Site Visit / Interim Report
- \* December: Ensure mid-tests are provided for all students attending

- \* January: Ensure mid-tests are completed for all students attending
- \* January: Pull mid-year data from Master Student Database (Submitted to EZReports)
- \* January: Develop Mid-Year Report and Submit through EZReports
- \* February: Second Program Visit and Interim Report
- \* February: Submit Formative Summary Report (through EZReports)
- \* March: Submit Modifications from to Formative Summary (through EZReports)
- \* April: Develop Summer Pre-Post Assessments
- \* April: Develop new Master Student Database (Summer starts new data year for reporting)
- \* April: Collect Student, Teacher, and Parent Surveys (Online or Paper-Pencil)
- \* May: Ensure post-tests are provided for all students attending
- \* June: Ensure summer pre-tests are provided for all students
- \* June: Pull End-Of-Year Data from Master Student Database (Submitted to EZReports)
- \* June: Develop End-of-Year Data Report and Submit to FDOE (through EZReports)
- \* July: Ensure summer post-tests are provided for all students
- \* July: Review Master Database (Summer) before Academic Year
- \* July: Develop and Submit Summative Evaluation Report (through EZReports Upload)
- \* July: Aggregate Data for Entry into Federal Data System (21APR)
- \* July: Submit Federal Data (21APR)

The following provides a timeline for the types of data to be collected to assess project objectives and performance. Each type of data is followed by the estimated frequency the data will be collected. Details about measures specific to objectives are provided in the objectives table (attached to the application). Data collection will include: (1) student attendance (daily); (2) average daily attendance and student enrollment (Monthly); (3) State Standardized Assessments in Reading, Math, and Science (Annual – Prior & Current Years FSA for grades 3-5, SSA Science 5th and 8th grades, and Algebra I End-of-Course examination for students enrolled in Algebra I); (4) student course grades in Reading/ELA, Math, and Science (Quarterly); (5) school records on graduation for high school students (Annual –End-of-Year only); (6) Pre-mid-post curriculum-based knowledge assessment in Social Emotional Learning (tri-annually); (7) Pre-Mid-Post assessment in personal enrichment activities (tri-annually); (8) Staff surveys of professional development to effectively provide 21st CCLC activities (Annually); (9) Teacher and Staff Surveys on student impact and change (Annually); (10) Attendance logs from parent events (Monthly; By Event); (11) Adult Literacy Performance Surveys (ALPS) from all literacy-based parent events (Monthly; By Event); and (12) FLDOE Student and Parent Satisfaction and Impact Surveys (Annual).

Pre-Mid-Post Data Collection: One of the more important elements of the evaluation plan is ensuring program-specific data are collected within timelines that allow for timely reporting to the FLDOE. While most performance data are managed by the school district and obtained by the program, some data are collected and managed directly by the program – primarily pre-mid-post personal enrichment assessment data. In order to ensure timely data collection and consistency across all program staff, the program will utilize three “testing windows” for the pre-mid-post assessments: (1) Pre-Test data will be collected from all students attending the program from the first day of operation through November 30; (2) Mid-Test data will be



collected from all students attending the program from December 1 to February 29; and (3) Post-Test data will be collected from all students attending the program from March 1 to May 30. Students with any attendance during these “windows” should receive the respective assessment.

### DATA COLLECTION, MAINTENANCE, AND REPORTING

DATA COLLECTION: LCPC will work directly with the independent evaluator and provide all necessary data to complete the state and federal evaluation reporting requirements. Data will be fully provided and available to the FLDOE, USED, and external evaluator to ensure accuracy, consistency and transparency. To support the evaluation process (and under a formal data sharing agreement), the evaluator is able to work directly with the Levy County Prevention Coalition to obtain all data needed to evaluate the 21<sup>st</sup> CCLC program – thus reducing the burden on the program and ensuring the most accurate and complete data obtained for all reporting. The program director and teachers will have direct access to student data using the master student databases developed by CASPER and dashboards maintained by the School District of Levy County, thus allowing an outstanding connection to the school day, but also providing for necessary data to engage in the Continuous Improvement Model with support from the evaluator. Data will be collected within three general categories: (1) District Data; (2) Program Data; and (3) Stakeholder Data.

District data will include all student demographics, state standardized tests and end-of-course exams (from prior and current years), student report card grades, district diagnostic results on all students, student attendance during the school day, and any other additional data deemed useful for the evaluation process.

Program data will include (A) student attendance (daily) and enrollment status, (B) demographics not available from the district (e.g., single-parent family status), (C) program operational information (e.g., hours, activities, facilities, staffing, and partners), (D) adult family member data (e.g., attendance logs to adult events, adult literacy performance surveys), and (E) student pre-mid-post assessment data for all personal enrichment activities (e.g., social-emotional learning). All objective assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21<sup>st</sup> CCLC programs.

Stakeholder data will be collected through required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program. Response rates will be improved through a number of methods: (1) the principals and LCPC will assist in encouraging survey completion; (2) surveys will be distributed equally to teachers, when possible (to avoid overburdening any one teacher); and (3) teachers will be provided incentives from program partners to encourage participation (e.g., gift card).

**DATA MAINTENANCE:** Data will be maintained in accordance with rules and regulations of LCPC, the Florida Department of Education, the United States Department of Education, and federal law governing education data (e.g., FERPA, HIPAA). The evaluator is an active member of the American Evaluation Association and American Psychological Association, such that data will be maintained according to the ethics and requirements of those professional organizations. Both the LCPC ACHIEVE 21st CCLC program and the independent evaluator will maintain all data on “offline” spreadsheets (the Master Student Database) using 256-bit encryption to protect sensitive data. Only password-protected and encrypted databases will be shared electronically, thus further protecting student and family data. In addition to the Master Databases, the program will enter required data into the EZReports system provided by the Florida Department of Education. EZReports is a comprehensive data collection system to support the 21st CCLC program, but does not allow for the collection of all variables of interest (e.g., prior year FSA scores, some student demographics, additional assessments outside the approved objectives, etc.). All data entered into EZReports will also be fully maintained in “offline” databases to ensure (1) that a backup of data is maintained should anything happen with EZReports and (2) that staff members can have immediate access to necessary data even if they do not have access to EZReports. As recommended by the FLDOE, EZReports must not be considered a data storage system for the program, as data can be easily deleted or erased. In addition to maintaining databases, all surveys and hard-copy assessments will be maintained in a central location for future needs or to provide backup documentation to the Florida Department of Education.

**DATA REPORTING:** The LCPC ACHIEVE 21st CCLC program will work with the parent agency to implement the 21st CCLC program while also ensuring all necessary data are collected and reported to both the Florida Department of Education (FLDOE) and the US Department of Education (USED). The evaluation plan includes necessary procedures for collecting and reporting accurate data to both federal and state entities, including program operational data, staffing and activity data, student enrollment and attendance, student demographics, student achievement data, and stakeholder surveys (e.g., student, parents, and teachers). The data collection and evaluation plans include all data and stakeholder surveys expected by the FLDOE and USED to assess overall performance of the 21st CCLC program under the Government Performance and Results Act (GPRA), including improvement in homework completion, class participation, and behavior (getting along with other students).

**US Department of Education (USED):** Accurate and complete federal reporting is critical to establishing the success of this 21st CCLC program, the Florida 21st CCLC initiative, and the national 21st CCLC initiative. LCPC will report aggregate data directly to the federal 21APR (Annual Performance Report system required by the USED). This reporting is completed entirely online three times per year (summer reporting, Fall reporting, Fall/Spring combined reporting). This process will include the Federal Data Alignment Tool required by the FLDOE and the submission of actual data to the USED 21APR.

**Florida Department of Education (FLDOE):** As with federal data reporting, it is imperative that state reporting is also accurate, complete, and valid. The LCPC ACHIEVE 21st CCLC program will report state evaluation data and findings primarily through the EZReports system (e.g., mid-year

reporting, end-of-year reporting) and will ensure all data necessary for EZReports is entered and accurate throughout the year. Additional reporting will be provided through the Formative Evaluation Summary and Summative Evaluation Report completed by the independent evaluator. These reports will also be submitted to the Florida Department of Education and placed on the program website for community consumption and public reporting.

### COORDINATION OF EVALUATION ACTIVITIES

The evaluation process will include coordination with program staff, students, family members, and other stakeholders. The LCPC ACHIEVE 21st CCLC program director will coordinate with program staff to allow them to help decide when to give pre-mid-post assessments (within the testing windows presented under the data collection timeline) and how best to administer the assessments for their students. Program staff will also be provided training by the program director on how to administer assessments, how to use the evaluation findings to inform decisions at the classroom and site levels, and how to use ongoing data assessments to drive differentiated instruction within the broader project-based learning plans. Program staff input into these processes is critical and will be elicited during staff trainings throughout the year. Students, parents, and other stakeholders will also be integral to the overall evaluation plan and ongoing continuous improvement model. In fact, students, parents/caregivers, and other stakeholders (e.g., principals, administrators, partners), will be invited to take part on the 21st CCLC Advisory Board to help inform program content that drives the evaluation of program processes and impacts. These stakeholders will not only help inform the evaluation activities, but will be integral in helping address any evaluation findings and recommendations. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

### EVALUATING PROGRAM IMPACT

As required under federal law, the LCPC ACHIEVE 21st CCLC program is firmly rooted in providing supports and activities that impact the academic performance of regularly participating students, particularly in English language arts, mathematics, and science. As such, most of the metrics and outcomes are understandably measured with academic data and student academic performance. However, to help further enhance student performance, additional objectives are included for personal enrichment and adult family member activities. Regardless of the objective, as required by the FLDOE, all assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs. During both mid-year and end-of-year reporting, the program will work with the independent evaluator to assess the impact of the program for either the first half of the year (mid-year) or the entire course of the grant evaluation year (end-of-year).

A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of

accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using Florida Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table (submitted with this proposal). Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

### USE AND DISSEMINATION OF EVALUATION RESULTS

The process for sharing and distributing information is an integral part of the evaluation plan. Distribution of evaluation findings and recommendations will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. During these meetings, data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Florida's Afterschool Standards. Data will be used by the program director and teachers during weekly meetings to help tailor the program to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and (under the developmental evaluation model) will help guide the program in understanding and refining any identified concerns within the complex and evolving system of the 21st CCLC program. Following site visits, a debriefing will be provided to 21st CCLC staff to: (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a "living" process; and (3) promote discussion, crosstraining, and support. All 21st CCLC staff will be debriefed and engaged in addressing challenges identified through evaluation activities. Finally, evaluations and findings will be shared electronically, such that the program can share reports with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve.

### SHARING RESULTS WITH COMMUNITY

The LCPC ACHIEVE 21st CCLC program believes all stakeholders are part of the extended learning community. In order to help ensure the community receives and understands evaluation results, the formative summary and summative evaluations will be uploaded to the 21st CCLC website. In addition, should any member of the community wish to review the summative evaluation in person, a hard copy will be provided to all targeted schools (with permission of the principal). One of the most important methods of informing parents and more involved stakeholders within the community is through Advisory Board meetings and Adult



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Literacy Events. Following evaluation reports, the findings and recommendations will be presented to the Advisory Board for comment and feedback. In addition, the findings and recommendations will be presented during one of the adult literacy events immediately following the receipt of the evaluation reports.

### MEASURABLE OBJECTIVES AND ASSESSMENTS

As required, the LCPC ACHIEVE 21st CCLC program has provided the required number of objectives on the Measurable Objectives and Assessments structured form – including both statewide standard objectives and applicant-specified objectives. For each objective, as included on the Measurable Objectives and Assessments structured form, the LCPC ACHIEVE 21st CCLC program has detailed (in the space allowed) a rationale for the proposed benchmark, an assessment plan for when and how data will be assessed, and data collection methods to ensure accurate collection and reporting. All measurable objectives and assessments are attached on the required structured form.

### 3.9 Approved Program Activities

LCPC has utilized evidence-based practices and programs for the past ten years, and will continue to do so for the proposed 21st CCLC program. LCPC will collaborate with all partners to ensure that program activities are focused on improving student academic achievement. The activity plans provided show a well-rounded approach to student academic, social and emotional enrichment. Certified teachers and paraprofessionals will implement homework assistance and small-group tutoring. Other small group activities and project-based learning will support a broad array of student learning styles. The goals and objectives are in line with school day learning needs and will support school and student achievement. Planned hands-on activities will ensure students are excited about afterschool enrichment and will aide in attendance. See attached activity plans.

### ACTIVITIES FOR STUDENT ACADEMIC ACHIEVEMENT

The primary purpose of the LCPC ACHIEVE 21st CCLC program is to provide a strong academic component in each of three core content areas: (1) reading and language arts, (2) mathematics, and (3) science. The proposed 21st CCLC program will apply the use of project-based learning to best address these academic subjects, while also providing homework help and small group tutoring on a daily basis. In addition to academic remediation and support, a second specific purpose of this 21st CCLC proposal is to offer eligible students a broad array of personal enrichment activities that reinforce and complement the regular academic program and help participating students meet local and state academic standards in core subjects – namely through Social Emotional Learning (SEL) activities and personal wellness activities. Including a variety of personal enrichment activities helps retain and attract student participants, while also providing a well-rounded breadth of experiences to help increase student commitment to the educational process. The third specific purpose of this 21st CCLC proposal is to offer families of actively participating 21st CCLC students the opportunity for literacy and related educational development.

### ACTIVITIES TO SUPPORT PROGRAM OBJECTIVES AND STUDENT NEEDS

The 21st CCLC Program developed individual objectives based on an assessment of student, parent, family, and community needs. Each of the annual objectives, as required by the Florida Department of Education, was designed to be measurable, quantitative, challenging (yet achievable), and assessed throughout the project year (continuous assessment). In essence, objective-focused implementation of the 21st CCLC program will help ensure a strong, consistent, and measurable impact on the students and families served. The following are primary activities planned to address each of the domain areas and associated program objectives. Homework assistance and small-group tutoring will be offered as part of the afterschool programming on a daily basis. If a student does not have homework, alternate academic enrichment activities will be made available in the absence of homework (e.g., computer-based learning provided by the District).

**KidzLit (Domain - Reading / ELA):** Based on data gathered from 2018-2019 FSA scores, 52% of Levy County students are not performing at the proficient level for English Language Arts. Knowing the devastating impact low literacy skills can have on an individual's life, the program is implementing several methods of supporting ELA learning afterschool. One curriculum to be used, KidzLit, will help students better understand others and their viewpoints through reading and listening to carefully selected, high-quality texts. This research-based curriculum, specifically designed for afterschool instruction, features different genres of books pairing each with a hands-on, engaging, and educational activity. These activities can be easily tailored to meet the needs of a diverse learning population as well as encourages social skills and cooperative learning through brainstorming sessions group projects. KidzLit will support school day learning by continually reinforcing ELA topics but will be presented in a manner as such students look forward to attending the program to participate. **Length and Frequency (Elementary):** ELA programming will be offered 120 minutes each day, 3 days per week, for a total of 6 hours each week. **(Middle):** ELA programming will be offered 80 minutes each day, 4 days per week, for a total of 5.3 hours each week. Homework and tutoring time are included as part of this time.

**KidzMath (Domain – Mathematics):** Nearly half (44%) of Levy County students taking the FSA in 2018- 2019 did not score proficient, illustrating a need for mathematics instruction and support to be integrated into afterschool. To support learning, the program will participate in KidzMath, a standards-aligned, literacy-based math curriculum. Staff will use children's books with mathematical themes to help students improve their math skills through games, books, and other fun and engaging activities such as art, drama, and movement. Each lesson offers support and extension activities for differentiated instruction. The curriculum offers both indoor and outdoor activities and encourages social skills through cooperative games. Participants will look forward to joining in the lessons, fostering excitement and confidence in math skills. **Length and Frequency:** Mathematics programming will be offered 120 minutes each day, 3 days per week, for a total of 6 hours each week. Homework and tutoring time are included as part of this time.

**Math Explorer (Middle / High) (Domain – Mathematics):** Students struggling with basic math skills fall further and further behind when mathematic topics become more and more difficult. Based on 2018- 2019 assessment scores, 50.6% of Levy County School District students were not



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proficient on the Florida Standards Assessment for Math, 55.6% of students are not proficient on the Algebra I End of Course Exam, and 42.5% of Levy County School District students were not proficient on the Geometry End of Course Exam. To address this achievement gap, the program will adopt a multi-tiered support system designed to meet the individual needs of students. Along with homework help and extra tutoring from certified teachers, students will participate in the Math Explorer curriculum from the Center for the Collaborative Classroom. Students will learn through games, books, and other inquiry-based, hands-on activities that are standards-based to support academic enrichment. This curriculum reinforces a variety of math skills, from problem-solving and graphing to working with fractions and ratios. The students will be engaged with content that includes concepts in the areas of number operations, Algebra, Geometry, measurement, data analysis and probability, problem solving, reasoning and proof, communication, connections of mathematics in other context, and representations. An improvement in their understanding of math concepts during the school day, will foster students' engagement in the program as a whole. Length and Frequency: Math activities will occur 80 minutes a day, 4 days per week for a total of 5.3 hours a week. Homework and tutoring are also included in this time.

Science Club (All Students) (Domain: Science): Science instruction during the school day, especially in elementary school, is often pushed aside to make more time for reading and math. This lack of foundational science education manifests in a decreased understanding of general science topics later on. 51% of Levy County School District students were not proficient on the Florida Standards Assessment for Science during the 2018-2019 school year and 40% of Levy County School District students were not proficient on the Biology End of Course Exam for 2018-2019 school year. To foster an interest in science education, the program will adopt the Science Club, a research-based curriculum designed by Northwestern University scientists. Students will investigate freely and creatively through inquiry-based activities. Students will work collaboratively to develop an understanding of key scientific concepts on different themes from food to medicine. With an increased understanding and support of science being taught during the school day, students will become more confident. Fun and engaging enrichments, such as the Science Club, will help drive attendance to the program. Length and Frequency: This academic enrichment program will be offered 80 minutes a day, 4 days a week for a total of 5.3 hours per week. Homework and tutoring are also included in this time.

Third Grade Promotion (Domain - Academic Benchmarks): During the 2018-2019 school year 48% of Levy County School District students were not proficient on the Florida Standards Assessment for English Language Arts, which means they are not promoted to the 4th grade. Students lacking consistent, structured, academic support often fall behind. Once behind their peers, it is very difficult for students to close this academic gap without help. Enrolled in the Levy County 21st CCLC program, students will be able to receive homework assistance and participate in small group tutoring led by certified teachers and paraprofessionals. This small group environment allows for individualized instruction, and personalized learning strategies. Students without homework will have the opportunity to participate in alternate academic enrichment activities (e.g., independent reading, computer-based learning provided by the



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district). Length and Frequency: This academic enrichment will occur for 30 minutes per day, 3 days per week for a total of 1.5 hours per week.

Algebra I (Middle / High) (Domain: Academic Benchmarks): Students struggling with basic math skills fall further and further behind when mathematic topics become more and more difficult. Based on 2018-2019 assessment scores, 55.6% of students are not proficient on the Algebra I End of Course Exam. To address this achievement gap, the program will adopt a multi-tiered support system designed to meet the individual needs of students. Enrolled in the Levy County 21st CCLC program, students will be able to receive homework assistance and participate in small group tutoring led by certified teachers and paraprofessionals. If numbers allow, a student mentoring program will be explored, allowing a more experience, older student to work with a student struggling with a specific math concept. This small group environment allows for individualized instruction, and personalized learning strategies. Length and Frequency: This mathematics academic enrichment will occur 80 minutes a day, 4 days per week for a total of 5.3 hours a week.

Sanford Harmony (Domain: Social Emotional Learning): When students are unable to focus in the classroom, due to the behavior of others or their own poor choices, academic achievement suffers. During the 2018-2019 school year 23% of Levy County students' behavior resulted in either corporal punishment, In-School Suspension, or Out-of- School Suspension. Repeat offenders continue to fall behind in the classroom, due to missed instructional time. To combat the underlying issues of misbehavior, the program will integrate SEL through use of Sanford Harmony. Using the Sanford Harmony materials, students will learn appropriate social skills and strategies to interact with peers and adults in a variety of situations such as, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts. All students will have opportunities to participate in this research-based program, allowing for differentiated instruction as needed. As students begin to adapt coping strategies and are able to apply this learning into both the school day and afterschool, their self-esteem will improve they will be more likely to enjoy time spend in the program with staff and peers. Length and Frequency: Sanford Harmony will be taught 85 minutes a day, twice a week, for a total of 170 minutes per week.

SPARK PE (All Students) (Domain: Physical Fitness): Early education in healthy lifestyle choices and physical fitness enables students to break the cycle of obesity and the health issues associated with a sedentary lifestyle, diabetes and heart disease to name a few. Afterschool programming provides an opportunity for adults to model a healthy lifestyle. To support a lifestyle of healthy habits, the Levy County 21st CCLC program will implement a physical fitness portion, using the SPARK curriculum. Students will participate in a variety of non-excluding physical activities, addressing both gross and fine motor systems. Students that participate in the SPARK Curriculum show an increase in their moderate to vigorous physical activity, fitness scores, nutrition knowledge, time in game play, activity levels away from their AS programs, and daily strenuous leisure time. Length and Frequency: This personal enrichment activity will occur for 60 minutes each day, 2 days per week for a total of 2 hours per week.





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**Workforce Education (Middle / High) (Domain: Dropout Prevention and Career Readiness):** With the majority (62%) of students attending Levy County schools qualifying for free or reduced lunch, there is a need for students to explore financial and career opportunities they may find interesting. Exposing students early to a variety of career, college, and financial options can foster an interest that may help a student break the cycle of poverty. Students will make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices. Partnering with representatives of the local workforce and exploring financial ramifications of a variety of future options, students will learn to plan and manage personal finances. They will begin to analyze the financial implications of educational and career choices as a basis for understanding the relationship between earnings and personal finances. **Length and Frequency:** This personal enrichment will occur 30 minutes each day, 4 days per week for a total of 2 hours per week.

**Small-Group Tutoring (Middle / High) (Domain: Dropout Prevention and Career Readiness):** Currently the dropout rate for the state of Florida is 3.5%, Levy County School District's current dropout rate is 4.4%. When students feel disconnected to the school, staff, and their peers they are more likely to stop attending. As students fall farther and farther behind academically, a sense of hopelessness can also lead to withdrawing from school. The Levy County 21st CCLC program will address these issues through an intensive, structured network of student support. Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects. Students will participate in small group tutoring, led by certified teachers, addressing specific needs such as reading, writing, or math competencies. Through mentoring, students will be paired to a mentor and will make connections with the community through academic, social, career, and service-learning experiences. These types of teaching and learning methods promote personal and social growth, career development, and civic responsibility. **Length and Frequency:** This personal enrichment activity will be held 30 minutes each day, 4 days per week for a total of 2 hours per week.

**Adult Family Education:** Students with parents actively involved in their child's school tend to have fewer behavioral problems, better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. Positive effects of parental involvement have been demonstrated at both the elementary and secondary levels across several studies, with largest effects often occurring at the elementary level. With a free and reduced lunch rate of over 60%, families with students attending the 21st CCLC program would benefit from extra support. Adult family education programs will be held throughout the year covering topics ranging from tutoring and homework support, to hands-on family nights (example, STEM fair). Encouraging parents to take an active role in their child's education can help the family feel more connected to their child's school, continuing to strengthen an educational and supportive relationship. **Length and Frequency:** These personal enrichment activities will last 1-2 hours, 5 times per year.

### STUDENT TO STAFF RATIOS

As recommended by the Florida Afterschool Network Gold Standards, the LCPC ACHIEVE 21st CCLC program proposes a staff-to-student ratio of 1:20 for personal enrichment activities and

1:10 for academic enrichment activities. On occasion due to staff absence or an influx of students, ratios may be higher, but will not exceed 1:25 for personal enrichment and 1:15 for academic enrichment on a very temporary basis. Ratios are designed to meet the needs of the students targeted by the 21st CCLC program and are appropriate to support the efforts to improve student academic achievement and personal growth goals.

### QUALIFIED STAFFING FOR ACTIVITIES

All academic activities will be staffed by certified teachers holding a valid and active professional educator's certificate from the Florida Department of Education. Enrichment specialists will assist teachers in the classroom environment, will provide the personal enrichment programming (e.g., SPARK), and will supervise snack and check-in/check-out processes.

### ACTIVITIES WITH WIDE RANGE OF STRATEGIES AND DIVERSE LEARNING STYLES

Activities proposed within the LCPC ACHIEVE 21st CCLC program will provide students with a wide breadth of activities designed to directly and indirectly support student academic achievement and personal success. The use of project-based learning and specific curriculum helps ensure teachers can apply differentiated instructional practices to best help the students in their classrooms. The activities chosen are designed by the developers to provide effective activities to students with diverse learning styles. Moreover, as mentioned previously, all students with special needs will be provided accommodations to ensure they can fully participate in program activities.

### ACTIVITIES SUPPORTING REGULAR SCHOOL DAY

As a community agency, the Levy County Prevention Coalition understands the importance of a strong network of partners. The relationship between the 21st CCLC program and the regular school day is no different. Recognizing the role of communication in this partnership, the Levy County Prevention Coalition maintains consistent communication with school day administrators, staff, parents, and stakeholders. Hiring teachers from each site of attendance allows the 21st CCLC to easily facilitate data collection, and other required information. Secure in the role of supporting school day learning, the Levy County 21st CCLC academic programming aligns with state standards, ensuring activities are age appropriate and beneficial to each student's performance in the classroom. Lessons presented in the afterschool program are viewed as complements to the standard pacing guide for Levy County schools, oftentimes allowing students an opportunity for expanded learning in afterschool on topics currently being covered during the school day. While following a similar scope and sequence, the 21st CCLC program has the autonomy to explore topics more in depth, allowing students' ownership of their learning. When students truly own their learning, they are motivated, engaged, and self-directed. These learners monitor progress and are able to reflect on their achievements.

### ACTIVITIES FOLLOWING BEST-PRACTICES (RESEARCH AND EVIDENCE-BASED)

Research on the benefits of afterschool programs often shows a number of positive impacts on children and families, often depending on the types of activities offered. The most common benefit, spanning all activities and programs, is that children are kept safe and out of trouble. Many studies have shown that children in afterschool programs have a reduced incidence of

juvenile delinquency, violence, and drug use. In addition, research has shown the following benefits of regular participation in a high-quality program: Gains in academic grades, standardized test scores, and quality of school work; Improved motivation and dedication to school and learning; and Improved in-school behaviors and greater self-reported control over behaviors. The activities selected for the proposed LCPC 21st CCLC program are either research-based curriculum (e.g., KidzLit, KidzMath, Sanford Harmony, SPARK PE) or are based on best-practices for afterschool programs (e.g., daily homework help, small-group tutoring).

### **3.10a Staffing & Professional Development**

#### IDENTIFICATION OF REQUIRED STAFF MEMBERS

A high-quality 21st CCLC program relies heavily upon well-qualified and experienced core program staff and service providers. The overall 21st CCLC program will be supported by the following minimum staffing: (1) program director; (2) site coordinators at each site; (3) collaboration liaison at each site; (4) certified teachers; (5) enrichment instructors; and (6) volunteer staffing to support specific program activities.

#### STAFF FOR ADMINISTRATIVE OBLIGATIONS

LCPC's Chief Operating Officer will provide general oversight for the entire 21st CCLC grant, will ensure that all FLDOE rules and regulations are followed, and will work directly with students during weekend/holiday and summer programming. LCPC's Youth Services Director will serve as the 21st CCLC project director. This position/individual will serve as the primary contact for FDOE in all matters related to the 21st CCLC program. At minimum, the program director will be responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the FDOE under the grant agreement. The Youth Services Director (21st CCLC Project Director) will have a Master's degree in education and hold a teaching certificate.

LCPC's Coordinator of Youth Development will serve as the 21st CCLC Assistant Project Director and will assist the Project Director with all program planning, activities and lesson plans. In addition, the position will be available to "fill-in" for any site in the event of sick site coordinators, teachers or paraprofessionals. The Coordinator of Youth Development (21st CCLC Asst. Project Director) will have a Bachelor's degree or higher and hold a valid teaching certificate. The Prevention Specialist will assist the Project Director and Assistant Project Director as required, and will work with the Chief Operating Officer, among other staff, to coordinate program transportation. The Coordinator of Coalition Development will assist the COO and Youth Services Director (21st CCLC Project Director) with administrative duties related to the 21st CCLC program. This position will also assist with weekend/holiday and summer programming.

Structuring the grant staffing plan this way will assist with future sustainability, as all the positions listed above are not 100% reliant on 21st CCLC funding. The Director will be funded at 50%, Assistant Project Director at 50%, Prevention Specialist at 60%, Chief Operating Officer at 25% and Coordinator of Coalition Development at 17.5%. This makeup will allow for smooth



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operations, ensuring that all key players have well defined roles within the 21st CCLC grant and will allow the Project Director to focus on planning and implementation of student’s activities.

### APPROPRIATE STAFF FOR PROGRAM ACTIVITIES

LCPC has commitments from school administrators to serve in the role of site coordinator and collaboration liaison at program sites. Site coordinators will be responsible for the daily operation and delivery of services at their respective program centers. The site coordinator will serve as the collaboration liaison with the school and be responsible for ensuring that active collaboration occurs in program planning and implementation. The program assistant director will be responsible for data collection to include attendance and assessment data. Each proposed site will have a minimum of two staff trained in face to face CPR and First Aide at all times. All 21st CCLC program staff, contractors and volunteers (volunteers exceeding 10 hours per month) will be Level II background screened as described in s.39, 402, 409, F.S. All CPR/First Aide Training and background screenings will be coordinated and completed in conjunction with LCPC’s administrative staff. All sites will be staffed with certified teachers and paraprofessionals. For academic enrichment programming, the certified teacher/paraprofessional to student ratio will be no more than 1 Certified Teacher & 1 Paraprofessional to 20 students. For personal enrichment programming, at least one certified teacher will be at each site at all times and the program staff to student ratio will not exceed 1:20. LCPC has an exceptional relationship with the school district and each proposed school site, as well as community partners. LCPC anticipates no difficulty staffing the program and has preexisting commitments from retired certified teachers and retired paraprofessionals to serve as backup. An organizational chart has been provided in the RFP response. Additional specific details regarding the number of teachers and paraprofessionals per site are provided in the budget narrative.

### PROGRAM ORGANIZATIONAL CHART

The 21st CCLC organizational chart for the proposed 21st CCLC program is provided as an attachment. The organizational chart identifies the reporting structure and the staff carrying out the required functions.

### **3.10b Professional Development**

#### PROFESSIONAL DEVELOPMENT

Effective leadership requires a great deal of wisdom, skill, and persistence to design and implement a quality educational program; and the leadership process is vital to ensure that stakeholders (e.g., program staff, students, teachers, parents, and community partners) are equipped with the skills they need to help achieve and support program objectives. Indeed, effective leadership will engage students, parents, teachers, counselors, and administrators, while also providing them with the necessary support to help bridge achievement gaps through program activities. Towards this end, conducting quality assessments, offering professional training, and providing technical assistance are necessary elements for an optimal education program and can have measurable effects on students’ academic performance and social behaviors. To support student services through the 21st CCLC program, the LCPC ACHIEVE 21st CCLC program will implement a comprehensive professional development plan for all staff.



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Professional Development will be planned and coordinated by LCPC staff. All 21st CCLC staff will participate in professional development trainings. LCPC will schedule Professional Development for all curriculums proposed in the proposed 21st CCLC program, including SPARK, Sanford Harmony, etc. Both in-person onsite professional development and online professional development will be utilized. Curriculum vendors will be utilized for both onsite and online professional development to ensure quality training of 21st CCLC staff in the proposed curriculums. Examples of onsite and online professional development include onsite training by a certified “Too Good for Violence” training, an SEL curriculum to be utilized for Middle High School students and online training provided by Sanford Inspire, an SEL curriculum to be utilized for Elementary students. All professional development will include hands-on examples of real-life implementation of the proposed curriculums. Although the vast majority of LCPC staff and Levy County Certified Teachers have already been trained in Youth Mental Health First Aide, LCPC is aware that a large number of district Paraprofessionals have not been trained in YMHFA and therefore, LCPC staff will coordinate Youth Mental Health First Aide (YMHFA) training at least once per year to ensure that all 21st CCLC staff, teachers and aides are trained. LCPC will utilize only YMHFA certified trainers. Training will be provided in-kind by pre-existing local coalition partners to include Meridian Behavioral Healthcare.

**SANFORD HARMONY:** The program director, site coordinators, and all certified teachers from the three target schools will participate in the Sanford Harmony SEL professional development, which includes face-to-face and online trainings. Sanford Harmony trainers are certified SEL trainers who serve as Educational Specialists for Sanford Harmony. A combination of instructional methods will include face-to face training, live virtual training for the group of teachers online, and webinars. Target staff will be trained in 1) SEL in the After-School Setting; 2) Mindfulness and SEL, 3) Summer SEL Planning Tools, and 4) Sanford Harmony at Home (to prepare for potential school closings.) These trainings are experiential with opportunities for participants to practice the strategies they are learning and reflect on what those strategies look like in practice during follow-up sessions. To support TRANSFER OF NEW LEARNING to the classroom, teachers will learn to use the “Implementation and Training Roadmap” to support implementation and sustainability. Additionally, Sanford Harmony provides Online Ambassadors for ongoing coaching for teachers as they implement the curriculum, as well as quarterly newsletters that contain surveys, teaching tips, and strategies.

### **3.11 Facilities**

#### DESCRIPTION OF FACILITY

All proposed sites are public schools, owned and operated by the School Board of Levy County. LCPC has a Memorandum of Understanding (submitted with this proposal under the partnership section) with the School Board of Levy County stating that the school district will provide, free of charge, access to all facilities at each proposed site. The schools are designed to house over 10-times the number of students proposed within the 21st CCLC program, such that there will be more than sufficient space to house students. The primary areas for the 21st CCLC program use will include at least five (5) classrooms (loaned by school day teachers), the cafeteria for snacks and meals, the media center for special activities, the art room for messy projects, computer



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labs for technology-based projects and activities, the four-square court for SPARK activities (elementary school), and fenced fitness fields for physical education (all schools). At each school, the 21st CCLC program will be provided a secure location for storing equipment, technology, and materials away from regular school day supplies. Moreover, the school will provide access to the front office or other location most convenient for signing students out to their parents (or for them to sign themselves out depending on age of the student).

### LOCATION OF FACILITY IN RELATION TO STUDENTS' SCHOOLS AND HOMES

As noted, all three sites proposed within this 21st CCLC program are located at the physical school locations where students attend the regular school day. As required by law (402.305(5), F.S.), the school district follows all standards set forth by the Florida Building Codes for Public Educational Facilities. The proposed facilities exceed the minimum standard established by state agencies and, therefore, help ensure student safety. All locations are one-story brick or block buildings with classrooms, libraries, cafeterias, fenced PE areas and computer labs. As described in the MOU with the school district (attached in the partnership section of the proposal), as well as the letters of commitment from each school, LCPC essentially has free-reign of the proposed school sites, ensuring the program will have plenty of classroom space, access to large gathering areas, libraries, computer labs, playgrounds, gyms and track areas.

### STUDENT AND ADULT ACCESS TO FACILITY

All site facilities are within reasonable distance (20 miles or less) of student/family homes. While this seems like a long distance to those in more urban areas, 20 miles is relatively close for Levy County (a large geographic area with a sparse population). To help alleviate stress on parents and adult caregivers, daily transportation will be provided to any and all students needing such service. Students and parents will have full access to all facilities during program activities, including restrooms and water fountains.

### DEPARTMENT OF CHILDREN AND FAMILIES (DCF) EXEMPTION

The 21st CCLC program is being provided under an MOU with the school district. LCPC reached out to the Department of Children and Families (DCF) regarding whether licensure was required for these programs. As demonstrated in the attached letter from the DCF, the model of services provided by LCPC under the 21st CCLC program does not require licensure. As such, LCPC is exempt from licensure and an exemption letter is submitted with this proposal.

### **3.12 Safety and Student Transportation**

#### STUDENT SAFETY PROCEDURES

Students will be participating in structured program activities located on school district campuses designed for overall student safety. Activities will be conducted and students will be supervised by well-trained LCPC staff, certified teachers, and paraprofessionals. All program staff will be background screened according to state requirements through the School District (school district employees will be scanned as part of their regular work with the district, while non-district staff will be screened according Florida Law as contractors/vendors with the school district). Any individual working or volunteering in the program on a regular basis will have a



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Level 2 FBI background check. Those volunteering for special events or providing guest appearances do not need to be background checked, but they will be run through the District's RAPTOR system and checked against the sexual offender registry. The RAPTOR check will be done for any and all visitors to the program, including parents and family members. LCPC policy will be followed when hiring all program staff and/or contracted services.

LCPC has a strong pre-existing relationship with the Sheriff's Office and school resource deputies will be available at all times while the 21st CCLC program operates at the school facilities. All students will be required to sign in and out of the program each day (younger students will need an authorized adult to sign them out if they are picked up from the site – students will sign out if riding the bus home). LCPC program staff will pick students up from a pre-determined location at their respective schools and escort them to the 21st CCLC meeting room. Upon completion of program activities for the day, program staff will walk students to the car and bus loop. Pick-up cards will be provided to students who have parent transportation, ensuring only approved individuals can pick-up a student. For students utilizing bus transportation, bus drivers will only drop off at parent/guardian approved addresses. In the event volunteer chaperones are utilized for field trips, all volunteers will adhere to LCPC policy, ensuring all "Jessica Lundsford Act" requirements are met. Volunteers, temporary staff, and visitors are NEVER left alone with students and must always be escorted with an adult who has been background screened and approved.

All staff members will have the necessary qualifications to provide the assigned services. Certified teachers will hold valid teaching certificates from the Florida Department of Education. Other staff members providing personal enrichment and/or assisting the teachers will have a minimum high school diploma, unless they are volunteers (in which case they will be asked to perform tasks that meet their level of competence and abilities). All staff will engage in professional development trainings at the start of their employment regarding safety procedures, including the use of a buddy system for student movement, use of the single school culture and positive behavior interventions and supports from the regular school day, and visitor/volunteer escort and supervision requirements. All staff members will also be provided an operational manual that codifies the safety requirements and procedures.

### STUDENT TRAVEL AND TRANSPORTATION

LCPC will provide bus transportation home from afterschool programming and pickup-/drop-off service for non-school and summer program days. LCPC will utilize School District and private buses to provide transportation. LCPC will coordinate transportation routes/drop-off/pick-up sites with the district. LCPC will follow all state laws and industry-standard maintenance best-practices for any LCPC owned buses. LCPC will contract with school district trained and background screened bus drivers who will be certified in First Aid and CPR.

### SAFETY PLAN FOR SPECIAL SITUATIONS

LCPC currently has a "Continuity of Operations" plan in place that is annually updated at minimum. This plan will be updated and utilized for 21st CCLC grant program activities to ensure that student safety is maintained at all times, to include times of inclement weather, natural disaster, terrorism, etc. In addition, LCPC will follow all school district policies currently in place

for student safety during program activities and field trips. Safety plans will be on file at each site and bi-monthly drills will be conducted by site coordinators. Continuity of Operations professional development will be provided as needed to ensure proper understanding and training of program staff.

### **3.13 Sustainability**

#### PLAN FOR CONTINUED SUSTAINABILITY OF 21ST CCLC PROGRAM

One of the goals of the LCPC ACHIEVE 21st CCLC program is to continue activities beneficial to students and their families after the five-year project period is over. Certainly, structured afterschool program costs vary widely, depending on the organization and other funding available to the organization. Nationally, the average cost of structured afterschool programs is between \$1,500 and \$2,500 annually per student. When taking into account the number of hours and days of services provided to 21st CCLC students within Florida's 21st CCLC programs, the annual funding is generally an average of \$1,000 per student, which is less than half that of most other structured afterschool programs. Certainly, with such high costs, sustainability is an extraordinarily difficult task for 21st CCLC programs across the nation. In fact, the United States Government Accountability Office (GAO, 2016) found that 35 states reported 21<sup>st</sup> CCLC programs often faced challenges in providing the same levels of services without 21st CCLC funding, and 20 states reported that sub-grantees often reduce the level of services or cease operations when 21st CCLC funding ends.

Levy County has many economic challenges unique to rural counties. The county is very rural and is considered an economically restrained county by the Florida Governor's office. The vast majority of resident consumer economic activity occurs in nearby Gainesville or Ocala, thus negatively impacting the overall local government funding from sales tax. These factors make a sustainability plan very challenging. LCPC has worked diligently over the past ten years to diversify funding sources to include state, federal and foundation funding for programs. While the preference of LCPC and its partners would include reapplying for 21st CCLC grant funding at the end of this grant cycle, it is understood that it is necessary to have a strong plan for sustainability. During year four and five of the 21st CCLC grant, LCPC will convene its community stakeholders to discuss options if funding ceases. LCPC anticipate showing this group of stakeholders the incredible academic and social progress students have made as a direct result of the 21st CCLC program and using these results will challenge our stakeholders to identify any and all avenues in which the programming could be sustained without grant funding. LCPC is aware of low-cost fee-based afterschool programs and would explore all options to potentially offer low-cost fee-based programming.

#### MEMBERS AND METHODS OF THE ADVISORY BOARD

One of the most impactful methods of engaging partners and other stakeholders is through membership on the 21st CCLC Advisory Board. The Advisory Board for the LCPC ACHIEVE 21st CCLC program will be comprised of a number of important stakeholders, including district administrators (the superintendent and a school board member), LCPC leadership, 21st CCLC program director, school administrators (principals), site-level leadership (site coordinators), 21st CCLC teachers and staff, community partners, at least two parents from each site, and at





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least two middle/high school students from each middle/high school site (older elementary school students will be asked to participate, if possible). While the 21<sup>st</sup> CCLC Advisory Board is a specific requirement from the Florida Department of Education for all 21<sup>st</sup> CCLC programs, it can be a tremendous asset to enhance program quality if utilized correctly. For the LCPC ACHIEVE 21st CCLC program, the role of the advisory board will be to provide feedback and advice to the 21st CCLC program in matters regarding programmatic refinements and improvements.