

Section 1: Project Abstract/Summary (0 Points- Fixed Requirement) Brevard

Public Schools (BPS) operates the Brevard After School Academy (BASA)- Endeavour.Cambridge in Cocoa Florida. The BASA-Endeavour.Cambridge program serves approximately 151 students between two schools. 91 students are provided programming at Endeavour Elementary, which is located at 905 Pineda Street, Cocoa, FL 32922. This site will operate during the 2022-2023 school year from 3:15 PM to 6:00 PM, Monday through Thursday, and 2:00 PM to 6:00 PM on Fridays and early release days. The program will run from August 01, 2022 to July 31, 2026. 60 students are provided programming at Cambridge Elementary, which is located at 2000 Cambridge Drive, both in Cocoa, FL 32922. The program will operate during the 2022-2023 school year from 2:30 PM to 6:00 PM, Monday through Thursday, and 1:15 PM to 6:00 PM on Fridays and early release days. The program will run from August 01, 2022 to July 31, 2026. Program activities will include personal enrichment activities and meaningful and rigorous academic enrichment interventions in ELA and math that are aligned with the school day. Personal enrichment activities may include, but are not limited to life skills, science, technology, engineering, art, and math (STEAM).

Section 2: Site-Level Funding Eligibility (3 Points):

Brevard After School Academy-Endeavour.Cambridge: 150+ students \$300,000 (School Year)

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Section 3: Applicant Capacity (6 points): Brevard Public Schools (BPS) has a strong management component and advisory board, and has operated 21st Century Community Learning Centers (CLCC) programs since 2004 successfully achieving

proposed objectives and attendance goals. For example, during the 2021-2022 school year, through seven 21st CCLC grant programs, BPS served over 1,234 children daily in nineteen elementary schools. All nineteen sites scheduled certified teachers to supervise all academic activities; began using academic enrichment schedules to address the alignment of academic focus areas with core subject areas; implemented a school day collaboration documentation log to further document academic and behavioral needs of students; and implemented new procedures that document the split cost of materials, supplies, and staff to help distinguish allowable program expenses. The Brevard Before and After School (BAS) team at BPS has successfully managed afterschool programs for over twenty-five (25) years by complying with all local, state, and federal rules and regulations. As reported in a summative evaluation prepared by CASPER, "Brevard After School Academy is led by a team of dedicated and experienced individuals at the program and site levels. In addition to the program and site level leaders, the program also benefits from the leadership and support of school administrators and the Brevard County School District. With the support of partners and the strength of the Brevard After School Academy team, the program has continued to strengthen and grow to provide high-quality programming for students and their families since its inception." The district management team is composed of individuals with extensive training and experience in areas such as: curriculum development, data collection, and professional development. Management positions require collaboration, project management, out-of-school programming, evaluation, and fiscal management experience. The management team participated in extensive pre-planning activities to ensure the capacity to oversee the program, including the implementation of the new

evaluation process that aligns with new Government Performance and Results Act (GPRA) measures and 21st CCLC processes, identifying all requirements and needs, and assigning responsibilities. The team has strong, long-term, and well-established relationships with the schools and community partners which have proven successful to support future expansion of these programs. Fruitful and meaningful partnerships have been in place for over ten years with BPS 21st CCLC programs. Effective implementation and ongoing monitoring of the program will be overseen by BPS personnel experienced in quality afterschool programs and 21st CCLC operations and requirements. Site Coordinators are required to complete and pass the Gold Key Quality Assessment (based on rigorous standards for safety outlined by the Florida Afterschool Network's Standards for Quality Afterschool Programs- SQAP) encompassing areas such as professional development, safety, and program planning and implementation of the curriculum. The Gold Key Quality Assessment allows for continuous monitoring of the program achievements. An advisory board composed of members from the program team that may include BPS District staff, BAS district staff, school administrators, parents, 21st CCLC program teachers, 21st CCLC program staff, and community partners and meets semi-annually in an open forum to address needs, review progress, discuss sustainability and make suggestions for improvements. Program teams for each grant will plan to meet four times a year, to maintain the quality and improvement process of the programs. These meeting times will be scheduled during pre, mid, and post data collection times to ensure that all parties involved have all the information needed to make appropriate programmatic changes as needed.

Experience- use drop down box:

2005-2009 1 Grant (Zoo Explorers I, 2 sites)

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2008-2015 5 Grants (Space Explorers 3 sites, Zoo Explorers II-4 sites, Art Explorers-5 sites, Zoo Explorers South- 4 sites, Explorers University- 4 sites)

2016-2017 7 Grants (added 2 Grants BASA: Central-3 sites, BASA: North-3 sites)

2018-2020 7 Grants (BASA: Central-3 sites, BASA: North-3 sites, BASA: Mainland- 3 sites, BASA South- 2 sites BASA: Endeavour-1 site, BASA: East-3 sites, BASA: West-3 sites)

2020-Current 7 Grants (BASA: North-4 sites, BASA: Central Renewability-3 sites, BASA: Mainland- 3 sites, BASA South- 2 sites BASA: Endeavour-1 site, BASA: East-3 sites, BASA: West-3 sites)

Section 4: Building your Program Team (5 points)

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The BAS District staff hosted an informational meeting with the school administrators of all schools with the Targeted School Improvement (TS&I) designation. Administrators learned the benefits of a 21st CCLC and received a survey for parents and teachers to complete. The purpose of the survey was to gauge community needs and the level of support available for a successful launch of a 21st CCLC at the targeted schools. One of the survey questions asked participants if they were willing to serve on a focus group to provide additional information and feedback about the needs of the students and their families that a 21st CCLC could address. During the focus group meeting school

administrators, parents, teachers and community partners were asked if they would commit to serve on a program team to design, implement and evaluate the success of a 21st CCLC at their school. Other members of the program team will include the Brevard Before and After School (BAS) district staff that includes Program Development Coordinators (PDC)/Project managers. The BAS district staff will manage the community learning centers from the district level. The PDCs will coordinate and monitor collaboration, professional development, curriculum and personal enrichment development, data collection/analysis, and deliverables. BAS Specialists will also contribute to staffing needs, collaboration, and data entry. The BAS district staff will partner with the school day staff and the 21st CCLC staff to plan school wide family engagement activities during non school hours. The BAS staff will also provide training, adult family member activities, collection of data and deliverables for the Florida Department of Education (FLDOE), serve as a liaison between community partners and community learning centers, organize program team meetings and advisory meetings throughout the school year to determine if our programs are meeting the community needs. The school administrators will collaborate with all program team members and serve as the program's data leader by sharing school improvement data, and student progress monitoring data during program team meetings. School administrators will also recruit, hire, and retain teachers, provide access to the school's intervention curriculum, as discovered through asset mapping, provide access to the school facilities, assist with needs of their students and families, and commit to program team meetings throughout the year. Parents that are members of the program team will provide feedback during program team meetings, will participate in parent-child

activities, will participate in adult family member activities, and will participate in 21st CCLC events. Community partners are an important stakeholder to our community learning centers as they bring activities that are not associated with the school day, but are associated with health, nutrition, safety, life skills, anti-bullying and culinary skills. Community partners will join program teams as well as participate in advisory board meetings and help build partnerships to support resources needed to sustain the program. Although teachers are not required to be program team members, teachers will play an important role by serving as a liaison between parents and 21st CCLC staff, as well as help solve issues that may arise with curriculum and attendance.

Upload Letters of commitment to survey monkey. School District (our team), administrator at target school (principals), community partners, parent from target schools, post secondary institution

Section 5: Engaging Stakeholders (6 points)

The stakeholders in the BASA-Endeavour.Cambridge 21st CCLC includes Brevard community in-kind and individual school business partners, parents, teachers, and school day administration and staff. Our community stakeholders will provide meaningful engagement strategies for students and families through a variety of highly engaged educational programs. **Brevard Public Schools Food and Nutrition Services** will provide a daily, nutritious Super-Snack provided through the Child Care Food Program (CCFP) and regulated by the Department of Health at no cost to the program. The **University of Florida Institute of Food and Agricultural Sciences** will

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provide gardening, healthy food habits, and wildlife classes; **Girl Scouts of Citrus** will bring STEAM, life skills, self esteem skills, and leadership skills; **Brevard County Solid Waste Management** will provide recycling and landfill science; **United Way of Brevard** will provide reading mentors, a dental health mentor, STEAM activities using SNAP Circuits & Robotics; **HOT Yoga** will provide strength, flexibility, and body wellness while building self-esteem and mindfulness; **Boy Scouts of America** will bring STEAM based programs that include the core values of Boy Scouts of America; **Brevard County Sheriff's Office** will provide a variety of presentations such as summer safety, bike safety, and stranger danger. The school principal, parents and teachers at the target schools were asked to participate in a survey to determine the community needs. The similarities with each group survey asked about the challenges that students and their families faced that impact student proficiency. Each survey also had questions unique to the specific role of each stakeholder group. The principal survey asked about academic support or personal enrichment programs at their schools, and any challenges they had staffing a 21st CCLC. In the teacher survey, teachers were asked to share their opinion of the challenges they face with students accessing the school day instruction and their willingness to work or participate in a 21st CCLC. 47% of teachers at Endeavour participated in the survey and 45% of Cambridge's teachers participated. Parents were asked to share their opinion on what their son or daughter needed during non school hours and any challenges they faced to help their children achieve academically. 11% of the parents at Endeavour and 13% of parents at Cambridge responded to the survey. A representative from each stakeholder group submitted a letter of commitment to the program team and to the grant. All stakeholders

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will receive a quarterly survey one month prior to the program team meetings. The survey will be used to gain information and insight on the strengths of the program, the engagement of the students, and the opportunities for continued growth. The information gained will be analyzed and discussed during the quarterly program team meetings and used to improve program outcomes. Furthermore the advisory board that meets twice a year will be provided a summary of the team meetings analysis and will offer suggestions for implementing best practices and make recommendations to the program teams.

Section 6 Assessing Program Needs (10 points) Endeavour Elementary School and Cambridge Elementary School both located in Cocoa, Florida, are TS&I schools, as determined by the Florida Department of Education. Endeavour has a membership of 656 students and 51 teachers. Cambridge has a membership of 506 students and 38 teachers. Endeavour and Cambridge are both Title I schools with a high percentage of students living in Economically Disadvantaged households. 100% of Endeavour's and Cambridge's students fall into this category. The need for 21st CCLC Programs at Endeavour and Cambridge Elementary schools was determined after analyzing the ELA and math assessments proficiency rates, the academic gaps between student subgroups, the English Language Learners assessment five year proficiency results, the in-school and out of school suspension rates, attendance rates from the Know Your Schools portal and survey results from each stakeholder group. After analyzing the survey results the school program team participated in a focus group to narrow down the focus needs and offerings of a 21st CCLC at the targeted schools. Survey results confirmed the following: 97% of responding parents at Endeavour and 98% of

responding parents at Cambridge shared there is a need for non-school day services for their children. Additionally, survey results from both schools showed there is a lack of established family routines at home to support students in ELA and math instruction (Endeavour 88%, Cambridge 88%). There are limited enrichment activities for students to participate in (Endeavour 79%, Cambridge 64%). Parents lacked the skills to support students' academic needs during non-school hours (Endeavour 88%, Cambridge 71%). Student behavior during school hours (Endeavour 88%, Cambridge 88%), are additional factors that respondents shared as challenges that impact student proficiency.

Know Your School Data from the FLDOE shows both schools with ELA proficiency rates under 35%. Endeavour's overall school and subgroup ELA proficiency rates are as follows: Overall proficiency 21%, White 30%, Black 18%, ELL, 20%, Hispanic 20%, Students With Disabilities (SWD) 12%, Multi-Racial 42%, and Economically Disadvantaged 22%. Endeavour's largest ELA achievement gap of 30 points is between the Multi-racial subgroup and SWD subgroups, followed by a 24-point gap between the Multi-racial subgroup and the Black subgroup. Cambridge's overall school and subgroup ELA proficiency rates are as follows: Overall proficiency 32%, White 44%, Black 26%, ELL, 24%, Hispanic 25%, Students With Disabilities (SWD) 16%, Multi-Racial 50%, and Economically Disadvantaged 31%. Cambridge's largest ELA achievement gap of 34 points is between the Multi-Racial and SWD subgroups followed by a 26-point gap between the Multi-Racial subgroup and the ELL subgroup. The English Language proficiency rates for ELL students at Endeavour is (16%) and Cambridge (12%). Endeavour's English Language proficiency rate is stagnant whereas Cambridge's English Language proficiency shows a five year decline of 12% points.

Endeavour's overall school and subgroup math proficiency rates are as follows:

Overall proficiency 17%, White 13%, Black 12%, ELL, 18%, Hispanic 17%, Students With Disabilities (SWD) 14%, Multi-Racial 42%, and Economically Disadvantaged 18%.

Endeavour's largest math achievement gap of 30 points is between the Multi-Racial and Black subgroups followed by a 29-point gap between the Multi-Racial subgroup and the white subgroup. Cambridge's overall school and subgroup math proficiency rates are as follows: Overall proficiency 40%, White 41%, Black 31%, ELL, 42%, Hispanic 44%, Students With Disabilities (SWD) 22%, Multi-Racial 50%, and Economically Disadvantaged 40%. Cambridge's largest math achievement gap of 28 points is between the Multi-Racial and SWD subgroups followed by a 19-point gap between the Multi-Racial subgroup and the Black subgroup.

Attendance is an important factor in student success. In Florida Statute 1003.26 Enforcement of School Attendance, the state legislature found that "poor academic performance is associated with nonattendance". According to the website Healthy School Campaigns (2022), chronic absenteeism, defined as missing 10 percent or more of school, is a warning sign of academic risk and school dropouts. 55% of Endeavour's total student enrollment and 23% of Cambridge's student enrollment are chronically absent. Endeavour's students from the White subgroup are 11% of the student membership and make up 14% of the school's chronic absences. Students from the Black subgroup make up 31% of the student membership and students from the Hispanic subgroup 52% of the total school enrollment, their chronic absentee rate is 36% and 43% respectively. 30% of Cambridge's total student membership is chronically absent. Cambridge's students from the White subgroup are 20% of the

student enrollment and make up 29% of the school's chronic absences. Students from the Black subgroup make up 28% of the school's total school enrollment and are 44% of the school's chronic absences. The students in the Hispanic subgroup make up 42% of enrollment and 20% of chronic absences. Nonattendance due to in-school, or out of school suspensions is about 14% of the total enrollment at Endeavour and 9% of the total enrollment at Cambridge. The Black and the Hispanic subgroup received the highest amount of suspensions at Endeavour and the Black and SWD received the highest amount of suspensions at Cambridge compared to all other subgroups.

To address the low proficiency scores and the achievement gap, Endeavour and Cambridge elementary schools will establish a 21st CCLC. They will collaborate with certified teachers and community partners to provide a safe, nurturing environment that offers ELA and/or math academic tutoring and personal enrichment activities. The academic tutoring will align with the school day pacing guides, Tier 2 or Tier 3 academic supports, and Benchmarks for Excellent Student Thinking (B.E.S.T.) standards as determined by classroom and school-based data. Enhanced learning opportunities will focus on literacy and mathematics to serve as a continuation of the regular school day. A wide variety of personal enrichment activities will be offered that were determined through feedback through needs surveys and program team member discussions. Personal enrichment activities may include but are not limited to life skills, science, technology, engineering, art, and math (STEAM). Endeavour and Cambridge's primary focus will embed character education in all of their top three areas of need; ELA and math academic support, and personal enrichment. The program team at each school identified the following assets from the school day: curriculum to provide tutoring,

academic and technology resources, and the school clubs hosted during out of school time. Endeavour is also a Conscious Discipline anchor school and will embed these practices in the 21st CCLC. These school assets will supplement the 21st CCLC program. Some of the needs of working families will be addressed through school wide initiatives, through math, literacy, and other academic nights. Adult Family member education activities will be ongoing, with a minimum of five (5) events per year, providing opportunities for family members to participate and receive tools and resources that will allow them to better support their child's development and academic achievements.

Section 7: Upload site profile worksheet & Schedules (program schedules, adult family workshop schedules), partners table, letters of support for partners, and letter from school district executive leadership (Superintendent or Assistant Superintendent)

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Section 7: Intentionally Designing Activities (20 points)

Operational Planning: BASA- Endeavour. Cambridge will operate at Endeavour Elementary and Cambridge Elementary, after school services are provided on all 180 regular school days, Monday through Friday, beginning at 3:15 PM at Endeavour (2:00 PM on Friday and early release days) until 6:00 PM and 2:30PM (1:15pm on Fridays and early release days) until 6:00 PM for Cambridge . These two schools, Endeavour Elementary and Cambridge Elementary have targeted students K-5 and will serve approximately 151 students. 91 students at Endeavour Elementary and 60 at Cambridge Elementary. Students will receive services for thirty minutes of academic tutoring, thirty minutes of homework assistance, and sixty minutes of personal

enrichment. Academic teachers will support students for thirty minutes of academic tutoring using a ratio of 1:10. Activity leaders will support students for the half hour of homework assistance and personal enrichment activities for sixty minutes at a ratio of 1:25. Students will report directly to the cafeteria immediately after school so that no transportation is needed. BASA-Endeavour.Cambridge will provide adult family member education activities that will focus on areas identified in each school's needs survey. These activities will prepare adult family members to become active participants and a support system for their child's academic endeavors. According to the Center for Disease Control and Prevention (retrieved May 2, 2022) the relationship between schools and parents cuts across multiple settings, at home, in school, in out-of-school programs and in the community. "Research also shows that parent engagement is linked to better student behavior and higher academic achievement" (CDC retrieved May 2, 2022). Adult family member educational activities will be ongoing, (a minimum of five times per year) meaningful, and will be offered at each school by school staff or community partners. A parent orientation will provide parents information and activities regarding the 21st CCLC program requirements and will be presented within the first month of operation. Effective parent involvement programs help parents understand how vital their role is as 'first teachers' and equip them with strategies and skills they need to nurture their child's learning capabilities. Community information and educational activities on Mental Health Awareness, understanding and supporting student behaviors will also be offered throughout the school year. Additionally, information about Adult Education, GED and ESOL classes will be provided monthly through our newsletter and social media platforms.

Activity Design: The ELA academic enrichment interventions will be aligned with each school's supplemental materials used to support Tier 2 and Tier 3 instruction. Students will receive a diagnostic test to determine area of need and intervention groups will be formed based on the data received. These activities will be offered for thirty minutes each day with a focus on either ELA or mathematics and delivered by a certified teacher in small groups (1:10). ELA intervention/academic support will consist of the following evidenced-based intervention programs:

- Leveled Literacy Intervention (LLI) will be used with students in grades kindergarten through second grade. LLI meets Tier I of What Works Clearinghouse (WWC) standards without reservation for reading achievement and Tier 3 standards for reading fluency. It is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.
- Read Naturally® is a supplemental reading program designed to improve reading fluency. It will be used with students in grades second through fifth grade. It meets Tier 3 of the WWC standards for reading achievement. *Read Naturally* aligns to the fluency standards in ELA B.E.S.T. Standards (ELA.1.F.1.4, ELA.2.F.1.4, ELA.3.F.1.4) and to the science of reading by utilizing research-based interventions that improve fluency, vocabulary, and comprehension to promote overall reading achievement for struggling readers. The program has

three main strategies: repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by teachers and the students themselves. Students work at a reading level appropriate for their achievement level.

- *Lexia Core5* is a systematic and structured approach to six critical areas of reading for all mastery levels, including at-risk learners. It may be used with students in grades kindergarten through fifth grade. Lexia Core5 meets Tier I of What Works Clearinghouse (WWC) standards by ESSA (Hurwitz & Vanacore, 2020). Science of reading domains include phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Lexia Core5 aligns with the phonological awareness, phonics, and fluency ELA B.E.S.T. Standards (ELA.K.F.1.2, ELA.K.F.1.3, ELA.K.F.1.4, ELA.1.F.1.2, ELA.1.F.2.1, ELA.1.F.1.3, ELA.2.F.1.3, ELA.3.F.1.3, ELA.1.F.1.4, ELA.2.F.1.4, ELA.3.F.1.4).

Math intervention/academic support will consist of the following evidence-based programs:

- i-Ready Toolkit from Ready Mathematics will be used to provide math intervention in grades kindergarten through fifth grade. i-Ready meets ESSA Tier 2 Standards of moderate evidence demonstrating positive and statistically significant gains for students receiving i-Ready Instruction above that of their control group counterparts on internal and external outcome measures. i-Ready meets students where they are and through the instruction of a certified teacher it will help students develop mathematical reasoning, engage in discourse, and

build strong mathematical habits. The program's instructional framework supports educators by strengthening their teaching practices and facilitating meaningful discourse that encourages all learners.

- **Endeavour only:** Conscious Discipline methodology is an evidence-based, trauma-informed approach. It is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP), and received high ratings in 8 of 10 categories in a Harvard analysis of the nation's top 25 social-emotional learning programs. The Harvard study's authors say, "Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. (Retrieved from May 5, 2022) [Conscious Discipline Methodology - Conscious Discipline](#).

Adult Family Literacy and Math Activities to Support Academic Areas

- Supporting Young English Learners at Home practice guide and parent videos will be used to support families and caregivers as they support language acquisition and vocabulary for their children. Parents will receive a grade level appropriate youtube link to each video to use at home after each activity. This resource is based on Teaching Academic Content and Literacy to English Learners in Elementary and Middle School's Recommendation #2: Integrate Oral and Written English Language Instruction Into Content-Area Teaching. This is a Tier I intervention as measured by What Works Clearinghouse (WWC) standards.

- Supporting Your Child’s Reading at Home practice guide and parent videos will be used to support families and caregivers as they support the foundational skills children need to become fluent readers. Parents will receive a grade level appropriate youtube link to each video to use at home after each activity. This resource is based on Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade’s Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words. This is a Tier I intervention as measured by What Works Clearinghouse (WWC)
- Teaching Math to Young Children is a guide that provides five recommendations for teaching math. This adult family member activity is based on Recommendation #1: Teach Numbers and Operations using a developmental progression. This is a Tier 2 intervention as measured by What Works Clearinghouse (WWC) standards. Numbers and operations will help parents and caregivers learn how to build upon this natural curiosity and develop children’s number skills.
- Conscious Discipline parent wellness and life skill activities. Webinar: Wishing You Wellness: Parent Self-Care. The purpose of this family activity is to help parents help their children by teaching them the importance of self-care and how taking care of themselves will help them have quality time with their children. This parent activity will occur over two different sessions one will end with a wellness activity the other will end with a life skill activity based on the Conscious Discipline Article, “*How do I respond when children are being mean to mine?*”

Through resource mapping, each program team decided to offer participating students the same opportunities in after school activities as non participating students. Some of the personal enrichment activities suggested by the needs survey and determined by the program team will be unique to the individual school. These may include chorus and strings, running club, art club, chess club and/or book clubs. These personal enrichment opportunities may be offered for 30 minutes two to three times per week. Students have the choice to choose one activity or multiple activities to participate in. Additionally program teams also chose to offer a variety of personal enrichment activities that students or parents would not have the opportunity to participate in if a 21st CCLC was not available. These activities will be offered each day for 60 minutes and hosted by community in-kind partners and activity leaders at a ratio of 1:25. These well-rounded educational, personal enrichment activities may include, but are not limited to life skills, wellness, science, technology, engineering, art, and math (STEAM). The program team members also decided to partner with the schools to offer family engagement and enrichment activities in addition to adult family member educational activities. These activities may include literacy night, book fairs, or science, technology, engineering, art, and math nights.

Student Recruitment and Retention: BASA-Endeavour.Cambridge will serve 151 students in grades K-5, 91 at Endeavour Elementary and 60 at Cambridge Elementary Schools. Dissemination of information will be presented electronically, printed, and in-person to reach all community members. Private schools will be notified by email of the opportunities for their families, students, and teachers. Copies of the grant proposal, along with newsletters, photos, locations, and calendars for the individual school

programs will be available on the 21st CCLC link of the BPS website. The program team members determined the primary challenges to proficiency that students face during the school day are behavior, tardiness and attendance, and lack of foundational or life skills. Students and families who face these challenges will be recruited to participate in the community learning center. A Parent Orientation informational night will be provided during the first month of operation to any families currently enrolled in the 21st CCLC program as well as for families interested. Additional at-risk factors and enrollment priorities would be considered to include students who are identified as migrant, homeless, latchkey, special needs, and behavioral developmental needs. Consideration will also be given to students being cared for by grandparents and/or those with an incarcerated parent. The BASA-Endeavour.Cambridge staff, school day staff and school administration will work together to identify eligible students. Once students have been identified, phone calls, in-person communication, formal invites and/or letters, in appropriate languages, will be used to inform parents of their child's eligibility to enroll into the program. The recruitment process will also include providing parents the information for services and resources available to family members through the 21st CCLC program and their community. Accelerating student learning on the specific skills they need in order to learn grade-level material is an important step towards providing additional support and guidance for subgroups to meet academic proficiency. If **retention** is impacting the program, staff, parent, and student surveys will be used by the program team to identify additional support services needed to keep students in the program. Highly effective certified teachers from the school day will be recruited to work in the program, allowing students to work with teachers who have

established good relationships with them. If students are absent frequently, coordinators and teachers will contact parents and guidance counselors to overcome any challenges to attendance. BPS has increased the number of school social workers on site, who will also assist parents and students by aligning needs and services available.

Identification of Partners: Brevard Public Schools Food and Nutrition Services

will provide a daily, nutritious Super-Snack provided through the Child Care Food Program (CCFP) and regulated by the Department of Health at no cost to the program. The **University of Florida Institute of Food and Agricultural Sciences** will provide gardening, healthy food habits, and wildlife classes; **Girl Scouts of Citrus** will bring STEAM, life skills, self esteem skills, and leadership skills; **Brevard County Solid Waste Management** will provide recycling and landfill science; **United Way of Brevard** will provide reading mentors, a dental health mentor, STEAM activities using SNAP Circuits & Robotics; **HOT Yoga** will provide strength, flexibility, and body wellness while building self-esteem and mindfulness; **Boy Scouts of America** will bring STEAM based programs that include the core values of Boy Scouts of America; **Brevard County Sheriff's Office** will provide a variety of presentations such as summer safety, bike safety, and stranger danger. Partner for Endeavour Elementary School **Children's Home Society of Florida** will serve as a program team member to evaluate and focus on sustainability. Partner for Cambridge Elementary School **Georgianna Church** will serve as a program team member to evaluate and focus on sustainability.

Section 8: Recruiting and Retaining High Quality Staff (10 points): Using existing Brevard Before & After School (BAS) programs as a model, BPS will provide the oversight of management systems, as required by 21st CCLC, at no cost to the project.

The BAS Director will assist and support the goals of the 21st CCLC and serve as the liaison with the BPS's Leadership Team. The BAS District Coordinator will assist and support Project Managers/Program Development Coordinator (PDC) to complete tasks for site operations, compliance for afterschool programs, management, and reporting activities of the 21st CCLC project. The BPS hiring process requires all potential employees to be Level II background screened by method of fingerprinting, drug screening, and meet the job description qualifications. All staff working will also be screened through the Florida Background Screening Clearinghouse. The Brevard Before & After School team that directly supports implementation of the 21st CCLC grant are the Project Manager/ PDC, and After School Specialist. The Project manager/ PDC qualifications include a minimum three years of experience in project management, out-of-school programming, evaluation, fiscal management, and a Child Development Associate's credential is preferred. The Project Manager/ PDC will be responsible for: developing the master schedule for programs; monitoring student testing status, attendance and Adult Family member educational activities; provide technical support, deliver professional development workshops; collaborate with private schools and community stakeholders and disseminate information; complete budgets and program amendments; coordinate the advisory board and program team meetings; and maintain the 21st CCLC website and social media pages. After School Specialist qualifications include high school diploma, one year of experience working with elementary age students, two years of accounting experience, and proficiency in Microsoft Office. Responsibilities include collecting and maintaining data, monitoring staff schedules, and labor budgets; inputting test results and Adult Family educational

activity data for evaluation; inputting purchase requisitions for student activities, verifying that expenditures align to the 21st CCLC budget and are received. The specialist also records minutes and reports for advisory board meetings, assists with preparation of 21st CCLC deliverables, and attends professional development. Site Coordinator qualifications include a minimum of two years' experience working in after school (or similar) programs, completion of the School Age Certification (BAS Academy Levels 1-3), Achieving and Maintaining Quality in Afterschool Programs (AMAP), and certification in Adult & Child First Aid/CPR/AED. The site coordinator will complete student registration and intake processes; plan and schedule personal enrichment activities; complete student check-in/out; maintain inventory of items and coordinate with teachers and activity leaders to acquire materials/supplies for student academic and personal enrichment activities; coordinate the recruitment, hiring and orientation for activity leaders; and provide daily communication and build relationships with family members of participating students. Academic teachers are required to hold a bachelor's degree with instructional certification in the appropriate area. They will be responsible to supervise and deliver academic enrichment activities in small group settings that include interventions aligned with the school day supplemental materials used to support Tier 2 and Tier 3 instruction; academic teachers will create lesson plans by aligning content, interests and skills to standards as related to student needs adjusting and implementing lesson plans as appropriate. The lead Site Academic Teacher will serve as a liaison between the teachers and the site coordinator and activity leaders. The lead Site Academic Teacher will identify individual students-through diagnostic testing; access site-based data (report cards, school improvement plans, individual student data) to

assess ongoing school needs to support program academic goals; recruit and schedule teachers to provide academic enrichment activities; on occasion implement meaningful educational activities for adult and family members of regularly attending 21st CCLC students, communicate with school day teachers and attend professional development. Activity Leader qualifications include experience working with school age children, 24 hours of training towards the School Age Certification (BAS Academy Levels 1), the AMAP, and certification in Adult & Child First Aid/CPR/AED. The activity leaders will: create lesson plans for personal enrichment activities; supervise and deliver personal enrichment activities (implementing changes as necessary); supervise and manage student behavior and ensure student safety while implementing quality standards according to Gold Key and 21st CCLC directives. Each position plays a key role in the success of our after-school programs. All staff in the outlined positions meet all local, state, and federal regulations and policies. A ratio of 10 students to 1 adult ensures quality during academic enrichment activities, and a ratio of 25 students to 1 adult is followed for personal enrichment activities.

A variety of professional development opportunities are offered to 21st CCLC program staff. BPS 21st CCLC staff will have the opportunity to attend the virtual Summer Symposium 21st CCLC offered in July of 2022. Staff who attend the virtual symposium will present information to the non-attending BPS 21st CCLC staff at a regularly scheduled meeting following the training. Professional Development Training provided by BPS may include: annual leadership workshops for site coordinators, accounting workshops, document and procedure training specific to 21st CCLC program staff, First Aid and CPR to all employees. Additionally, staff have or will also participate in Youth

Mental Health First Aid courses. Youth Mental Health First Aid is a public education program that introduces participants working with youth to risk factors and warning signs of mental illnesses, builds understanding of their impact, and overviews common support. This course uses role-playing and simulations to demonstrate how to offer initial help in a mental health crisis and connect youth to the appropriate professional, peer, social, and self-help care. The course stresses the importance of social emotional recognition in students, develops empathy and understanding of youth, and offers further skill building strategies when working with the most challenging family and youth dynamics. When hired, activity leaders participate in a 4-hour New BPS Employee Orientation to become familiar with policies and procedures. Activity leaders are trained on program and general routines at their after-school program during their first week. BPS 21st CCLC staff has been encouraged to complete the online trainings available from You for Youth (Y4Y), Click2Science, and the Florida After School Learning Academy in areas such as positive behavior supports, Project-Based Learning, STEM, Strengthening Partnerships, and Family Involvement. Workshops/training are offered at times alternate to the program operation hours to allow program staff to attend. Professional development is ongoing through the program with guidance and coaching in a hands-on manner. As a requirement of the Gold Key Quality Assessment, each staff member completes a minimum of ten hours of training every year. All teachers will be offered relevant training in current instructional trends and best practices by the school district.

Section 8- upload sample job descriptions for each position (Program Director/Project manager, Activity Leaders, Site coordinators, Academic Teachers, After School Specialist, lead Site Academic Specialist teacher)

Section 9: Implementing with Fidelity (10 points)

The community learning centers at Endeavour Elementary and Cambridge Elementary will implement fidelity. Bi-weekly, certified teachers will monitor the progress students make from the select academic support they receive. Teachers will review the progress monitoring data every six weeks and revise student groupings if growth has not been achieved. This process will allow teachers to accelerate or intervene in student academic needs immediately. Site coordinators follow monthly schedules for activities, enrichments, and community partners. Site coordinators will upload documentation and review by project managers bi-monthly to determine that programs are meeting expectations. Continued communication between project managers, school day staff, and site coordinators will ensure processes and documentation are being implemented.

The program team will monitor and review the behavior and attendance data to determine program success. Using professional development such as the behavior program adapted at both schools, Conscious Discipline, will ensure the proper tools are available to program staff. This will train staff in proactive approaches to address behavior and attendance. Schedules and training will be determined and disseminated to 21st CCLC staff prior to the program start dates. This will allow the planning and recruitment of students and teachers who meet the criteria of the grant. Ongoing collaboration between teachers and program site coordinators will ensure that the

program is reaching all qualifying students. Data for interim report card grades (every four and a half weeks), report card grades (each nine weeks), discipline, behavior, and daily attendance will be collected and entered in the approved DOE software program for analysis. During quarterly program team meetings, data will be reviewed to determine if the activities are increasing student outcomes if programmatic changes are needed. Ineffective programming will be reviewed and adapted to ensure students reach gains and goals set by the grant.

Section 10: Project Budget (15 points): Upload DOE 101s Budget Narrative Form

Commented [9]: Here is the link to 101
<https://drive.google.com/drive/u/5/folders/1bB0Ez7ixATr8P2nCGUPET3NRJ1lwwJmH>

Section 11: Plan for Sustainability (5 points):

For an after-school program to be sustainable, it is necessary to have a team of supporters and partners who can assess students' needs and utilize community resources. As an entity of Brevard Public Schools, where Every student matters, and every moment counts, the 21st Century Community Learning Centers will focus on the moments that count during non-school hours and adopt two objectives that also support the BPS Strategic Plan:

1. Academic Support and Enrichment
2. Community Connection

The Brevard Before and After School Academy's 21st Century Community Learning Centers' Strategic Plan serves as a four-year roadmap that will allow us to measure our success and progress.

Mission

To serve our students and their families with excellence during non-school hours.

Vision Statement

The BASA- 21st Century Community Learning Centers will provide parents an affordable, safe, environment that supports the academic needs of students and their families during non-school hours.

There are three major actions that will support sustainability efforts: pre-award, award, and post award. The pre-award action step includes school and community awareness and partnership development. It consisted of informational meetings explaining the purpose and benefits of a 21st CCLC. The award action is to monitor implementation. To monitor implementation an advisory board will be established to bring program teams together to discuss best practices and advise the program teams on practices and processes to support sustainability. The advisory board may consist of BPS District staff, BAS district staff, school administrators, parents, teachers, 21st CCLC staff and district and community partners. The advisory board will meet two times per year. Each 21st CCLC program team will meet quarterly to analyze the program's progress and create strategies to monitor the changing needs. Processes will be discussed to invite new partners that will provide continuing services and identify program activities to include academic services based on community needs. These quarterly meetings will support our four-year plan for sustainability by reviewing student data collected during each nine-week grading period. Based on data, the team will make program changes, if needed, to ensure students are receiving quality services and programs are meeting all objectives. BPS-Brevard Before and After School, under which this grant will operate, has many community partners committed to supporting students beyond the 21st CCLC program. Community partners have been and continue to actively provide students with

after-school learning experiences outside of the traditional school setting. The partners are committed to long-term relationships supporting program activities that lead to student academic achievement. The sustainability plan includes regular communication with partners through meetings, on-site visits, reports, and updates that foster successful relationships. It also includes an annual marketing campaign that shares the program achievements and continuing needs. The marketing plan will also build community support for resources needed to sustain the program through outreach communications to businesses and organizations through BPS Partners in Education (PIE), local community and faith-based leadership and presence at local events. The marketing campaign will strive to raise interest and efforts through support of the program including volunteers, mentors, cost of enhanced activities based on student needs, and sustainability. Post Award: Through expanded awareness, these and other new relationships will continue to enhance and grow the program, ensuring the same level of services over the four-year period, as well as identification and continuation of long-term opportunities beyond the end of the four-year grant period.

To measure progress towards sustainability we will increase student proficiency. We will also strive to increase community partnership by 5% over the four-year cycle.

Priority Point Section

Priority Point 1: Evidence that the proposal targets only high need students and families.

(Up to 5 Points)

100% of students at Endeavour and Cambridge receive free or reduced price lunch.