

5.1 Project Abstract: The Sumter County School Board plans to serve students at four of its schools with the 21st CCLC afterschool program “STEAM Team!”: Webster Elementary, Wildwood Elementary, Wildwood Middle High and Sumter Alternatives. The program will include hands-on, engaging learning including rotations in: STEM (computer coding and inquiry projects), Arts and Culture, and Character Education. Students will use project-based learning to preview and remediate skills. Middle School students will explore careers. High School students will learn employability skills and earn employment certificates. The purpose of the program would be to provide opportunities to students who attend high-poverty and low-performing schools. The program would help students meet the state and local standards in core academic areas such as reading, math, and science, offer hands-on enrichment activities and other literacy and educational services for families such as GED classes and employability skills classes, will be offered to the families of CCLC students.

5.2 Needs Assessment:

Sumter County School District, located in central Florida proposes its 21st CCLC *afterschool* program at four of its targeted high-need schools. The targeted schools for the proposed program are: Wildwood Elementary School, Webster Elementary School, Wildwood Middle High and Sumter Alternatives. In completing a needs assessment with various school staff, school administrators, district staff and community members and groups including the Florida Grande Motor Coach Resort, Tutors for Kids and Career Source, these schools were targeted based on the need for additional academic and family support. These community groups were included to assist with identifying community needs and resources. Both are already active in the schools and communities. The one local private school, Sumter Christian, was contacted, but did not add any information to the needs assessment.

The schools targeted for this program have a **free/reduced lunch** rate of **77% to 91%**. Sumter County is comprised of **small, rural communities** that are **low socio-economic**

in nature with a population of about 100,000 residents. Although the communities of the target schools are designated as rural communities, Sumter County overall is not identified as a rural district according to the report by the Rural Economic Development Initiative. More than 50% of the county population resides in a large affluent retirement community in the north end of the county. Many families have factors associated with high social risks (Table 1). According to the *Small Area Income and Poverty Estimates* in the U.S. Census, the **poverty rate** of our students between the ages of five and seventeen is **35.5%**, which is much higher than the national average of 20.8% and the state average of 23.5%. The per capita **income** of residents in Sumter County is **\$27,824.00**, versus Florida’s average at \$39,636.00.

Table 1: Demographics (2014-2015)

School	Total # of Students	Free/ Reduced Lunch	# of Homeless Students	Race:				
				Black	Hispanic	Multi-Racial	White	Other
Webster Elementary	724	84%	25	10%	20%	4%	65%	1%
Wildwood Elementary	859	88%	16	45%	13%	6%	35%	1%
Sumter Alternative	98	91%	1	44%	13%	0	39%	4%
Wildwood Middle High	738	77%	11	36%	11%	4%	48%	1%

According to the Sumter County Sheriff’s Department, in 2012-2013, there were 445 drug offenses, 192 alcohol related offenses, 413 domestic violence incidents, and 434 child abuse cases. As indicated from the local sheriff’s department data many students come from homes where violence, drugs and a lack of parental support is evident.

Research shows that these **risk factors can effect student achievement**. “In many poor households, parental education is substandard, time is short, and warm emotions are at a premium—all factors that put the attunement process at risk. Caregivers tend to be overworked, overstressed, and authoritarian with children, using the same harsh disciplinary strategies used

by their own parents... children raised in poor households often fail to learn [positive] responses, to the detriment of their school performance” (Jensen, Chapter 2, 2009).

The targeted schools’ data demonstrates the impact that poverty can have on students’ achievement (Table 2). Wildwood Elementary and Wildwood Middle High School **both earned a grade of “D”**, as determined by the Florida Department of Education. Wildwood Elementary is a **“Focus” school** this year and one of the **lowest 300 schools** in the state. Wildwood Middle High is in **“Prevent” status** based on its school grade. Both schools and their community need additional support to raise student achievement. Sumter Alternatives is an alternative school, in which, middle and high school students are placed when a regular school environment is not an effective solution for their education. Some students are placed there for behavior, others for academic reasons. Seventy-one of the ninety-eight students on campus have been placed there from Wildwood Middle High. Sumter Alternatives **graduation rate** in 2013-2014 was **15.4%**.

Table 2: FCAT 2.0 Results - Percent Scoring Satisfactory:

School	3 rd – 5 th Grade		3 rd – 5 th Grade		4 th Grade		5 th Grade	
	Reading		Math		Writing		Science	
Webster Elementary	2013 58%	2014 62%	2013 69%	2014 65%	2013 60%	2014 57%	2013 44%	2014 62%
Wildwood Elementary	46%	42%	47%	41%	43%	24%	36%	30%
Florida	59%	60%	58%	59%	57%	53%	53%	54%
School:	6 – 8 th Reading		6 th – 8 th Grade Math		8 th Grade Science		8 th Grade Writing	
Wildwood Middle	46%	40%	43%	39%	43%	33%	73%	63%

High								
Florida	57%	58%	53%	53%	47%	49%	54%	56%

Over the past few years, the district has offered small afterschool programs because of **limited funding**. Programs have targeted a percentage of struggling students based on need. There is a lack of funding to support a full afterschool program including enrichment activities. For example, each elementary school hosted 2 week afterschool camp targeting classes of 18-20 students per grade level in 3rd – 5th grade. That equates to about 20% of the students in those grades. The middle and high school catered to the needs of all the students in grades 6-12th grade who struggled in reading and/or math. The learning experience from a different teacher gave students the opportunity to grasp information in a different way.

In recent Title I Parent Surveys and school climate surveys, parents shared that there is a **lack of sufficient daycare/afterschool care** in the area and a lack of enrichment activities during the school day for students during the school day and in the current afterschool programs. There are a few daycares and afterschool programs, but many of our families living in poverty **cannot afford to pay for afterschool care**. This program proposes to provide students a safe environment to attend after school and summer. The program will prevent many of the students from being left without adult supervision because their parents do not return home for hours after school is dismissed each day and cannot afford afterschool care.

Parents also expressed a need for homework help because of the rigor of the new standards. This was evident in our parent surveys, as well as, the feedback collected during the Title I Parent Advisory Council (PAC) meetings. Many parents feel unable to help their children with the homework aligned with the new Florida Standards. Providing a program at the school site with certified teachers and family education events would provide the additional support

needed for students and their families to be successful in learning the rigor required by the new standards.

The students at these targeted schools are also in need of pro-social behavior and problem-solving skills. These schools have a high number of discipline referrals as well as bullying incidents (Table 3).

Table 3: Discipline Referrals

School:	School Referrals:	Bus Referrals:	Main Reasons for Referrals:
Webster Elementary	119	242	Threatening, Bullying and Inappropriate contact
Wildwood Elementary	1125	337	Threatening, Throwing objects, Inappropriate contact or language, Disruptive
Wildwood Middle High	1542	206	Inappropriate language, disrespect, disruptive,
Sumter Alternatives	337	33	Disrespect, inappropriate language

Many students also indicated situations of bullying in the Olweus survey results. This is a survey given each year to students to determine how often and where bullying occurs (Table 4).

Table 4: Bullying Data (2014-2015)		
School	Where Bullying Occurs	Ways Students Are Bullied
Webster Elementary	Playground, lunchroom, school bus	Rumors, Verbal,
Wildwood Elementary	Playground, lunchroom	Verbal, Rumors, Exclusion,
Wildwood Middle High	In class (with teacher in room), Hallway, Playground	Verbal, Rumors, Exclusion
Sumter Alternative	Data Unavailable	

5.3 Program Evaluation:

5.3a Evaluation Plan:

A team will be comprised of district and school administrators who do not directly work with the 21st CCLC grant including: District Coordinator of Title II, Leadership and Professional Development, District Coordinator of Professional Accountability, and two assistant principals, one from South Sumter High School and the other from South Sumter Middle School. Both coordinators also have school-based leadership experience. Each of these individuals brings multiple experiences that provide qualifications for evaluating an afterschool program including:

- Coordinating an afterschool program either currently or in past job experiences
- Collecting and analyzing data for progress monitoring
- Maintaining budgets
- All have been trained in conducting classroom walkthroughs to ensure fidelity
- All have been school-based administrators for multiple years

On-site visits will be conducted during the project year to monitor compliance with federal and state requirements and to track progress toward program goals and objectives. The evaluation plan will include intensive effort at the beginning of the project to ensure accurate baseline data. Quantitative and qualitative information will be collected throughout the grant period by teachers and site coordinators. Data to be collected include attendance records (program and school), achievement records (Learning Gains on state and district assessments), behavioral records (discipline reports and suspensions), and quarterly report card grades. Descriptive data such as surveys (pre and post), observations and anecdotal records will also be collected throughout the grant period. The program staff will meet as a whole group quarterly to assess project progress, review formative evaluations, review data, identify challenges and develop strategies to guide the modification of program activities. This information will be submitted to the evaluation team. The evaluation team will meet quarterly to analyze data and ensure the goals and objectives of the grant are being met.

Monthly deliverables will be collected and reviewed by the district coordinator, site coordinators and teachers to make adjustments to the programs offered based on student needs and interests. It is the goal of the program to offer the services to students that will assist them in developing both academically and socially. Recommendations for program improvement will also be considered based on the school climate surveys.

5.3b Measurable Objectives and Assessments: entered into online table, per directions on RFP.

5.4 Applicant's Experience and Capacity:

The Sumter County School Board has experience in managing many programs and demonstrates compliance with federal, state and local rules. The Sumter County School Board received an "A" rating by Standard and Poor's financial summary. Standard & Poor's and its predecessor organizations have been in business for more than 150 years. This company is one of the world's leading providers of independent credit risk research and benchmarks. This

credit rating is Standard & Poor's opinion on the general creditworthiness of the school district (Standard and Poor's, 2013).

In a recent audit by the State of Florida's Auditor General, the Summary of Report on Internal Control and Compliance stated, "Our audit did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards issued by the Comptroller General of the United States" (Audit Summary, 2015).

The Sumter School District ran a successful 21st CCLC grant program for five years ending in 2011. This program served approximately 580 students in grades one through five at three elementary school sites. Of the students attending, 84% of the students received free/reduced price meals. Under the guidance of the Florida Department of Education (FDOE) and in accordance with state and federal regulations, the Sumter County Schools' 21st CCLC Program was evaluated by the University of Florida Program Evaluation Unit on December 2nd, 2008. There were many strengths cited during the site evaluation in 2008. Some of the strengths include: (1) effective methods to ensure strong communication between the regular day and after school teachers, (2) data analysis including the Successmaker program, (3) the program incorporated student input regarding programming through student interest surveys, (4) communication with parents occurred in a variety of ways, and (5) many new partnerships were developed to enhance program offerings, including the Rotary Club, Kiwanis, and the University of Florida IFAS (UF Evaluation, 2008).

5.5 Partnerships, Collaboration and Sustainability:

5.5a Community Notice:

The community was notified of the grant in a variety of ways. First, in the needs assessment phase of the grant planning, the district posted its intent to apply on both the district

website and the district Facebook page. Each school was contacted and input was gathered from school administrators and staff, as well as, community groups who are actively involved in the schools. For example, the district met with Career Source to ask for data and information in which they gather in their work. They were able to give input on which communities were in most need for the grant based on their current work in the district.

Once communities and schools were identified, the schools began communicating with their faculty, staff and community stakeholders to inform them of the intent to apply for the grant. The schools also posted intent to apply to their school web pages. For example, the principal of Sumter Alternatives met with church pastors in the community of Wildwood to gather input and ask for support. The principal of Webster Elementary requested support of their current tutor group from the Florida Grande Motor Coach Resort.

Upon submission of the grant, the district will post a link to the grant application on the district website. If funded, the district will create and maintain a webpage dedicated to the 21st Century Learning Centers Grant. The application will also be shared at school meetings including SAC and PTO.

5.5b Collaboration with Private Schools:

During the grant planning process, the district contacted Sumter Christian School, the only private school located in the service area, currently served with Title I and ESE funds by email to provide information about the intent to apply for the grant. In this email, the district also asked for input from the private school in the development of the grant. The school did not respond.

The district will be in contact with the private school, if the grant is funded, to provide equitable services to students, teachers and educational personnel. Sumter Christian School currently receives equitable services from Title I, Title II and ESE funding. The coordinators of

these programs meet at least two times per year with the director of the private school to create a plan for these services. The 21st CCLC grant coordinator will follow this process already in place. The district will also stay in touch by phone and email throughout the year to evaluate the services and modify the plan, as needed.

5.5c Partnerships:

This grant will provide many opportunities to get local groups involved as partners in the program. The first is Career Source. They plan to provide support to the seniors at Sumter Alternative and to the family members of all students with workshops and including: Employability skills training seminars and Microsoft Office Suite training/tutorials.

Two local groups: Tutors for Kids and Florida Grande Motor Coach Resort both will serve as volunteers during the program. Both groups already volunteer in the schools and plan to expand that support to the afterschool program. For example, Tutors for Kids currently has about 100 tutors that volunteer at Wildwood Elementary. They have demonstrated the capacity to support the schools in the Wildwood area.

5.5d Collaborations with the Regular School Day

Collaboration among stakeholders is vital to a successful program. Each school is fully committed to having a 21st CCLC afterschool program. Each principal has signed a letter of support to be actively involved in the program and ensure that articulation occurs between afterschool teachers and regular school day teachers. During the application and selection process for afterschool teachers, preference will be given to teachers who have grade-level and content area experience, so that if a teacher teaches 3rd grade students already, he/she would have preference to teach 3rd graders in the afterschool program; Thus providing “expert” teachers to the students in the program. Each afterschool teacher will have access to the district curriculum maps so that he/she can ensure the afterschool lessons align with district curriculum.

The 21st CCLC teachers must collaborate with the regular day classroom teachers to understand the needs of the students they are serving, as well as, to understand the current classroom content being taught and assessed. Regular day lesson plans will be shared with the 21st CCLC teachers weekly. This will be important since the afterschool teachers will be assisting with homework and planning activities that reinforce students' learning. The teachers will collaborate regularly through email and/or informal meetings, as needed. Teachers will meet at each mid-term and nine week marking periods to discuss student progress, share successes and discuss future plans. School coordinators will make regular classroom visits both during the school day and afterschool to ensure program fidelity. At each mid-term and report card, 21st CCLC teachers will send a report to parents to share progress made during the program.

5.5e Sustainability

During years one and two of the grant, the district will utilize multiple strategies to sustain the program in years three through five and beyond. First, the district will use grant funds in years one and two to create a strong team of teachers and staff for the program. The funds will be used for professional development and research based programs in an effort to prepare for a reduction in funds. The district will also work to expand partnerships that will be able to maintain the same level of services in years three through five and beyond. For example, the tutor groups who volunteer to assist in the afterschool and summer programs help reduce the costs of hiring paraprofessionals to assist classroom teachers. The district will also utilize funds from SAI, Reading allocation, Safe Schools and general funds, as available and as needed to support the program.

5.6 Program Plan:

5.6a Target Students:

While completing the needs assessment, the district found the greatest need for this program at four of its schools: Wildwood Elementary, Webster Elementary, Wildwood Middle High and Sumter Alternatives. These schools were selected based on the socio-economic status and academic achievement of the students that attend these schools. These four schools have between 77% and 88% of their students receiving free-reduced lunch, with Wildwood Elementary (88%) and Webster Elementary (84%) with the highest percentage. Wildwood Elementary and Wildwood Middle High School are both graded “D” by the Florida Department of Education. Wildwood Elementary is also on the bottom 300 schools list published by the Florida DOE. Sumter Alternatives has a 15.4% graduation rate and the majority of the students attending SA come from WMHS. Priority enrollment will be based on test scores of students who attend targeted schools. Test scores will be evaluated to identify students in 2nd and 3rd grade scoring below proficiency on the district’s progress monitoring tool, Discovery Education, students in grades 4 and 5 who are not proficient on the Florida Standards Assessment (FSA). Middle and high school students will be identified by FSA and End of Course assessments. Students may also be referred by a teacher, administrator, or parent based on classroom grades, attendance, district progress monitoring assessments and the need for a structured afterschool environment.

5.6b Recruitment and Retention:

There are several ways the schools will recruit students. Because there is a short turn-around time for schools to recruit, the information will be presented to parents at orientation, the week before school begins. A “sign up” table will be available during orientation for parents to

receive information and register. The schools will also post the registration information on their school websites and make a mass call-out to all students in the targeted grade levels prior to the start of school. The school will also present the information at lunch time to the students during the first week of school, increasing student awareness and excitement about the new program. The site coordinator will send information home to parents during the first week of school regarding registering for the program and follow up with phone calls, as needed. Students will take an interest survey to ensure the program fits the students' interests and learning styles, as well as, meet their academic needs.

The district and schools know they must work collaboratively to plan engaging, hands-on activities so that students will want to stay and participate in the program. The 21st CCLC advisory team will create a set of incentives for students who regularly attend the program. Rewards will be provided by local partners and community groups and will include small prizes and gift cards. The advisory team will create a plan for this at their first meeting. These rewards will be given at least quarterly. In addition to student rewards, families will also be invited at least quarterly to view student projects (such as experiments, musical performances, etc.) Families will be invited to participate in educational opportunities such as GED courses, adult education classes, and workshops to assist with their child's education. Secondary students will work towards earning employability certificates and industry certifications for attending the program including: Florida Ready to Work credentials, Microsoft Word, etc.

5.6c Student Program Activities:

Sumter County School District proudly serves the mission of "Preparing the Next Generation Today!" The mission of the district, dedicated to preparing the next generation today, is to develop responsible, contributing citizens of our local and global community through a safe, challenging, and balanced education for all students. While students may choose

different paths upon leaving Sumter County Schools, the district will strive to provide every student with the tools, strategies and knowledge needed to be **college and/or career ready**.

The program features two components: an elementary component in which 2nd – 5th grade students will participate in project based learning activities centered on **STEM and Arts and Culture** and a secondary component where students will explore STEM career opportunities and develop work-ready/college ready skills through **authentic project-based learning** supported by business partners. **Tutoring, acceleration and homework assistance** will also be offered to the students daily. **Character Education** will be incorporated throughout the daily routine to enhance the school culture. The district will form an advisory team who will assist in guiding decisions and modifying the program plan, as needed, to ensure it meets the needs and interests of all students.

The **acceleration model** will be important to the afterschool and summer program. Teachers will be assisting students with building background knowledge for future learning in the classroom. According to Robert Marzano’s research, “Although it is true that the extent to which students will learn this new content is dependent on factors such as the skill of the teacher, the interest of the student, and the complexity of the content, the research literature supports one compelling fact: what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content” (Marzano, 2004). To ensure success in the regular day classroom, afterschool and summer teachers will work to **preview vocabulary and academic content with students**. The district has been using Learning Focused Solutions (LFS) for ten years as its model for curriculum, instruction and assessment. LFS utilizes Robert Marzano’s research to design effective learning strategies in the classroom.

The afterschool program will allow the extension of using AVID strategies, as well. As an AVID school, students utilize WICOR strategies (Writing, Inquiry, Collaboration, Organization and Reading). Students will continue to utilize AVID strategies to apply critical thinking in

project-based learning. AVID provides resources and lessons to teach student success skills such as note-taking, organization skills and inquiry. AVID is a research-based program that is already implemented at Wildwood Middle High, Wildwood Elementary and Webster Elementary (AVID, 2015).

All students will be provided nutritious snacks and meals, through collaboration with the district food service department, as well as, transportation to ensure that all students are afforded this great opportunity regardless of their personal resources. “Our responsibility as adults in the lives of children and young adults is to provide many and varied developmentally appropriate opportunities for career awareness, career exploration and the development of life career planning skills. To be personally meaningful to children as individuals, the experiences must be accompanied by opportunities to express individual thoughts and beliefs as they develop” (Magnuson and Starr, 2000).

Outline Daily and Yearly schedule:

Elementary Program (Grades 2 – 5): Each day of the afterschool program, students will attend for 2.42 hours. During this time, students will have 30 minutes for snack and physical fitness activities, 30 minutes for homework help and tutoring. Students will be released from their regular day classrooms at dismissal time and meet their teachers in the cafeteria for snack. Teachers will then escort students to have physical fitness activities outside at the playground area. From the playground, students will be escorted to the classroom for tutoring time. The remaining 1.4 hours will be focused on project based learning that integrates previewing/remediating school day curriculum, as well as, enrichment activities. Students will be escorted at the end of this time to either the bus loop area or the pick-up area depending upon their dismissal plan. In order for students to remain excited about staying afterschool each day, the district and schools know the program must be engaging and incorporate a variety of activities to meet the **learning styles** of all students. Students will take an interest and learning styles survey at the beginning of the program to help guide instruction and activities. Students

will rotate through four rotations throughout the school year: *Arts and Culture*, *Hands-On STEM*, *Computer Coding*, and *Present Your Character*. Each of these rotations will connect the school day curriculum with engaging, relevant topics for students. Each rotation will focus on accountable talk and student interaction. Teachers will choose an area that they enjoy teaching and have expertise. The teachers will remain in one of the rotations for the school year. The students will rotate each nine weeks to a new rotation. The teachers and students will work to create an exciting name for each of the rotations. This will give teachers and students a chance to customize the program.

Arts and Culture will include the program called LitArt Learn. LitArt Learn is a program that incorporates reading and writing into a unit with children's books and a variety of ways for students to respond to text, including drama, art and games. Teachers will work to utilize the themes provided by LitArt to tie the readings strategies explored in afterschool with the school day skills (LitArt, 2015).

The ***Hands-on STEM*** will include activities gathered from *STEMscopes*, a program that provides teachers with units that include inquiry-based, hands-on investigations. The on-line piece of this program provides investigations with reading and math connections, career connection videos, games, engineering competitions, and creative outlets, like STEMart connections. This program is based on the research-based "5E" model: Engage, Explore, Explain, Evaluate, and Elaborate and **Gardner's Multiple Intelligences** (STEMscopes, 2015). Teachers of this class will also utilize some of the **Model Eliciting Activities** (MEAs) from CPALMS. "MEAs are open-ended interdisciplinary problem-solving activities that reveal students thinking about the embedded concepts" (CPALMS, 2013). Several teachers from the targeted schools participated in professional development on creating and using these activities in their classrooms. Two of the teachers wrote grants and received 3D printers after the training. These activities can also be used and expanded in the afterschool program. Teachers will also

be able to use hands-on science kits to guide students through experiments based on their grade level standards.

Computer Coding has also become an interest of students and teachers at the targeted schools. The afterschool program will give teachers and students the additional time to explore this topic. Several teachers participated in the “Hour of Code” in December, in which students across the country participated in introductory computer coding activities. During this rotation, students will utilize the program, *Tynker*, a computer programming software designed for beginners. Students learn to make web apps, build custom games, draw math art, interface with hardware and model science projects. Students will create projects that relate to their current school day learning (Tynker, 2015).

In the fourth rotation, *Present Your Character*, the teacher will incorporate the schools’ Positive Behavior Support (PBS) program, character education lessons, and speaking and listening standards. Students will be taught how to create Power Point presentations, Public Service Announcements (PSAs) and Social Stories utilizing current curriculum topics and character education topics taught in the afterschool program. These Social Stories, PSAs and presentations will be shared with the school population during morning announcements and in the media center to promote positive behavior and character. Social Stories are a research based way teachers often share rules and expectations with students, particularly with autism. Incorporating this strategy into the afterschool program will enhance the behavior at each of the targeted schools (PBIS, 2015).

Secondary Program at Wildwood Middle High (Grades 6 – 8): Middle school students will attend four days per week for 2.25 hours per day. During that time, they will have 30 minutes of snack and physical activity time and 30 minutes of homework and tutoring support. The remaining 1.25 hours will include career exploration time and STEM projects. The middle school students will participate in the same four rotations as the elementary school students, however, the teachers will guide students in career exploration and skills in conjunction with the

described activities. The students will be using a career planning tool online program to complete projects including interest inventories and college and career research.

Secondary Program at Sumter Alternative (11th Grade and Seniors): The students at Sumter Alternative were targeted because they are seniors, ready to step out into society, but most lack the skills or resources to start a career or post-secondary education. Sumter Alternatives will tailor the afterschool program to the individual needs of the twenty students who will attend there. These students will be given previewing and remediation, as well as, important career skills. Career Source has partnered with the district to provide workshops to these students including: employability skills, Microsoft Office Suite training and tutorials, and other trainings tailored to the needs of the students. Students will also work through the “Florida Ready to Work” credentials. The Florida Ready to Work credential is a career readiness certificate that certifies a student has the fundamental job skills necessary to succeed in today’s society (Florida Ready to Work, 2015). These students will also participate in tutorials to prepare for industry certifications, such as Adobe or Microsoft. Many of these students have been placed at Sumter Alternative because of behavior, as well as, academics. The teachers and staff will incorporate Character Education into lessons to show students the importance of having good character in their future careers. All of these activities will support assisting students in preparing for graduation and life after graduation.

The summer program will follow with a similar schedule. Students will take a pre-survey to determine their interests. Since the summer program will last from 8am to 2pm, students will have more time to explore the above named programs and preview skills needed for the upcoming school year. With the support of the food service department, the district will provide breakfast and lunch. Students will also be provided transportation to and from the program.

5.6d Adult Family Member Program Activities:

Each school will provide at least six adult family member programs. Each event will provide an educational opportunity for adult family members including workshops on financial literacy, job interview skills, employability skills, GED preparation classes and more. Surveys will be given to students' families at the beginning of the program to determine specific needs for these workshops and educational classes. Partners such as Career Source and Sumter County Adult Education, will support these events. Each school will also provide a workshop on "Homework and Study Skills," since that was an area identified in the needs assessment. "Parent involvement in homework can lead to positive attitudes, perceptions of personal knowledge and efficacy and higher completion rates of homework: all leading to greater student success" (Parent Institute, 2015). The events will also provide an opportunity for students to showcase what they are learning in the afterschool program (displayed art work or a music presentation). The schools will work with community groups to provide dinner at these events. Historically, the parents of these communities participate more when a meal is provided and their children are a part of a presentation. Dinner and door prizes, provided by community partners, will be provided as much as possible to encourage participation in the events.

5.6e Staffing Plan and Professional Development:

Staffing Plan:

All staff of the 21 CCLC will be school board employees, which have all been through level II background screening. First, there will be a district program coordinator to administer the program. This coordinator will be an existing employee of the district who has experience in managing afterschool and summer programs including curriculum, budgets and records. The coordinator will be responsible for maintaining attendance and assessment data for the program. Each school site will have one coordinator who will be responsible for daily operation, maintaining records and providing deliverables to the district coordinator. This position will be

supported by a portion of the grant (not more than 5% of the grant budget), but the majority of the salaries for the site coordinators will come from SAI, Safe Schools, Reading allocation or general fund. Each school will also have a clerk. The clerks' salary will also come from other funding sources. The clerk will be responsible for answering the phone, collecting paperwork, assisting parents who come to check out their child, and other clerical duties.

Academic activities will be supervised and led by a certified teacher. Each teacher will have a paraprofessional or volunteers who will assist in the classrooms to ensure a maximum ratio of one adult per ten students. Research shows that a smaller student to teacher ratio provides greater learning gains. Utilizing this formula and our target number of students, each elementary school will have at least four certified teachers, one class per grade level, grades 2 through 5, and at least two paraprofessionals (who will rotate during academic time). Wildwood Middle High will have approximately three certified teachers, one for each grade level, and one paraprofessional to rotate through the classrooms during academic time. Sumter Alternatives will have one certified teacher and one paraprofessional.

All volunteers of the program will also go through background screening and be school board approved following the district's volunteer policies. Per district policy, the volunteers will not be alone with students at any time. Volunteers will assist in the classroom to keep adult to student ratios as low as possible. Volunteers will work with small group to meet the classroom learning goals.

The program will also require bus drivers to provide transportation. Bus drivers will be hired and trained based on current district policies. Three bus drivers will be hired for each elementary school and two for each secondary school for a total of ten bus drivers.

Professional Development:

At least one of the staff members at each school will be CPR and first aid certified. There will be at least one staff member trained in administering medications, as well, for those students who require administration of prescribed medication during the afterschool or summer program. The district provides this training annually for teachers. The site coordinator will be responsible for ensuring appropriate afterschool staff attends this training.

The district will send the district coordinator and one site coordinator to the FDOE statewide training for 21st CCLC programs. The participants will take notes during the training to share back in district. Upon returning from this meeting, the district will hold an orientation meeting for all 21st CCLC staff to disseminate information gained at the training and discuss the grant goals and objectives with all staff.

The district provides Learning Focused Solutions (LFS) training to all new teachers each year and updates for veteran staff, as needed. LFS is a research based model for curriculum, instruction and assessment. This training provides a basic understanding of the district's curriculum mapping process, as well as, a variety of high yield instructional strategies, including: higher order thinking, vocabulary in the content, summarizing, advance organizers and non-verbal representations (LFS, 2015). This training is already provided by the district and will benefit the teachers of the afterschool program.

Professional development will need to be provided for the new programs teachers will utilize in the afterschool program, including Tynker, STEMscopes, and LitArt. To reduce costs of professional development travel, these trainings will be provided on site or virtually as much as possible. A stipend will be paid to teachers if the training is held afterhours. A substitute will be hired to cover the teachers' classroom, if the training must be held during the school day.

Volunteers will be provided professional development in grade level standards, so that they are aware of learning targets for each grade level. They will also be provided professional

development on various topics such as: appropriate talk with students, question and answer techniques, and assisting students without telling them the answers. Each school already has a volunteer coordinator who will be responsible for coordinating the training of volunteers.

5.6f Program Site

Each program will be located at a school site. All of the school sites meet the standards for public schools according to state regulations. Each facility has an abundance of classrooms to support the afterschool program, as well as, computer labs, a media center, and a cafeteria. There is also a playground or gym at each site, to support the activities proposed in the project plan. Wildwood Middle High school has a gym and both elementary schools have a playground. Each facility has at least a 6 foot tall fence and a single access point to ensure the safety of the students. Each school conducts monthly safety meetings that include district staff to discuss safety concerns that may arise. Since students will attend the program at their school, the program and family events will be easily accessible to students and their families.

5.6g Safety and Student Transportation

All programs will be held at school sites. Participating students will be provided bus transportation home at the end of the program daily via Sumter County School Board transportation department. Parents will also have the option to pick up their children at the conclusion of the program each day. Parents must enter the campus through the office at each site, sign in and sign out their child(ren). The clerk will ensure only authorized persons listed on the child's emergency form may pick up students. Driver's licenses of all those wishing to pick up students will be checked by the clerk. Students will be allowed to walk home only if a signed letter of request is in the school office and adheres to school policy. Each school site has a manual and plan to follow should a critical emergency incident occur. All student emergency forms are kept in binders in the front office to be accessed by program personnel. Student

attendance rosters are kept up to date by program teachers and are collected and verified by program coordinators. Each school site has a manual and plan to follow should a critical emergency incident occur. Each site conducts tornado and fire drills to ensure students and staff has adequate evacuation procedures. At least one staff member is trained in the administration of medication for those students participating in the program who may have specific medical needs. All school Board policies for the administration of medication are followed. All personnel employed by the program have passed level two security screening and are participating in the district's drug free workplace program. All employees must be current employees of the school district and must be recommended to the school Board and approved prior to working in the afterschool program.

Teachers in the afterschool program providing instruction in reading, math, and science will hold valid state of Florida teaching certificates in the respective subject area. Staff to Student ratio is 1:10 during academics and 1:20 during personal enrichment. Students will remain under adult supervision throughout the program. When moving from one classroom setting to another, students will be escorted by a staff member. Students will be escorted to their bus or to the office for pick-up at the end of the program. Administrators and site coordinators will conduct classroom walkthroughs to ensure fidelity and safety during the program.

5.6h Dissemination Plan

The site coordinator will directly communicate with school staff, students and parents providing general and targeted marketing information. The first means of dissemination will

include the development of a web presence for the program that will be linked to the district and each of the targeted schools' web sites. The district and school websites will include registration information, program flyers, upcoming family events, shared information about the hands-on engaging learning activities, and program times. The website will be updated monthly or as needed by school site personnel and district personnel. Informational letters will be sent home to parents of identified students, as well as phone calls providing information regarding services and student progress. Site coordinators will provide press releases to local newspapers regarding the program. Information about the positive impact of the program will also be shared with various community groups. Information will be released to the local media concerning upcoming events and services made available through the 21st CCLC programs.

Announcements will be made at every PTO meeting that the school site is a recipient of the 21st CCLC program and all related activities will be published on the school calendars. The advisory board will be comprised of at least two parents, two students, one teacher from each targeted school site and two members from community agencies and/or private sector. The board will meet at least two times per year with minutes taken, attendance recorded, and focus on the progress, needs, and concerns of the program.

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