3.1 Project Model Description

**Expanded Learning Opportunities (ELOs)**
- Engaging Instructional Enhancements
- Out of School Programming
- Youth Development Programming

**Health and Support Services**
- Physical and Mental Health Needs
- Family Support Initiatives
- Substance Abuse Prevention Programming

**Families and Communities as Assets**
- Family Engagement Initiatives
- Parent Engagement in Advocacy and School Decision Making
- Community Service Learning

The Pinellas County Schools (PCS) 21st CCLC “Prodigy Kids” Expanded Learning Program has the overarching goal of improving the academic performance of students with the greatest need, through a holistic community-based approach. A spinoff of the successful 21st CCLC iClass model, Prodigy Kids supports all students, with a laser focus on the most marginalized. The program serves 240 students and their families, grades 3-5, in four high needs elementary schools: Dunedin, Eisenhower, New Heights, and Seventy-Fourth Street.

Students engage in Expanded Learning Opportunities in Core Academic subjects (reading, math, science and technology); Personal Enrichment (youth development, physical and mental health & wellness, and the Arts - music, dance, visual arts). Out of school time programming also includes homework assistance.
and tutoring. Families of students participate in a variety of needs-based workshops and activities to improve literacy, advocacy skills, engagement and community service acumen.

3.2 Applicant’s Experience and Capacity

Program Administration and Fiscal Management.

Pinellas County Schools and its major partners (Community Health Centers of Pinellas (CHCP), Juvenile Welfare Board, Suncoast Mental Health Services, Center for Equity, and Raymond James, Inc., have received and successfully managed millions of dollars in public, federal, and corporate funding, with negligible audit findings. PCS is currently fiscal agent for three 21st Century CCLC Projects.

Leadership Capacity.

The District Level Director demonstrates the capacity and experience to effectively implement the 21st Century grant. For the past five years, she has managed three 21st Century projects. Dr. Valerie Brimm has 34 years of educational experiences, 28 of those years have been in administration. As a formal principal and district leader, she is familiar with Expanded Learning Program. She is currently a District-Level Administrator, overseeing multiple programs: Black male initiatives, community and business partnerships, volunteers and mentors, parent engagement programs, family and community outreach programs, and extended learning programs. Her passion is to see students succeed and families sustained. Integrated Service Coordinators are instructional level staff who have worked in the targeted school sites and have a working knowledge of operational procedures. They have clear understanding of record retention property management, emergency plans and school leadership. Certified Teachers are highly qualified instructors, who will guide students, staff, and parents. In addition to current credentials, several staff members have gifted certification, participated in cultural competency and restorative practice training, technology training, curriculum training, and program training (see attached organizational charts). All staff have been trained in mental health and wellness to support students emotionally, socially, and physically.

Program Implementation.

Pinellas County Schools has recognized experience in implementing successful 21st CCLC programming. The district was awarded District Accreditation by AdvancED, a global leader on providing continuous improvement and accreditation services to school districts across the nation. This was a great opportunity to re-examine learning supports and barriers to teaching and learning. From an intervention approach
perspective, it was exciting to know that the existing 21st Century iClass after school program, that is presently in several elementary schools was deemed a comprehensive initiative that provides high-quality extended learning services to children and that it has revolutionized the manner in which students learned by erecting independent learning centers in their schools, homes and communities (AdvancED, 2014).

Program Evaluations.
Pinellas County School’s procurement process is used to select a high quality external evaluator. The Evaluator’s 2019 Summative report on the district’s current 21st Century “iClass” program model speaks to PCS’s experience in implementing successful programs, collecting, maintaining, analyzing and reporting accurate program evaluation data. The evaluator reported that the positive impacts of the 21st CCLC iClass program on student academic outcomes were corroborated by perceptual data from the 21st CCLC surveys. For example, most respondents to the student survey (73%-78%) indicated that the program had a definite impact on their reading, math, or science skills and helped them to improve their grades. Importantly, school-day teachers noted improvements among regularly attending students’ engagement in school. Findings from the 21st CCLC Surveys also indicated that students demonstrated positive changes in behavior and social skills as a result of their participation in the program. For example, classroom teachers reported improvements in the classroom behavior of 88% of the regularly participating students. Finally, the majority of parent respondents were satisfied with the 21st CCLC iClass program staff and their efforts to help improve parent involvement in their child’s education. More than 50% of classroom teachers noted improvements in parent involvement. To build on this success, the proposed 21st CCLC project “Prodigy Kids”, seeks to expand this established model.

3.3 Needs Assessment

Stakeholder Consultation in program development.

While developing this program, PCS engaged community partners that have mutual interests in the promotion and development of the 21st Century Community Learning Center (CCLC) plan- Prodigy Kids. Included were the local school (Leadership staff and school improvement plans- SIP), impacted private schools, and community organizations. All community partners had a vested interest in the academic performance of marginalized students, and schools with high percentages of low-performing minority students.
promotion and development of the 21st Century Community Learning Center (CCLC) plan- Prodigy Kids. Included were the local school (Leadership staff and school improvement plans- SIP), impacted private schools, and community organizations. All community partners had a vested interest in the academic performance of marginalized students, and schools with high percentages of low-performing minority students. The Office of Strategic Partnerships (OSP) maintains vibrant, engaging relationships with a conglomerate of public and private partners who are actively involved in multiple district initiatives, and provide an intricate link to families of PCS students. The conglomerate was notified through OSP (PCS website, database email blast, community newspaper, personal calls, and Facebook) and mobilized to provide input and support on the development, implementation, and sustainability of the program. Additionally, webinars, neighborhood forums, virtual meetings and conference calls were conducted to gather input and support.

Needs of Target Population.
The target schools were selected based on the low-academic performance and risk factors of minority subgroups, particularly African Americans. School Grades (trends from 2015-2019) are mostly C's. In summary, these schools are Title I, 100% free and reduce lunch with a high minority subgroup population-average 65%. The percent of students below proficiency in core academic areas is disturbingly high (Reading 56%; Math 52%; Science 59%). 100% are classified as economically disadvantaged, and 65% are at-risk of educational failure. Data Sources: FLDOE 2018-19 School Grades; PK-12 Education Information Portal, 2020
Other Risk Factors:
Using an asset-based community approach, several agencies have partnered with the school district to identify five at-risk communities. Agencies include the Juvenile Welfare Board, Pinellas County Department of Health and Human Services, Justice and Consumer Services, Community Development, Economic Development, Code Enforcement, and Planning. The students attending the target schools reside in the five at-risk and impoverished communities. Risk factors observed within the schools include low academic performance, high-percentage of students of color, increased discipline issues, low percentage of adult education attainment, low family engagement, lack of health and wellness (physically, socially, and mentally), and a high percentage of single parent households. US Census - Gale Business Demographic Now 2019 In addition to the student risk factors; the schools in these communities have higher teacher turnover, less experienced teachers. (PCS Accountability and Research, 2019) Strategically placing the 21st CCLC sites in these schools will help to combat the negative impact of these risk factors on regularly participating children.

Current Community Resources and plans to close the needs gap.
Research on “Narrowing the Achievement Gap” shows that connecting academic programs to community resources is one of the most important elements in eliminating gaps in student/family services (Hanover Research, 2017). A description of how the program plans to close the gaps in services where the community resources currently are insufficient, is to follow. The PCS district consulted with community stakeholders during a virtual meeting to discuss the need assessment data and available community services that directly impact the student’s social, emotional, and physical well-being. Juvenile Welfare Board, Children Mental Health Board, St. Petersburg Free Clinic, We Help Food Bank, John Hopkins Hospital, Equity Center, and City Municipalities have determined that the following resources are necessary and will be provided to meet the needs of students: health services, mental health services, food banks, family resources and family navigators, and basic needs (water, light, food, and emergency shelter), homeless shelters, foster care counseling. Other agencies, businesses, and corporations will provide mentors, tutors, volunteers, and speakers that are aligned to the proposed scope of work. In summary, each Expanded Learning Opportunity
(ELO), Family and Community as Assets (FCA), and Health and Support Services (HSS). Activity is aimed at meeting specific identified needs. This Need alignment is addressed in each specific Activity plan.

A few highlights are below:

1. Identified Need/Gap: Low Academic Achievement; Low FSA Scores, School Grades; TS&I Status; Subgroup Achievement Gaps, Low family engagement, low family literacy scores, high unemployment.
   Program Activities Addressing the Need/Gap: Expanded Learning Opportunities (ELO) Engaging Instructional Enhancement - Food Bank; ELO Out of School Time - Field Trips; Family and Community as Assets (FCA) Family Engagement, Advocacy, Service Learning, Parent Academy, Mentoring

2. Identified Need/Gap: Marginalized students (especially students of color) experience an achievement gap and need Comprehensive-Based, student focused learning. Services are needed to stabilize families and support their efforts to stay engaged with student learning.

3. Identified Need/Gap: Certain subgroups have a disproportionate percentage of illness and disease related to unhealthy eating/diets. The related personal enrichment activities will improve these habits, which will increase academic success for all participating students.
   Program Activities Addressing the Need/Gap: Health and Support Services (HSS) Physical and Mental Health - Healthy Eating Habits, Jump for Kids; FCA Family Support Initiatives - Equity Workshops, Community Service Learning.
3.6 Staffing, Collaboration and Professional Development

3.6.a. Staffing and Collaboration
The 21st CCLC “Prodigy Kids” Expanded Learning Program staffing model is designed to support a high-quality program, while meeting all administrative duties, per 21st CCLC requirement. The attached Organizational Chart illustrates the staffing structure. Accordingly, administrative oversight is handled by highly experienced and qualified District Level personnel (in-kind).

The Program Director, Integrated Services Coordinator and Data/Family Community Clerk all share varying degrees of administrative and programmatic responsibilities. Each site will have a dedicated team, led by the Integrated Services Coordinator (ISC), who will be responsible for the daily operations, coordination, and delivery of services.

Collaboration.
Serving as the Collaboration Liaison within the school, the ISC will serve on the regular-school day leadership team, work closely with highly qualified certified teachers and assistants to ensure active collaboration in academic program planning and implementation. This collaboration team will meet regularly throughout the school year. The ISC will work closely with regular school day staff to recruit and secure students, coordinate student schedules, acquire student data, and coordinate services and activities. The ISC will also vet and secure service contractors and teachers for enrichment activities, and synchronize community partnerships that will support the needed Social and Emotional Learning and Mental health activities. Additionally, the ISC will work with the school on Tier I and Tier II interventions for students who need additional supports both academically and behaviorally.

The academic enrichment activities will be facilitated by certified teachers. Each site will have (3) certified teachers and (3) teacher assistants, and at least (2) staff members who are CPR certified. The staffing model will also include volunteers. Both certified staff and volunteers will be Level II background screened and cleared.
3.6.b. Professional Development
For years professional development has focused on teaching, learning, and leading; but since the onset of the COVID-19 pandemic, professional development has become very fluid. In response, the Prodigy Kids 21st CCLC Professional Development plan has been designed to (1) align researched-based strategies with the program activities, (2) to be adaptable in consideration of these uncertain times.

To begin, when staff members are hired, they will be required to attend professional development training for administrative and programmatic program implementation. The training will focus on curriculum and enrichment activities, evaluation, and operational processes and procedures. As it relates to Expanded Learning program activities, the professional development will include training on highly effective teaching strategies for reading, math, science, and STEM; and cultural competency (CC), learning how to entrench CC within pedagogy practices. PD will be conducted by the Project Director, 21st leadership staff, content area experts, and enrichment specialists. On-going professional development will occur throughout the year to address areas of need identified in surveys, site visits, and staff meetings.

To gather insight on State and National best practices, two staff members will attend the Statewide 21st CCLC conference. Information learned will be presented to all staff during scheduled staff meetings.

A key component of the Professional Development Plan will focus on Social Emotional Learning. This will be accomplished using the Second Step Social Emotional Learning program. Second Step is a Collaborative for Academic, Social, and Emotional Learning (CASEL) approved research-based curriculum that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step’s holistic approach helps create a more empathetic learning environment by providing educators, students, families, and the larger community with tools to enable them to take an active role in the social-emotional growth of students. Topics will include bully prevention and child protection.
Finally, professional development training will also focus on health and support services for families and community. Staff will be trained on how to partner with parent/families, particularly the most vulnerable—foster care and families of color. Using the Dual Capacity Building Family-School framework, the staff and families will be trained to ensure that engagement activities are connected to learning. The PCS social service department, along with the county health department, will train staff on managing COVID-19 related issues, emergency crisis, health and wellness, and mental health concerns.

3.8 Community Notice, Recruitment, and Dissemination of Information

Community Notice.
Prior to submitting the Intent to Apply (Request for Proposal for Expanded Learning), the community, private schools, school leadership, teachers, and members of the Office of Strategic Partnerships were notified of the application. During the annual private school consultation meeting, the district intent to submit 21st Century CCLC-Expanded Learning Program application was discussed. The schools were identified, and an invitation for collaboration was extended. Existing and new community partners expressed their desire to see an academic regiment tailored for marginalized students, and schools with high percentages of low-performing minority students. The Office of Strategic Partnerships (OSP) maintains vibrant, engaging relationships with a conglomerate of public and private partners who are actively involved in multiple district initiatives, and provide an intricate link to families of PCS students. The conglomerate was notified through OSP (PCS website, database email blast, community newspaper, personal calls, and Facebook) and mobilized to provide input and support on the development, implementation, and sustainability of the program. Additionally, webinars, neighborhood forums, virtual meetings and conference calls were conducted to gather input and support.

Dissemination Plan.
The 21st Century CCLC Prodigy Kids Centers will be effectively communicated to all stakeholders within the district and the community to promote awareness and sustainability. The PCS Office of Strategic
Communications (OSC) is tasked with coordinating internal communications and to market program activities, projects, family engagement activities, and selected events within the school system and to the community at large. The Office of Strategic Communications will disseminate reports, video clips, and press releases that highlight program. All information will be uploaded to 21st Century website, and Facebook. Additionally, the Advisory Board and community partners will speak to the heart of the community, utilizing their person-to-person outreach mechanisms to inform families and reach untapped community resources.

21st Century Website is currently operational and easily accessible by typing in common key words into the search bar on the PCS District home page (for example afterschool. In addition, all partners and parents will be given a direct link during orientation. The website serves as a central information hub, accessible to all stakeholders. It contains information on curriculum, staff resources, parent resources, schedules, and policies and procedures. The site also contains links to the grant application and program evaluation reports. The Community Liaison will be responsible for updating the site with accurate and timely information.

Recruitment
The ISC and district level administrators will work closely with participating school staff to identify students for participation in the program. Students can be referred by parents, peers, teachers, guidance counselors, content specialists, and community members.

The project will target 3rd-5th grade students who are identified as facing the most significant barriers to academic achievement. Each site will recruit 60 students.

Recruitment is done in several phases: Phase (1) – The 21st Century school staff identifies students in the lowest 25% achievement level. Emails are sent to students’ parents informing them of the program objectives and how it will support their regular school day assignments. Phase (2) – To reach eligible private school students, private school principals were included in the development of the project design, and will receive continuous communication regarding referring, enrolling, and servicing their students.
Phase (3) - To reach parents, 21st Century CCLC program administrators will work diligently to inform students and their parents of the initiatives, by setting up recruitment tables and booths at high-traffic sites in each school site (i.e., near drop-off and pick-up areas) and sending phone messages to families via the mass notification system. Additionally, the district has invested in an electronic flyer system, which will deliver recruitment flyers directly to parent’s emails, as opposed to sending them home in children’s backpacks, announcements will be done on school messenger (Robo Calls). Phase (4) - To reach out into the community, the program administrators will provide marketing materials to the local recreation centers, churches, libraries and community organizations for ready dissemination to students and parents. Lastly, the target community has two actively engaged organizations (Juvenile Welfare Board’s Neighborhood Council and Wrap around Services Collaborative) made up of a variety of community based organizations. Their mission is to identify community needs and align them to available resources. The 21st CCLC administrators will work closely with these organizations and leverage their community connections to recruit students and families. The Community Liaison will identify frequently attended neighborhood events (Little League Football, Community Health Fairs) and set up information tables to share with families as they gather.

Retention – 21st CCLC staff conducts home visits to build relationships and personally convey the programs benefits to parents; sends user friendly data and research on the academic benefits of regularly attending extend learning programs via phone calls, emails, and e-flyers. Lastly, 21st CCLC staff will partner with the regular school day teachers to leverage their parent connections and relationships to promote retention.
3.9 Facilities
The 21st CCLC programs will be held on the campuses of the targeted Public Schools: Dunedin, Eisenhower, New Heights and 74th Street. Therefore, the submission of Childcare licensing is non-applicable. These facilities meet all standards required by the Americans with Disability ACT (ADA). The program will utilize the school’s classrooms, music room, dance room, multi-purpose room, and outside area for physical activities. The school facilities are in a 2-4 mile radius of the targeted population; students are in walking distance of their home school. As the 21st CCLC center is housed in the student’s home school, students and families are granted access via the regular school day processes and procedures. All students and families, including private school student and family attendees will be given clear instructions for facility access, during the program orientation.

3.10 Safety and Student Transportation
Safety
In accordance with ESEA Sec. 4202(b)(2)(A), a safety plan will be implemented to ensure the safety of students during all phases of the 21st CCLC program. All Prodigy Kids Learning Centers will be located at school sites, which means all safety requirements, background screening of staff and hiring guidelines will meet the required standards of Pinellas County Schools. To ensure student, parents and staff safety, all will be required to attend orientation, which includes an explanation of all processes and procedures.

Background Screening. All volunteers will be registered and undergo the approved background screening prior to working with students. In order to protect the safety and security of students and staff, volunteers or non-school board employees shall not be allowed unsupervised contact with students unless approved in advance by the ISC or district staff. Volunteers who are allowed unsupervised contact with students shall first successfully complete a Level 2 background screening.
Transportation.
All schools are community-designate schools, which means transportation is not provided to and from school. Parents will be responsible for transporting the students from the Prodigy Kids Programs. As the majority of students are “walkers”, parents must designate on an intake form, whether their student will walk home or be picked up by parent. Parents of students from private schools will be required to transport students to the sites.

Sign-In/Out Process
The regular day classroom teachers will be responsible for walking the students to the Prodigy Kid classroom, where they will be received by designated staff - ISC and teacher assistants. Students will be scanned in and out of the program. During transition periods, students will be supervised by staff. At the end of the day, students will be released to their parent or designated adult through a sign-out process. All sign-in/out activity is documented on the intake form. All personal enrichment activities that require transportation will be approved by the 21st CCLC program and a permission slip must be signed by the parents, following the Pinellas County Schools approved field trip process.

3.11 Sustainability
While developing this project, PCS considered key partnerships, with sustainability in mind. In addition to having mutual interests in low performing students and schools, and low-income families, many of the identified agencies offer programs that will leverage resources during the grant period and afterwards. To promote buy-in, the conglomerate of public and private partners were involved from the onset, meeting to discuss best practices, what works, community resources, and project needs. In addition to these community partners, the program Family and Community Assets activities will identify parent leaders to serve on the advisory board for the 21st CCLC Program. The Advisory board will meet quarterly, to collaborate on program implementation, evaluation and sustainability.
Because this project has become part of a larger community initiative to revitalize the city’s lowest performing schools, private partners and agencies are willing to extend resources and expertise for sustainability. Additionally, there are definite benefits to having the Pinellas County School District as fiscal agent to the 21st Century CCLC Prodigy Kids project. As evidenced by the Superintendent’s letter of support, all District departments have been charged with contributing expertise in support of this project. For example, the PCSDirector of Strategic Partnerships and Family and Community Relations provides district oversight of the project.
Under her authority, all relevant federal, state, and local program resources will continue to be combined and coordinated to ensure the most effective use of resources, and same level of services for 3 years of the grant. Also, focus groups of parents, students, and community partners were conducted during the development stage of this project. Members of these groups also made verbal commitments to serve and work diligently towards the sustainability of a quality program.
3.2 Applicants Experience and Capacity

- Describe what experience the applicant has in managing public funding and specifically, federal funding?
  - The Pinellas County School district has successfully managed three 21st Century CCLC grant for five years.
  - The Program Director has managed all funding and programming for the last five years.
  - The Program Director has participated in three Audits conducted by REU and there were no findings associated with inappropriate use of 21st Century funds.
  - The District has managed Title I, IV, UnSG, Federal Climate grant, and other Federal funds.

- Describe the outcome of all monitoring and audit activities related to program administration and fiscal management for the last two years (calendar years 2018 and 2019) including any corrective actions implemented, if applicable?
  - An audit was conducted this past year for 2018-2020 calendar years: The project numbers were 520-244B1-1CCC2 and 520-24441-1CCC3. The corrective actions were:
    - Submit copies of the Evaluator’s contract for 2019-2020 – Completed
    - Submit written process and procedures for student attendance – Completed
    - Submit written policy for procurement and recordkeeping – Completed

- Describe what experience the applicant has in collecting, maintaining, and analyzing and reporting accurate program evaluation data?
  - The Program Director has submitted all approvable deliverables for the past five years on three grants.
  - The Evaluator’s Summative reports speak to PCS’s experience in implementing successful programs.
  - Written evaluation plan is in place for collecting, maintaining, analyzing and reporting accurate program evaluation data.
  - Required survey data for students, parents, and teachers have been collected annually.
  - Survey data has been collected that indicated students improved academically, behaviorally, and socially.

- Describe what processes are in place to support the evaluation activities required?
  - Following the Pinellas County School’s approved procurement process, QC Planning Group, Inc (QC), qualified independent evaluator was selected. QC has been involved with 21st Century Afterschool program for over 20 years.
  - Processes, procedures, and timelines for evaluation activities have been developed and implemented.
  - Independent evaluator will review program activities, monitor implementation to ensure fidelity to program design, and assess progress in relation to overall goals of increasing student academic performance, personal enrichment, college and career readiness, and family awareness of community resources.
  - In collaboration, the program director and independent evaluator will review program and curriculum development at each of the target schools, develop tracking systems for purposes of reporting program participation and attendance, engagement of community partners in the delivery of programs,
administration of teacher, student and parent surveys, and assessment of student recruitment and retention levels.

- Data reports will guide program modification, evaluation tools, and data collection improvement of programs.

• Describe what pertinent experience the agency has in using evaluation data to improve program plans to improve program quality?
  - For the past five years Pinellas County Schools has worked with the independent evaluator to improve program quality.
  - The Program Director has managed three grants and worked with independent evaluators to assess programming and make necessary changes based on the Mid-year and End-of-Year data reporting.
  - Because of the continuous nature of data gathering, review and analysis of data, the director and evaluator provide on-going progress monitoring and feedback to staff.
  - Survey data from students, staff, parents, and community have been used to guide requested improvement changes for the betterment of program quality.
  - Continuous meetings with district staff, principals, and curriculum specialists to ensure curriculum is aligned to improve the program.

### 3.3 Needs Assessment

• Please describe the available afterschool services in the area. Are these services accessible to the targeted population?
  - St. Petersburg Food Bank – Accessible to 21st Century targeted student and family.
  - United Way Resource Center - Accessible to 21st Century targeted student and family.
  - RCS – Family and Community Resource Center - Accessible to 21st Century targeted student and family.
  - St. Vincent homeless shelter - Accessible to 21st Century targeted student and family.
  - Equity Center - Accessible to 21st Century targeted student and family.

• While the gaps were identified, but no specific plans to close the gaps in services were shared. What specific services are insufficient to meet the needs of the community?
  - Services to support families financially during COVID
  - Affordable Housing
  - Affordable Health Care
  - Dental/Hygiene Services
  - Transportation
  - Employment

### 3.6 Staffing, Collaboration, and Professional Development

#### 3.6a Staffing and Collaboration

• Identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels?
  - The Program Director, Integrated Services Coordinator and Data/Family Community Clerk all share varying degrees of administrative and programmatic responsibilities. Each site will have a dedicated team, led by the Integrated Services Coordinator (ISC), who will be responsible for the daily operations, coordination, and delivery of services.
  - There will be weekly meetings by site to discuss program quality, student attendance, parent participation and program operation.
  - Schools will be requested to share data, resources, tools, equipment, and other needed items to make the program successful. The ELP teachers, regular school-day teachers, and parents will be required to
collaborate weekly. School sites will be required to conduct virtual meetings weekly with program
director and evaluator.
  o ISC, program director, and school leadership will meet monthly to discuss program operations.

3.9 Facilities

  • Describe in detail, the facility including both the indoor and outdoor areas including size and amenities (e.g.,
eating area, library, basketball court) and how they would be used for the proposed program activities?

    o The 21st CCLC programs will be held on the campuses of the targeted Public Schools: Dunedin,
      Eisenhower, New Heights and 74th Street.
    o These facilities meet all standards required by the Americans with Disability ACT (ADA).
    o The program will utilize the school’s classrooms, music room, dance room, multi-purpose room, and
      outside area for physical activities.
    o The cafeteria will be used for afterschool dinner and snack.
    o The basketball courts, playgrounds, library, and computer lab are accessible to 21st Century student’s
      afterschool.
    o As the 21st CCLC center is housed in the student’s home school, students and families are granted access
      via the regular school day processes and procedures. All students and families, including private school
      student and family attendees will be given clear instructions for facility access, during the program
      orientation.

    • Include how students and their adult family members can access the facility(ies)?

    o Students and families can access school building during regular school hours and afterschool planned
      events.
    o The school facilities are in a 2-4-mile radius of the targeted population; students are in walking distance
      of their home school. As the 21st CCLC center is housed in the student’s home school, students and
      families are granted access via the regular school day processes and procedures. All students and families,
      including private school student and family attendees will be given clear instructions for facility
      access, during the program orientation.

3.10 Safety and Student Transportation

  • Describe a safety plan for emergencies, field trips, etc.?

    o To ensure student, parents and staff safety, all will be required to attend Safety and Security orientation,
      meeting which includes an explanation of all processes and procedures.
    o Background screening of staff and hiring guidelines will meet the required standards of Pinellas County
      Schools.
    o All volunteers will be registered and undergo the approved background screening prior to working with
      students. In order to protect the safety and security of students and staff, volunteers or non-school board
      employees shall not be allowed unsupervised contact with students unless approved in advance by the
      ISC or district staff.
    o Volunteers who are allowed unsupervised contact with students shall first successfully complete a Level 2
      background screening.
    o Ratio for field trips for volunteering is 1:10. Parent permission slips are required. All personal
      enrichment activities that require transportation will be approved by the 21st CCLC program and a
      permission slip must be signed by the parents.
    o All field trips will follow 21st Century process and procedures for approval.
    o Students will be scanned in and out of the program. During transition periods, students will be supervised
      by staff. At the end of the day, students will be released to their parent or designated adult through a
      sign-out process. All sign-in/out activity is documented on the intake form.
3.11 Sustainability

- Describe the proposed members of the advisory board and the methods they will use to implement sustainability plan?
  - Advisory Board members consist of parents, students, staff, community members and business partners. The selection of the members must have a clear understanding of sustainability.
  - To promote buy-in, the conglomerate of public and private partners was involved from the onset, meeting to discuss best practices, what works, community resources, and project needs.
  - The Advisory board will meet quarterly to collaborate on program implementation, evaluation and sustainability.
  - Because this grant is part of a larger community initiative to revitalize the city’s lowest performing schools, private partners and agencies are willing to extend resources and expertise for sustainability.
  - Additionally, there are definite benefits to having the Pinellas County School District as fiscal agent to.
21st Century Community Learning Centers

2020-2021 Request for Proposal (RFP)
ELP Measureable Objectives and Assessments

Florida’s Nita M. Lowey 21st CCLC ELP objectives for the 2020-2021 year fall into three components: Expanded Learning Opportunities (ELOs), Health and Support Services and Families and Communities as Assets. Applicants will be able to choose at least one of the three components to base their services, but will also have the flexibility to choose more if deemed applicable to their community.

Please note that each objective can have multiple assessments of student and/or adult family member progress during the school year. Remember that all objectives (student-focused and adult family member-focused) must be performance-based.

The chart below briefly summarizes the objective requirements for student and adult family member performance objectives according to each component.

<table>
<thead>
<tr>
<th>Expanded Learning Opportunities (ELOs)</th>
<th>Health and Support Services</th>
<th>Families and Communities as Assets</th>
</tr>
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<tbody>
<tr>
<td>• engaging instructional enhancements</td>
<td>• physical and mental health needs</td>
<td>• family engagement initiatives</td>
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<td>• out of school time programming</td>
<td>• family support initiatives</td>
<td>• home visits</td>
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<tr>
<td>• youth development programming</td>
<td>• feeding programs</td>
<td>• adult education (ESOL, job training, GED)</td>
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<tr>
<td>• college, career and citizenship programming</td>
<td>• substance abuse prevention programming</td>
<td>• community arts and cultural programming</td>
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<td>• special populations programming; e.g., SWD or ELL</td>
<td>• crisis intervention and counseling programs</td>
<td>• parent engagement in advocacy and school decisionmaking</td>
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<td>• community service learning</td>
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Select at least three elements for your expanded learning program from each section.
INSTRUCTIONS

- Specify the proposed program objectives and objective assessment plans by completing each section of the RFP Objective Assessment Form.
- Some information is provided for the applicant based on responses to other items in the objective assessment plan. This automatically generated information can only be adjusted by changing responses to the other items.
- The number and type of objectives vary according to the component proposed to serve. A minimum of three elements must be chosen per component. More than one component may be chosen for a maximum of three. Each component must still have a minimum of three objectives.

Expanded Learning Opportunities Objectives (ELOs)
Applicants that choose this component are required to have at least one objective with one assessment per academic objective in the domains of English language arts, mathematics and science according to the standard language and methods shown in Table 1, Core Academic Subjects Objectives.

Academic report card grades are used as the measure for assessing performance on student academic objectives. Applicants are responsible for supplying the Benchmark, Justification of the Benchmark, Person(s) Responsible for Data Collection, and Plan for Obtaining Data.

Health and Support Services Objectives
Applicants must specify the details of their proposed objective assessment plans for health and support services.

For each of the applicant-specified objectives, applicants must minimally specify and provide a rationale for each of the following:
- Domain Areas to be assessed.
- Grade levels served by the program for each domain area.
- Measures: names of the data collection tools or instruments proposed for examining progress toward and achievement of the objective. If the specific measure is unknown at the time of the application, describe and provide a rationale for the type of measure that will be selected. At least one quantitative measure must be used to assess each objective. This quantitative measure must allow for reporting of baseline data, progress toward meeting each objective during the program year, and performance on each objective at the end of the year.
- Content area for each measure: primary student performance area targeted (e.g., peer interactions, classroom behaviors, grade promotion, or healthy eating).
- Benchmark for each measure: the established percent of participants that are expected to meet the standard for success. Effective benchmarks are challenging yet attainable and data driven (informed by existing data when available).
- Benchmark justification: rationale for selecting the benchmark percentage. The justification needs to be based on existing data that supports the selection of the benchmark for the population to be served and assessed.
- Intended program impact for each measure: direction or kind of change expected (e.g., improve social skills, decrease classroom behavior problems, reduction in adverse childhood experiences).
- **Mid-Year Progress for each measure**: method for how quantitative change or progress will be assessed during the year allowing for mid-year reporting.
- **End-of-Year Performance for each measure**: method for how quantitative change in performance will be assessed at the end of the year.
- **Plan for obtaining data for each measure**: plan for when and how the data will be collected and who will provide the data.

### Families and Communities as Assets Objectives

Applicants must specify the details of their proposed objective assessment plans for families and communities as assets objectives.

For each of the applicant specified objectives, applicants must minimally **specify and provide a rationale** for each of the following:

- **Objective domain areas to be assessed**.
- **Measures**: names of the data collection tools or instruments proposed for examining progress toward and achievement of the objective. If the specific measure is unknown at the time of the application, describe and provide a rationale for the type of measure that will be selected. At least one quantitative measure must be used to assess each objective. This quantitative measure must allow for reporting of baseline data, progress toward meeting each objective during the program year, and performance on each objective at the end of the year.
- **Content area for each measure**: primary family performance area targeted (e.g., GED completion, parent attendance at school events or family literacy).
- **Benchmark for each measure**: the established percent of participants that are expected to meet the standard for success. Effective benchmarks are challenging yet attainable and data driven (informed by existing data when available).
- **Benchmark justification**: rationale for selecting the benchmark percentage. The justification needs to be based on existing data that supports the selection of the benchmark for the population to be served and assessed.
- **Intended program impact for each measure**: direction or kind of change expected (e.g., increase parent engagement, decrease crime in community).
- **Mid-Year Progress for each measure**: method for how quantitative change or progress will be assessed during the year allowing for mid-year reporting.
- **End-of-Year Performance for each measure**: method for how quantitative change in performance will be assessed at the end of the year.
- **Plan for obtaining data for each measure**: plan for when and how the data will be collected and who will provide the data.
### 3.4 Expanded Learning Program Objectives

#### Expanded Learning Opportunities (ELOs)

<table>
<thead>
<tr>
<th>Objective Domain Area (Read Only)</th>
<th>Objective 1: English Language Arts/Writing</th>
<th>Objective 2: Mathematics</th>
<th>Objective 3: Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Narrative (Read Only)</td>
<td>Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.</td>
<td>Improve mathematics to a satisfactory level or above or maintain an above satisfactory level of performance.</td>
<td>Improve science to a satisfactory level or above or maintain an above satisfactory level of performance.</td>
</tr>
<tr>
<td>Objective Assessment (Read Only)</td>
<td>60% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.</td>
<td>65% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.</td>
<td>65% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.</td>
</tr>
<tr>
<td>Standard for Success for graded courses using A-F grading scale (Read Only)</td>
<td>Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)</td>
<td>Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)</td>
<td>Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)</td>
</tr>
<tr>
<td>Student Grade Groups Measured (Read Only)</td>
<td>All grade levels</td>
<td>All grade levels</td>
<td>All grade levels</td>
</tr>
<tr>
<td>Benchmark (Select from dropdown.)</td>
<td>60</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Justify the Benchmark (maximum 600 characters)</td>
<td>Based on the Language/Arts (FSA Reading) proficiency level by school, a benchmark of 60% is proposed. It would be a challenging yet achievable goal for all schools, which is ten percentage points away from the highest achieving school</td>
<td>Based on FSA Math proficiency level by school, a benchmark of 60% is proposed. It would be a challenging yet achievable goal for all schools, which is ten percentage points away from the highest achieving school</td>
<td>Based on FSA Science proficiency level by school, a benchmark of 65% is proposed. It would be a challenging yet achievable goal for all schools, which is ten percentage points away from the highest achieving school</td>
</tr>
<tr>
<td>Program Element (Select from dropdown.)</td>
<td>engaging instructional</td>
<td>youth development pro</td>
<td>out of school time prog</td>
</tr>
<tr>
<td>Person(s) Responsible for Data Collection (maximum 600 characters)</td>
<td>The program director is responsible for collecting data that include grades, state assessments, student and staff surveys and student behavior</td>
<td>The program director is responsible for collecting data that include grades, state assessments, student and staff surveys and student behavior</td>
<td>The program director is responsible for collecting data that include grades, state assessments, student and staff surveys and student behavior</td>
</tr>
<tr>
<td>Plan for Obtaining Data (maximum 600 characters)</td>
<td>The program director works closely with the district research and accountability department to extract the data. The program director works closely with the district research and accountability department to extract the data. The program data is collected during the following time frames: Baseline,</td>
<td>The program director works closely with the district research and accountability department to extract the data. The program director works closely with the district research and accountability department to extract the data. The program data is collected during the following time frames: Baseline,</td>
<td>The program director works closely with the district research and accountability department to extract the data. The program director works closely with the district research and accountability department to extract the data. The program data is collected during the following time frames: Baseline,</td>
</tr>
<tr>
<td>Data Collection Points (Read Only)</td>
<td>Academic grades for quarters 1, 2, and 4.</td>
<td>Academic grades for quarters 1, 2, and 4.</td>
<td>Academic grades for quarters 1, 2, and 4.</td>
</tr>
<tr>
<td>Mid-Year Change Measured (Read Only)</td>
<td>Change in academic grades from quarter 1 to quarter 2.</td>
<td>Change in academic grades from quarter 1 to quarter 2.</td>
<td>Change in academic grades from quarter 1 to quarter 2.</td>
</tr>
<tr>
<td>End-of-Year Change Measured (Read Only)</td>
<td>Change in academic grades from quarter 1 to quarter 4.</td>
<td>Change in academic grades from quarter 1 to quarter 4.</td>
<td>Change in academic grades from quarter 1 to quarter 4.</td>
</tr>
</tbody>
</table>
### 3.4 Expanded Learning Program Objectives

**Health and Support Services Objective 1**

<table>
<thead>
<tr>
<th>Objective Narrative (auto generated)</th>
<th>improve physical and mental health needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain Area (select from dropdown)</td>
<td>Health and Support Services</td>
</tr>
<tr>
<td>Grade Group(s) Served (select from dropdown)</td>
<td>Elementary Only</td>
</tr>
<tr>
<td>Student Grade Levels for Each Measure (select all that apply)</td>
<td>□ PreK □ K □ 1st □ 2nd □ 3rd □ 4th □ 5th □ 6th □ 7th □ 8th □ 9th □ 10th □ 11th □ 12th</td>
</tr>
<tr>
<td>Objective Assessment (auto generated)</td>
<td>80% of regularly participating students will improve their physical and mental health needs as measured by pre-, mid-, post-assessment.</td>
</tr>
<tr>
<td>Benchmark (select from dropdown)</td>
<td>80</td>
</tr>
<tr>
<td>Justify the Benchmark (600 characters or less)</td>
<td>In absence of direct data to justify a lower benchmark, the proposed FLDOE benchmark of 80% will be adopted.</td>
</tr>
<tr>
<td>Program Element (select from dropdown)</td>
<td>physical and mental health needs</td>
</tr>
<tr>
<td>Participant Group (auto generated)</td>
<td>regularly participating students</td>
</tr>
<tr>
<td>Intended Program Impact for Each Measure (select from dropdown)</td>
<td>improve</td>
</tr>
<tr>
<td>Measure Category (select from dropdown)</td>
<td>pre-, mid-, post-assessment</td>
</tr>
<tr>
<td>Name of the Measure if unknown, provide details on the type. (250 characters or less)</td>
<td>The Health and Human student survey is designed to measure students' stress, well-being, management of emotions, and off-task behavior.</td>
</tr>
<tr>
<td>Plan for Mid Year Progress for Each Measure (600 characters or less)</td>
<td>The mid-year health and human student survey will be administered between February 15 - February 28, 2020. The mid-year data will be compared to the baseline data to determine if students demonstrated improvement. The survey data is uploaded into EzReports. Based on comparison data, programmatic and data modifications will be made.</td>
</tr>
<tr>
<td>Plan for End of Year Performance for Each Measure (600 characters or less)</td>
<td>The End-of-Year health and human student survey will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine if students demonstrated improvement/growth. The survey data is uploaded into EzReports.</td>
</tr>
<tr>
<td>Plan for Obtaining Data for Each Measure (600 characters or less)</td>
<td>The program director is responsible for collecting the data from the perceptual health and human student survey and uploading the data into EzReports. The ISC and staff will assist with collecting the data at the school level. The electronic survey data is populated into an excel spreadsheet. Collected data is reviewed by program director, evaluator, and level leader (ISC) to provide feedback.</td>
</tr>
</tbody>
</table>
### 3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

#### Health and Support Services Objective 2

<table>
<thead>
<tr>
<th>Objective Narrative (auto generated)</th>
<th>increase family support initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain Area (select from dropdown)</td>
<td>Health and Support Services</td>
</tr>
<tr>
<td>Grade Group(s) Served (select from dropdown)</td>
<td>Elementary Only</td>
</tr>
<tr>
<td>Student Grade Levels for Each Measure (select all that apply)</td>
<td>80% of regularly participating students will increase their family support initiatives as measured by pre-, mid-, post-assessment.</td>
</tr>
<tr>
<td>Objective Assessment (auto generated)</td>
<td>80</td>
</tr>
<tr>
<td>Benchmark (select from dropdown)</td>
<td>In the absence of direct data to justify a lower benchmark, the proposed FLDOE benchmark of 80% will be adopted.</td>
</tr>
<tr>
<td>Justify the Benchmark (600 characters or less)</td>
<td></td>
</tr>
<tr>
<td>Program Element (select from dropdown)</td>
<td>family support initiatives</td>
</tr>
<tr>
<td>Participant Group (auto generated)</td>
<td>regularly participating students</td>
</tr>
<tr>
<td>Intended Program Impact for Each Measure (select from dropdown)</td>
<td>increase</td>
</tr>
<tr>
<td>Measure Category (select from dropdown)</td>
<td>pre-, mid-, post-assessment</td>
</tr>
<tr>
<td>Name of the Measure if unknown, provide details on the type. (250 characters or less)</td>
<td>Parent perceptual survey &quot;Parent/Home Learning Survey&quot; measures parent literacy skills, ability to support their child's learning at home, and</td>
</tr>
<tr>
<td>Plan for Mid Year Progress for Each Measure (600 characters or less)</td>
<td>+</td>
</tr>
<tr>
<td>Plan for End of Year Performance for Each Measure (600 characters or less)</td>
<td>The parent survey will be administered between February 15 - February 28, 2020. The mid-year data will be compared to the baseline data to determine if parents increase their literacy skills and capacity to support their child at home. The survey data is uploaded into EzReports. Based on comparison data, programmatic and data modifications will be</td>
</tr>
<tr>
<td>Plan for Obtaining Data for Each Measure (600 characters or less)</td>
<td>The parent survey will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine if students demonstrated improvement/growth. The survey data is uploaded into EzReports.</td>
</tr>
</tbody>
</table>

The program director is responsible for collecting the data from the survey data from parents and uploading the data into EzReports. The ISC and staff will assist with collecting the data at the school level. The electronic survey data is populated into an excel spreadsheet. Collected data is reviewed by program director, evaluator, and school staff (ISC) to ensure accuracy. |
### 3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

Health and Support Services Objective 3

<table>
<thead>
<tr>
<th>Objective Narrative (auto generated)</th>
<th>increase substance abuse prevention programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain Area (select from dropdown)</td>
<td>Health and Support Services</td>
</tr>
<tr>
<td>Grade Group(s) Served (select from dropdown)</td>
<td>Elementary Only</td>
</tr>
<tr>
<td>Student Grade Levels for Each Measure (select all that apply)</td>
<td>80% of regularly participating students will increase their substance abuse prevention programming as measured by pre-, mid-, post-assessment.</td>
</tr>
<tr>
<td>Objective Assessment (auto generated)</td>
<td>80</td>
</tr>
<tr>
<td>Benchmark (select from dropdown)</td>
<td>Although students served in this grant come from impoverished and drug stricken communities in which drug prevention programs are limited, there is no data in previous 21st Century programs to justify a lower benchmark. The proposed FLDOE benchmark of 80% will be adopted.</td>
</tr>
<tr>
<td>Justify the Benchmark (600 characters or less)</td>
<td>substance abuse prevention programming</td>
</tr>
<tr>
<td>Program Element (select from dropdown)</td>
<td>regularly participating students</td>
</tr>
<tr>
<td>Participant Group (auto generated)</td>
<td>increase</td>
</tr>
<tr>
<td>Intended Program Impact for Each Measure (select from dropdown)</td>
<td>pre-, mid-, post-assessment</td>
</tr>
<tr>
<td>Measure Category (select from dropdown)</td>
<td>A knowledge-based assessment aligned to the curriculum will be administered. The assessment is designed to measure an increase in</td>
</tr>
<tr>
<td>Name of the Measure (if unknown, provide details on the type. (250 characters or less)</td>
<td>The knowledge-based assessment will be administered between February 15- February 28, 2020. The mid-year data will be compared to the baseline data to determine if students increased in their knowledge of substance abuse and prevention of the use of drugs. The survey data is uploaded into EzReports. Based on comparison data, programmatic and</td>
</tr>
<tr>
<td>Plan for Mid Year Progress for Each Measure (600 characters or less)</td>
<td>The knowledge-based substance abuse assessment will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine if students demonstrated growth in knowledge of substance abuse/prevention. The survey data is uploaded into EzReports.</td>
</tr>
<tr>
<td>Plan for End of Year Performance for Each Measure (600 characters or less)</td>
<td>The program director is responsible for collecting the data from assessment and uploading the data into EzReports. The ISC and staff will assist with collecting the data at the school level. The knowledge test data is collected and reviewed by program director, evaluator, and school staff (ISC) to ensure student success.</td>
</tr>
<tr>
<td>Plan for Obtaining Data for Each Measure (600 characters or less)</td>
<td></td>
</tr>
</tbody>
</table>
### 3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

**Families and Communities as Assets Objective 1**

<table>
<thead>
<tr>
<th>Objective Narrative (auto generated)</th>
<th>increase family engagement initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain Area (select from dropdown)</td>
<td>Families and Communities as Assets</td>
</tr>
<tr>
<td>Grade Group(s) Served (select from dropdown)</td>
<td>Elementary Only</td>
</tr>
<tr>
<td>Student Grade Levels for Each Measure (select all that apply)</td>
<td>80% of regularly participating students will increase their family engagement initiatives as measured by pre-, mid-, post-assessment.</td>
</tr>
<tr>
<td>Objective Assessment (auto generated)</td>
<td>80</td>
</tr>
<tr>
<td>Benchmark (select from dropdown)</td>
<td>In the absence of direct data to justify a lower benchmark, the proposed FLDOE benchmark of 80% will be adopted.</td>
</tr>
<tr>
<td>Justify the Benchmark (600 characters or less)</td>
<td></td>
</tr>
<tr>
<td>Program Element (select from dropdown)</td>
<td>family engagement initiatives</td>
</tr>
<tr>
<td>Participant Group (auto generated)</td>
<td>regularly participating students</td>
</tr>
<tr>
<td>Intended Program Impact for Each Measure (select from dropdown)</td>
<td>increase</td>
</tr>
<tr>
<td>Measure Category (select from dropdown)</td>
<td>pre-, mid-, post-assessment</td>
</tr>
<tr>
<td>Name of the Measure if unknown, provide details on the type. (250 characters or less)</td>
<td>A student perceptual survey will be administered to measure their parents' engagement activities. Students will assess their parents' engagement a</td>
</tr>
<tr>
<td>Plan for Mid Year Progress for Each Measure (600 characters or less)</td>
<td>The student perceptual engagement survey will be administered between February 15 - February 28, 2020. The mid-year data will be compared to the baseline data to determine students perception as to whether their parents supported them at home, was engaged in school activities, e.g., teacher conferences, and engagement activities. The survey data is</td>
</tr>
<tr>
<td>Plan for End of Year Performance for Each Measure (600 characters or less)</td>
<td>The student perceptual engagement survey will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine students perception as to whether their parents supported them at home, was engaged in school activities, e.g., teacher conferences, and engagement activities. The survey data is</td>
</tr>
<tr>
<td>Plan for Obtaining Data for Each Measure (600 characters or less)</td>
<td>The teachers and ISC are responsible for administering the survey to students. The program director is responsible for collecting the data from school staff uploading the data into EzReports. The data is collected and reviewed by program director, evaluator, and school staff (ISC) to ensure that parents are provided on-going opportunities to increase their</td>
</tr>
</tbody>
</table>
### 3.4 Expanded Learning Program Objectives

#### Families and Communities as Assets Objective 2

<table>
<thead>
<tr>
<th>Objective Narrative (auto generated)</th>
<th>Increase community service learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain Area (select from dropdown)</td>
<td>Families and Communities as Assets</td>
</tr>
<tr>
<td>Grade Group(s) Served (select from dropdown)</td>
<td>Elementary Only</td>
</tr>
<tr>
<td>Student Grade Levels for Each Measure (select all that apply)</td>
<td>80% of regularly participating students will increase their community service learning as measured by authentic assessment.</td>
</tr>
<tr>
<td>Objective Assessment (auto generated)</td>
<td>80</td>
</tr>
<tr>
<td>Benchmark (select from dropdown)</td>
<td>In the absence of direct data to justify a lower benchmark, the proposed FLDOE benchmark of 80% will be adopted.</td>
</tr>
<tr>
<td>Justify the Benchmark (600 characters or less)</td>
<td></td>
</tr>
<tr>
<td>Program Element (select from dropdown)</td>
<td>Community service learning</td>
</tr>
<tr>
<td>Participant Group (auto generated)</td>
<td>Regularly participating students</td>
</tr>
<tr>
<td>Intended Program Impact for Each Measure (select from dropdown)</td>
<td>Increase</td>
</tr>
<tr>
<td>Measure Category (select from dropdown)</td>
<td>Authentic assessment</td>
</tr>
<tr>
<td>Name of the Measure if unknown, provide details on the type. (250 characters or less)</td>
<td>Based on the community service learning project, a knowledge-based assessment will be administered to students to determine intended impact.</td>
</tr>
<tr>
<td>Plan for Mid Year Progress for Each Measure (600 characters or less)</td>
<td>The knowledge-based assessment will be administered between February 15 - February 28, 2020. The mid-year data will be compared to the baseline data to determine if students increased in their knowledge of community service learning. The survey data is uploaded into EzReports. Based on comparison data, programmatic and data modifications will be made to improve student learning.</td>
</tr>
<tr>
<td>Plan for End of Year Performance for Each Measure (600 characters or less)</td>
<td>The knowledge-based community service learning assessment will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine if students demonstrated growth in knowledge. The survey data is uploaded into EzReports.</td>
</tr>
<tr>
<td>Plan for Obtaining Data for Each Measure (600 characters or less)</td>
<td>The teachers are responsible for administering the authentic community service-learning assessment. The assessment will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine if students' knowledge increased. The director will upload the survey results into the Ez Report system. The data will be analyzed for maintaining high-quality student records.</td>
</tr>
</tbody>
</table>
### 3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

#### Families and Communities as Assets Objective 3

<table>
<thead>
<tr>
<th>Objective Narrative (auto generated)</th>
<th>improve parent engagement in advocacy and school decisionmaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain Area (select from dropdown)</td>
<td>Families and Communities as Assets</td>
</tr>
<tr>
<td>Grade Group(s) Served (select from dropdown)</td>
<td>Elementary Only</td>
</tr>
<tr>
<td>Student Grade Levels for Each Measure (select all that apply)</td>
<td>□ Prek □ K □ 1st □ 2nd □ 3rd □ 4th □ 5th □ 6th □ 7th □ 8th □ 9th □ 10th □ 11th □ 12th</td>
</tr>
<tr>
<td>Objective Assessment (auto generated)</td>
<td>80% of regularly participating students will improve their parent engagement in advocacy and school decisionmaking as measured by pre-, mid-, post-assessment.</td>
</tr>
<tr>
<td>Benchmark (select from dropdown)</td>
<td>80</td>
</tr>
<tr>
<td>Justify the Benchmark (600 characters or less)</td>
<td>In the absence of direct data to justify a lower benchmark, the proposed FLDOE benchmark of 80% will be adopted.</td>
</tr>
<tr>
<td>Program Element (select from dropdown)</td>
<td>parent engagement in advocacy and school decisionmaking</td>
</tr>
<tr>
<td>Participant Group (auto generated)</td>
<td>regularly participating students</td>
</tr>
<tr>
<td>Intended Program Impact for Each Measure (select from dropdown)</td>
<td>improve</td>
</tr>
<tr>
<td>Measure Category (select from dropdown)</td>
<td>pre-, mid-, post-assessment</td>
</tr>
<tr>
<td>Name of the Measure If unknown, provide details on the type. (250 characters or less)</td>
<td>A parent assessment will be administered to measure the parents' advocacy and school decision-making ability.</td>
</tr>
<tr>
<td>Plan for Mid Year Progress for Each Measure (600 characters or less)</td>
<td>The parent assessment will be administered between February 15-February 28, 2020. The mid-year data will be compared to the baseline data to determine whether the parent increased in their ability to advocate for their child, and their involvement in school-based decision making increased. The data is uploaded into EzReports. Based on feedback from staff and parents, the program director will make adaptations to the program as needed.</td>
</tr>
<tr>
<td>Plan for End of Year Performance for Each Measure (600 characters or less)</td>
<td>The parent assessment will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine whether the parent increased in their ability to advocate for their child, and their involvement in school-based decision making increased. The data is uploaded into EzReports.</td>
</tr>
<tr>
<td>Plan for Obtaining Data for Each Measure (600 characters or less)</td>
<td>The teachers and ISC are responsible for administering the survey to students. The program director is responsible for collecting the data from school staff uploading the data into EzReports. The data is collected and reviewed by program director, evaluator, and school staff (ISC).</td>
</tr>
<tr>
<td>Activity</td>
<td>Description of Activity</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Food Bank Reading Activity</strong></td>
<td>Food Bank Reading Activity/Real-World Context</td>
</tr>
</tbody>
</table>

**Need/Research**

Meichenbaum, one of the world's leading experts on trauma and violence prevention, stated, "one thing is more important to traumatized children than anything else, a child's ability to read." Research shows that reading is the single predictor to overcome trauma and survive their circumstances (Meichenbaum, 2002). As many families and children had to rely on Food Banks during this pandemic, tying the reading activity to this real-world topic will encourage attendance.

**Objectives**

70% of regularly participating students will increase their reading skills: fluency, comprehension and understanding of complex text.

**Strategies**

The certified teacher (reading specialist) will provide students with articles on the various food banks in their community. Using guided reading techniques, small-group reading designed to enhance instruction, and remedial programs, students will develop fluency, comprehension, and understanding of complex text.

**Project No:** 520-2441B-ICEL

**Agency Name:** School Board of Pinellas County, FL
Nita M. Lowey 21st Century Community Learning Centers

<table>
<thead>
<tr>
<th>Students will explore the various non-profit organizations. The project will conclude with a speaker from one of the Food Banks. Students will receive hands-on training in research, collaboration, and presentation skills. The project will provide differentiated student support, enabling students with disabilities to succeed. As a result, students will gain insight into how Food Banks acquire the sustaining food donations. The less...</th>
<th><strong>Outcomes</strong></th>
<th><strong>Instructors</strong></th>
<th><strong>Contact</strong></th>
</tr>
</thead>
</table>

The duration of the activity is two weeks. Students will practice reading, research skills, collaboration, dialogue, and presentation. The project will develop students’ understanding of complex text, vocabulary (meaning with the context of the passage), and comprehension.
### Activity Plan

**Description of Activity:** Destination Africa

**Type of Staff:** Contracted Service

**Vanessa Approved Activity:** ELO: out of school time programming (7) cultural programs

**Program Area:** Expanded Learning Opportunities (ELOs)

**Program Element:** ELO: out of school time programming

**Objectives:**

- 70% of regularly participating students will increase their reading skills.
- 70% of regularly participating students will increase their math skills.

**Need/Research:** Too often, the learning experiences of minority children are not reflective of their background experiences. To fill this gap for our most vulnerable students, we will use the culture of Africa as a backdrop for learning core academic subjects. In addition, enrichment core academic subjects. In addition, African American cultural programs; music, dance, and art will use the "Lion King" theme to expose students to the culture of Africa, in very similar to the enrichment activities (music, dance, and art) currently used in our program. The core academic subjects will be "Lion King" theme to expose students to the culture of Africa, in very similar to the enrichment activities (music, dance, and art) currently used in our program.

**Objectives:**

- 70% of regularly participating students will increase their reading skills;
- fluency, comprehension and understanding of complex text.

**Agency Name:** School Board of Pinellas County, FL

**Project No:** 520.4418-1CETI
Strategies/Staff.

The project duration is 8 weeks. Each weekly session is one hour. The Certified Dance teacher will expose students to African dance and music, and Art teacher from Woodson Carter Museum will conduct a virtual tour of African American Art.

Outcomes: This activity will increase reading and science skills, a sense of belonging, and understanding of heritage, pride and school experiences, and understanding how to express their emotions. It will give students an opportunity to articulate their understanding of heritage, pride and school experiences.

Learning: Prove around challenges that can impact students, Art teacher from Woodson Carter Museum will conduct a virtual tour of African American Art, and Art teacher from Woodson Carter Museum will conduct a virtual tour of African American Art.

Certified Dance teacher will expose students to African dance and music, and Art teacher from Woodson Carter Museum will conduct a virtual tour of African American Art.

Strategies/Staff: The project duration is 8 weeks. Each weekly session is one hour. The Certified Dance teacher will expose students to African dance and music, and Art teacher from Woodson Carter Museum will conduct a virtual tour of African American Art.
### Activity Plan

**Agency Name:** School Board of Pinellas County, FL

**Project No:** 20-24418-1051

<table>
<thead>
<tr>
<th>Activity</th>
<th>Type of Staff</th>
<th>ESSA Approved Activity</th>
<th>Program Element</th>
<th>Program Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: Discover Hands-on PBL includes science, engineering, and technology, including computer programming as STEM (referred to in this paragraph as 'STEM'), science experiments, exploratory education, and field trips. These field trips will align to the curriculum that is shared afterschool/summer. MOSI museum, Florida Aquarium, Lowery Park Zoo, and Glazer Museum are exploratory activities to increase the student’s experience beyond the classroom. Research has indicated students, families and community members who are characterized as fragile, marginalized, or socioeconomically disadvantaged have limited experiences or trips. Research indicates learning is more impactful if students can connect learning to real-life experiences. (Darling-Hammond, 2019)</td>
<td>Integrated Services Coordinator</td>
<td>ELO: out of school time programming (13 programs that build skills in science, engineering, technology, and mathematics)</td>
<td>Integrated Services</td>
<td>Expanded Learning Opportunities (ELOs)</td>
</tr>
</tbody>
</table>

**Need/Research:** (Darling-Hammond, 2019) can connect learning to real-life experiences. Research has indicated students, families and community members who are characterized as fragile, marginalized, or socioeconomically disadvantaged have limited experiences or trips. Research indicates learning is more impactful if students can connect learning to real-life experiences. (Darling-Hammond, 2019)
Objective:

70% of regularly participating students will improve in reading, science, and math.

Strategies/Staff

The Integrated Service Coordinators in collaboration with district staff will facilitate field trips for their designated sites. The Certified teachers will facilitate the lessons and connect the activities during the field trips. Activity sheets and virtual lessons will be included to increase the students’ interest and excitement for learning.

Desired Outcome

Students who participate will increase their knowledge and engagement in learning.

Activity Plan

<table>
<thead>
<tr>
<th>Knowledge and engagement in learning.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who participate will increase their knowledge and engagement in learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies/Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Integrated Service Coordinators in collaboration with district staff will facilitate field trips for their designated sites. The Certified teachers will facilitate the lessons and connect the activities during the field trips. Activity sheets and virtual lessons will be included to increase the students’ interest and excitement for learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: 70% of regularly participating students will improve in reading, science, and math.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Type of Staff</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td>Keyboard</td>
<td>Contracted Service</td>
</tr>
<tr>
<td>Music</td>
<td>Contracted Service</td>
</tr>
</tbody>
</table>

**Description of Activity**

According to the International Journal of the Learning Sciences (2017), of all the extra-curricular activities, students who engaged in music training, at home or at school, had higher average grades than students who did not engage in music. Another finding was that those students who engaged in music at school or at home had higher average grades than students who engaged in music outside of school. Engaged students who engaged in music training also had higher average grades than students who did not engage in music.

**Objectives**: 70% of the regularly participating students will be able to identify components of the instrument. 70% of the regularly participating students will be able to identify components of the instrument. Play melodies/patterns. Use expanded learning opportunities (ELO) and is reflective of their community.

Activities should include music, art, and dance. Stakeholders strongly suggested activities that are reflective of their community.

**Need/Research**: According to the International Journal of the Learning Sciences (2017), of all the extra-curricular activities, students who engaged in music training, at home or at school, had higher average grades than students who did not engage in music. Another finding was that those students who engaged in music at school or at home had higher average grades than students who engaged in music outside of school. Engaged students who engaged in music training also had higher average grades than students who did not engage in music.

**Project No:** 20-2441B-ICEL1

**Agency Name:** School Board of Pinellas County, FL

**Activity Plan**

Nita M. Lowery 21st Century Community Learning Centers
proper instrument techniques, and read rhythmic

**Outcome:** Increase students' academic participation in music.

**Proper instrument techniques, and read rhythmic

**Outcome:** Increase students' academic participation in music.

**Strategies/Staff:**
- The 21st Century CCLC Prodigy Kids ISC and staff will work closely with the contracted service employee to coordinate the Personal enrichment activity.
- The program is 24 weeks per site x 2 hours per week. As a culmination, parents/families will be invited to a music night in which students will demonstrate the desired outcome.
### Activities

<table>
<thead>
<tr>
<th>Other - Community</th>
<th>Type of Staff</th>
<th>ESSA Approved Activity</th>
<th>Program Element</th>
<th>Program Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Description of Activity

**Strategies**

- Volunteer mentors will meet with students during lunch, “Lunch Pals”, to develop daily lives.
- Volunteer mentors will meet their daily lives.
- Volunteer mentors will meet with behavior guidelines, increase positive effects in students, matched with mentors will increase.

### Objectives

- 70% of students, matched with a mentor, will increase.
- Evaluations of youth mentoring programs have provided evidence that high-quality, enduring relationships can lead to a range of positive outcomes. For the population, youth of low socioeconomic status (our target population), mentoring programs have provided evidence that high-quality, enduring relationships can lead to a range of positive outcomes.

### Objectives

- 70% of students, matched with a mentor, will increase.
- Evaluations of youth mentoring programs have provided evidence that high-quality, enduring relationships can lead to a range of positive outcomes.

### Strategies

- Volunteer mentors will meet with students during lunch, “Lunch Pals”, and also after-school, “Lunch Pals”.
- Volunteer mentors will meet their daily lives.
- Volunteer mentors will meet behavior guidelines, increase positive effects in students, matched with a mentor, will increase.

### Need/Research

Evaluations of youth mentoring programs have provided evidence that high-quality, enduring relationships can lead to a range of positive outcomes for the population. Youth of low socioeconomic status (our target population), mentoring programs have provided evidence that high-quality, enduring relationships can lead to a range of positive outcomes.

### Objectives

- 70% of regularly participating students, matched with a mentor, will increase their academic performance, decrease behavior incidents, increase positive affects in their daily lives.

### Strategies

- Staff: Volunteer mentors will meet with students during lunch, “Lunch Pals”, and also after-school.
- Staff: Volunteer mentors will meet their daily lives.
- Staff: Volunteer mentors will meet behavior guidelines, increase positive effects in students, matched with a mentor, will increase.

### Program Area

ELO: Youth Development

### Expanded Learning Opportunities (ELOs)

- ELO: Youth Development

### Project No.

250-2441B-1CEL

### Agency Name:

School Board of Pinellas County, FL
Activity Plan

| Outcome: Partnering a student with a caring adult will increase student performance in core academic areas, provide motivation to stay in school or get back on track, decrease the likelihood of skipping school, increase time spent on homework, and commit to meeting with their mentor once per week for 30 – 45 minutes. | Mentors and support services will be provided by the following partnering organizations:

- Health Initiative at CHCP
- Centers of Pinellas (CHCP), Children’s Mental Health
- Juvenile Welfare Board, Community Health
- Raymond James, Len of Westchase (AA males)

All mentors must pass the background and attendance mentoring training.

Outcome: Partnering a student with a caring adult will increase student performance in core academic areas, provide motivation to stay in school or get back on track, decrease the likelihood of skipping school, increase time spent on homework, and commit to meeting with their mentor once per week for 30 – 45 minutes.

Mentors and support services will be provided by the following partnering organizations:

- Health Initiative at CHCP
- Centers of Pinellas (CHCP), Children’s Mental Health
- Juvenile Welfare Board, Community Health
- Raymond James, Len of Westchase (AA males)

All mentors must pass the background and attend mentoring training.

Outcome: Partnering a student with a caring adult will increase student performance in core academic areas, provide motivation to stay in school or get back on track, decrease the likelihood of skipping school, increase time spent on homework, and commit to meeting with their mentor once per week for 30 – 45 minutes.

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All mentors must pass the background and attend mentoring training.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Type of Staff</th>
<th>ESSA Approved Activity</th>
<th>Program Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCA: community service learning</td>
<td>Contracted Service Staff</td>
<td>(10) Parenting skills and family literacy; FCA: community service learning promotes parental involvement programs that promote family literacy</td>
<td></td>
</tr>
<tr>
<td>(FCA) Community and families as assets</td>
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</table>

**Description of Activity**

- The contracted service staff will utilize Franklin Covey’s 7 Habits to empower their student learners.
- Families and students will be given a community service learning contract, which will promote service learning.
- Regularly participating students will increase their family members’ involvement in family literacy.
- The contracted service instructor/coach will utilize Franklin Covey’s 7 Habits to empower their student learners.

**Objectives**

- 50% of families members of regularly participating students will increase family engagement, promote service learning, and parent literacy.

**Need/Research**

- The 7 Habits of Highly Effective Families (Covey, 1999), shows how to move from dependence to independence, to balance individual and family needs, and how to sharpen family literacy skills.
- Based on surveys, families have identified the importance of keeping promises, how to balance individual and family needs, and how to move from dependence to independence.
- The contracted service instructor/coach will utilize Franklin Covey’s 7 Habits of Highly Effective Families (Covey, 1999), shows how to move from dependence to independence.

**Strategies/Staff**

- The contracted service instructor/coach will utilize Franklin Covey’s 7 Habits to empower their student learners.

**Activity Plan**

**Agency Name**: School Board of Pinellas County, FL

**Project No:** 250-2.441B-ICEL1
Habits of Highly Effective Families framework, to conduct workshops to build stronger families. Throughout the year, 8 workshops will be held, engaging children, parents, and other family members in the community-service learning format. Parents will form cohorts and receive certification as they serve their schools.

Outcomes: Families will be equipped to give back to their communities, while spending quality time with one another.

Each month, one of the 7 habits will be shared, immediately followed by an action plan to implement a serving learning project. Parents will form cohorts and receive certification as they serve their schools. Outcomes: Families will be equipped to give back to their communities, while spending quality time with one another.

Nita M. Lowey 21st Century Community Learning Centers
### Activit \ Plan

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>FCA: Family Engagement Initiatives</td>
<td>Integrated Services Coordinator</td>
<td>Parental Involvement Programs that Promote Parenting Skills</td>
<td>Parental Involvement</td>
<td>FCA: Family Engagement Initiatives</td>
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<td>Parental Involvement Programs that Promote Parenting Skills</td>
<td>Parental Involvement</td>
<td>FCA: Family Engagement Initiatives</td>
</tr>
</tbody>
</table>

#### Need/Research:
- African American males: Low academic achievement, high number of suspension rate, and highest number of Emotional and Behavior Disorder (EBD) placements.
- PCS Student Data 2019 Objectives:
  - 70% of regularly participating students will improve in reading, science, and math.

#### Strategies/Staff:
- Integrated Service Coordinator will work with Cultural Competency, Equity, and Restorative Practice district staff to develop and facilitate training.

#### Activity:
- Professional Development Training for staff and parents on techniques and strategies to teach and engage African American males.

#### Description of Activity:
- FCA: family engagement initiatives (10) parenting skills programs that promote parental involvement, high number of African American males.

#### Project No.:
- 520-2449B-1CE1

### Agency Name:
- School Board of Pinellas County, FL

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**Nita M. Lowey 21st Century Community Learning Centers**
<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Programs and Community Service and Mentorship</th>
<th>STEM, discipline concerns, and increase engagement in</th>
<th>Increase academic achievement, decrease discipline concerns, and increase engagement in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support their male students</td>
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<tr>
<td>Be able to request and suggest strategies to</td>
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<td></td>
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<tr>
<td>Informative to their male students, families will also</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informative to their educational system,</td>
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<tr>
<td>Informative to their concerns with the educational system,</td>
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</tbody>
</table>

Nita M. Lowey 21st Century Community Learning Centers
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Program Element</th>
<th>ESSA Approved Activity</th>
<th>Type of Staff</th>
<th>Description of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families and Communities as Assets</td>
<td>Family Literacy</td>
<td>(FCA) Family Engagement</td>
<td>Contracted Service</td>
<td>Snapology Family Engagement: In this digital and face-to-face program based on proven research, children's best learning experiences come from actively designing, creating, interacting, and inventing. In addition, Academic enrichment activities that involve the parent/family increase student academic achievement and family engagement and academic engagement. Academic enrichment in addition, Academic enrichment education programs, remedial programs, mentoring and enrichment learning.</td>
</tr>
</tbody>
</table>

**Activity:** Snapology Family Engagement

**Strategies/Staff:** Snapology's flexible curriculum allows the specially trained contractors to collaborate with contracted service staff to establish programs that involve the parent/family and student academic achievement. Family engagement and Academic enrichment activities that involve the parent/family increase student academic achievement and family engagement and Academic enrichment.

**Project #:** 250-4418-B-1CEL1

**Agency Name:** School Board of Pinellas County, FL

**Nita M. Lowey 21st Century Community Learning Centers**
### Activity Plan

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Outcome</strong></td>
<td><strong>Weekly Plan</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- **Literacy Concepts:** Science, technology, engineering, art, math and teamwork, while supporting learning gains in literacy and social skills.

- **Session:** This activity is 6-8 weeks, for 1-2 hours per week.

- **Supplies:** For the “Pokemon Battle” interactive and family collaboration on designing projects using LEGO. The Integrated Services and family collaboration on designing projects.

- **Virtual STEAM Activities:** Incorporate student reinforcement during out of school time. The reinforce school day staff and families.

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**Nita M. Lowey 21st Century Community Learning Centers**

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<table>
<thead>
<tr>
<th>Activity/Parent Academy Workshops</th>
<th>Description of Activity</th>
<th>Type of Staff</th>
<th>ESSA Approved Activity</th>
<th>Program Element</th>
<th>Program Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCA: Parent Engagement in Advocacy</td>
<td>literacy skills; student advocacy and school decision-making processes</td>
<td>Integrated Services Coordinator</td>
<td>Parent/Family</td>
<td>Decision Making and Family Literacy</td>
<td>Dual Capacity Building Parent/Family Programs to Promote Parental Involvement and School Engagement in the Decision-Making Process</td>
</tr>
<tr>
<td><strong>Objectives:</strong> 50% of families members of regularly participating students will improve their literacy skills and increasing their capacity to advocate for their children, and increasing their decision-making process.</td>
<td><strong>Research/Need:</strong> Building parent/family engagement in advocacy and school decision-making processes are key components of the Dual Capacity Building Framework for Family-School Partnerships (Mapp, 2019).</td>
<td><strong>520-2441B-1CEL</strong></td>
<td><strong>FLA: Communities as Assets (FCA)</strong></td>
<td><strong>Families and Communities as Assets (FCA)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Project No: 520-2441B-1CEL

Agent Name: School Board of Pinellas County, FL

Nita M. Lowey 21st Century Community Learning Centers
### Activity Plan

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>These activities will increase engagement, promote engagement, family literacy and advocacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The workshops will be one-hour monthly throughout the entire budget year. Survey will be created to evaluate the parents' feedback.</td>
</tr>
<tr>
<td></td>
<td>Parents and teachers will participate in the home visit project that is used to enhance the home and the school environment.</td>
</tr>
</tbody>
</table>

Nita M. Lowey 21st Century Community Learning Centers
## Activity Plan

**Agency Name:** School Board of Pinellas County, FL

**Project No.:** 20-2441B-1CEL

<table>
<thead>
<tr>
<th>Activity</th>
<th>Type of Staff</th>
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<th>Program Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Contracted Service</td>
<td>Parenting Skills</td>
<td>HSS: Family Support</td>
<td>Health and Wellness</td>
</tr>
</tbody>
</table>

**Description of Activity:**

The Equity Health Center staff (contracted) will work with identified parent leaders to develop monthly, one-hour workshops. These parent leaders will be responsible for addressing equity, health and wellness (particularly in the area of health and wellness) and family literacy initiatives that promote parental involvement programs that promote health and family literacy. They will be tasked with recruiting other advisory committee members.

**Objectives:**

- 50% of regularly participating student families will increase health and wellness literacy and resource equity.
- 50% of regularly participating student families will increase health and wellness literacy and resource equity.
- Identified a gap in family/parent self-advocacy skills in achieving equity of resources.

**Strategies/Staff:**

The Equity Health Center staff will work with identified parent leaders to develop monthly, one-hour workshops. These parent leaders will be responsible for addressing equity, health and wellness (particularly in the area of health and wellness) and family literacy initiatives that promote parental involvement programs that promote health and family literacy.
Each site will be responsible for 6 workshops on the topics of health and wellness education.

Outcomes: An improvement in parent literacy and advocacy skills. Moreover, the program will increase family engagement and equity in resources and opportunities for families and communities. Moreover, the program will increase family engagement.
Activity Plan

**Activities**

<table>
<thead>
<tr>
<th>Description of Activity</th>
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<th>ESSA Approved Activity</th>
<th>Program Element</th>
<th>Program Area</th>
</tr>
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<tbody>
<tr>
<td>Health and Support</td>
<td>Specialist</td>
<td>(12) drug and violence</td>
<td>mental health needs</td>
<td>HSS: Physical and emotional learning</td>
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<tr>
<td>Social Emotional Learning</td>
<td>Activity</td>
<td>as a personal enrichment activity</td>
<td>the Second Step Program</td>
<td>Program Area</td>
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</table>

**Need/Research** Amid the COVID-19 pandemic, students, families, teachers, and communities are trying to manage their anxiety, fears, and emotional and mental health impact of physical distancing. Some families are struggling with grief, drug use, violence, and abuse.

**Objectives** 70% of regularly participating students will decrease stress, increase ability to manage emotions, decrease off-task behaviors, and decrease ability to misbehave and mistreat others of others.

**Program Area**

- Health and Support
- Social Emotional Learning

**Agency Name**: School Board of Pinellas County, FL

**Project No**: 20-4418-1CEU
Strategies/Staff.

Second Step lessons will be taught by certified teachers. Lessons content includes emotion management, handling trauma, family member physical and drug abuse, and managing disappointment, anger, hurt feelings from family members, physical and drug abuse, and managing stressors. This curriculum will be 25 weeks x 30 minutes per day and each site. Guest speakers will share key strategies for use at school and at home.

Desired outcome: Creation of an environment where students can work through challenging experiences, trauma, bullying, and social media stressors.
### Agency Name:
School Board of Pinellas County, FL

### Project No:
520-2441B-1CEL1

### Agency Name:
Nita M. Lowey 21st Century Community Learning Centers

<table>
<thead>
<tr>
<th>Program Area</th>
<th>ESSA Approved Activity</th>
<th>Program Element</th>
<th>Type of Staff</th>
<th>Description of Activity</th>
<th>Opportunity (ETOs)</th>
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<tr>
<td>Health/Wellness</td>
<td>Contracted Service</td>
<td>Physical activity and regular, structured nutrition education</td>
<td>Contracted Service Staff</td>
<td>(4) programs that support a healthy lifestyle and mental health needs</td>
<td><strong>Healthy Eating - Culinary Arts</strong></td>
</tr>
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<td>(4) programs that support a healthy lifestyle and mental health needs</td>
<td><strong>Healthy Eating - Culinary Arts</strong></td>
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</tbody>
</table>

**Need/Research:**
Healthy eating helps reduce contributing factors for unhealthy eating habits and contributing factors of student obesity. Lack of health care resources, high levels of heart disease, and diabetest.

**Objectives:**
70% of regularly participating students will increase in the skill of making healthy food choices.

**Strategies/Staff:**
This nutritional education project offers a 5-week curriculum where:

a) Students will practice making healthy food choices and
b) Students will learn the fundamentals of nutritional cooking. The project offers a 5-week curriculum where:

**Activities**

**Contracted Service Staff:**
This nutritional education project offers a 5-week curriculum where:

a) Students will practice making healthy food choices and
b) Students will learn the fundamentals of nutritional cooking.
Outcome. Healthier food choices will result in a decrease of illness/obesity due to eating habits. Healthier food choices will result in a decrease of illness/obesity due to eating habits. 


Services) will create an awareness of career services) will create an awareness of career services) will create an awareness of career services) will create an awareness of career services) will create an awareness of career

Nita M. Lowey 21st Century Community Learning Centers
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<tbody>
<tr>
<td>Health and Support Services (HSS)</td>
<td><strong>Objectives:</strong> Healthy eating habits are contributing factors. High levels of heart disease, and diabetes; Our target community has reported high levels.</td>
<td>Enrichment Specialist</td>
<td>Programs: Physical activity and regular, structured nutrition education</td>
<td>(4) Programs that support a healthy and active lifestyle, including lifelong skills.</td>
<td>Health and Support Services (HSS)</td>
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**Activity:** Physical activity is a key personal skill. **Need/Research:** Our target community has reported high levels of student obesity, lack of health care resources, high levels of heart disease, and diabetes; unhealthy eating habits are contributing factors. Inadequate physical activity, behavior, wellness, health, and engagement. **Jump for Kids** is an all-inclusive physical health program that focuses on student attitude, behavior, wellness, fitness, self-efficacy, and life-long skills.

**Project No:** 20-4418-1-CEL1

Agent: Nita M. Lowey 21st Century Community Learning Centers

Agency Name: School Board of Pinellas County, FL
Strategies and Staff:

ISC, 21st Century staff, and the contracted service instructor will work closely with the regular school day physical fitness teachers to align activities to state and district standards. After school activities will include Project - based lessons and physical activities. Each site will receive 32 hours of instruction over a 16-week period.

Desired Outcomes:

- Decrease in off-task behaviors
- Decrease in bullying, and self-regulate emotion
- Improve ability to self-regulate, increase knowledge in healthy eating, and fitness
- Improve behavior
- Decrease in off-task behaviors

Nita M. Lowey 21st Century Community Learning Centers
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<tr>
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<th>Agency Name: School Board of Pinellas County, FL</th>
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<tr>
<td>Health and Support</td>
<td>Integrated Services Coordinator</td>
<td>Nita M. Lowey 21st Century Community Learning Centers</td>
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**Agency Name:** School Board of Pinellas County, FL

**Project No:** 520-2441B-1CEL1

### Activity Plan

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**Strategy/Staff:** The Integrated Services Coordinator will work with students who know someone who has experienced drugs. They will also work with students who are recovering from substance abuse-related issues. The staff will increase their knowledge of the need to address substance abuse-related issues. Based on the community need assessments and the impoverished communities of the targeted student population, a substance abuse prevention program is needed. Research shows there is a large disparity among economically disadvantaged youth in relation to substance abuse. (Williams, 2011).

**Objective:** 70% of regularly participating students will increase their knowledge of the negative impacts of drug and alcohol use. The Integrated Services Coordinator will work with students who know someone who has experienced drugs. They will also work with students who are recovering from substance abuse-related issues. The staff will increase their knowledge of the need to address substance abuse-related issues. Based on the community need assessments and the impoverished communities of the targeted student population, a substance abuse prevention program is needed. Research shows there is a large disparity among economically disadvantaged youth in relation to substance abuse. (Williams, 2011).

**Description of Activity:** Substance Abuse Prevention Program.

**Need/Research:** Based on the community need assessments and the impoverished communities of the targeted student population, a substance abuse prevention program is needed. Research shows there is a large disparity among economically disadvantaged youth in relation to substance abuse. (Williams, 2011).

**Objective:** 70% of regularly participating students will increase their knowledge of the negative impacts of drug and alcohol use.

**Strategy/Staff:** The Integrated Services Coordinator will work with students who know someone who has experienced drugs. They will also work with students who are recovering from substance abuse-related issues. The staff will increase their knowledge of the need to address substance abuse-related issues. Based on the community need assessments and the impoverished communities of the targeted student population, a substance abuse prevention program is needed. Research shows there is a large disparity among economically disadvantaged youth in relation to substance abuse. (Williams, 2011).

**Activity:** Substance Abuse Prevention Program.
Substance Abuse Prevention Program pairs students with an adult mentor, provides drug alcohol use on academic success.

**Outcome:** Decrease the impact of drug and alcohol use on academic success.

**Week 1:**
- Grade Level: 3-5: 6-8 weeks, 1-2 hours per week.
- Learning: Restorative circles, mentoring sessions, group projects, storytelling, and other activities that stimulate dialogue, and guest speakers from the health community. Juvenile Welfare Board, Juvenile Mental Health Initiative, Children’s Mental Health Services, Pinellas County Schools.

**Week 2:**
-Outcome: Decrease the impact of drug and alcohol use on academic success.
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<tr>
<th>No</th>
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<th>Description</th>
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**Notes:**
- **PEMHS** – Personal enrichment Programs
- **CBO** – Community-Based Organizations
- **HBO** – Health-Based Organizations
- **SD** – School Districts
- **YES** – Yes
- **NO** – No
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<tr>
<th>CBO</th>
<th>Funding Year</th>
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