

**Sellew Belle Glade Excel Charter School**

*21<sup>st</sup> Century Community Learning Centers*

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**5.1 PROJECT ABSTRACT:** Sellew Belle Glade Excel Charter School, a school wide Title I charter school located in rural, western Palm Beach County, Florida will provide a 21<sup>st</sup> CCLC afterschool and summer program for 105 at-risk K-5<sup>th</sup> graders. Belle Glade is one of the poorest communities in Florida boasting an income rate that is 48% lower than the national average (US Census Bureau) and is one of the most dangerous cities to live in Florida as reported by the FBI in 2015. The goal of the Excel 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) program is to provide opportunities for our students to participate in out of school time programming that emphasizes academically enriching activities that fosters academic and social youth development in a safe and secure environment. The before and aftercare program will operate 184 days per year, Monday through Friday from 2:00 pm to 6:00 pm and the summer program will run for 40 days, Monday through Friday from 7:30 a.m. to 5:00 p.m. Students/families in the program will not be charged for participation.

**5.2 NEEDS ASSESSMENT:** Sellew Belle Glade Excel Charter School is a designated school-wide Title I charter school, serving grades K-5, with a total of 133 students as of the February 2016 count. The school has a free or reduced lunch rate of 99.7%. Students are predominantly low-income, mirroring the surrounding communities. 99.5% of the school's population is of minority status, many of whom are children of single parent households. The needs assessment is comprehensive and utilizes the most recent data available from the United States Census, Florida Department of Education Accountability and Assessment Data, Sellew Belle Glade Charter school level data, School Improvement Plans, Parent Meetings, and survey results from students, parents, and school staff. A comprehensive approach was utilized, examining data, surveys, and stakeholder input to provide a thorough understanding of the needs at Sellew Belle Glade Excel Charter School. ***Demographics:*** Sellew Belle Glade Excel Charter School is a K-5 charter school with 133 students. Demographic breakdown is as

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follows: White <1%, Black 88% and Hispanic/Latino 11%. Many students will be first generation college students. As a designated – Schoolwide Title I school, 99.7% of the students who attend Sellew Belle Glade Excel Charter School are on free or reduced lunch. There are 4860 children in the area immediately surrounding the School, in which 34% are in homes that received some type of government assistance: food stamps, supplemental security income (SSI), or public assistance income (US Census, 2013). Of the households with children under 18 years of age, 30% are of Hispanic or Latin origin, 65% are Black, and 32% are White (US Census, 2013). 49% of the families are earning fewer than \$35,000 per year (US Census, 2013). The median earning for families is \$30,359. Of families with a single female head of household and children under 18, 53% are living below poverty. Only 13% of adults living in Belle Glade over 25 years old have a bachelor's degree.

**Target Population:** Through the 21<sup>st</sup> CCLC program, the School plans to serve a total of 105 students in K-5<sup>th</sup> grade. The Excel 21<sup>st</sup> CCLC program will serve the schools population and target local private schools. The program will give priority to students identified with educational difficulties/risk factors (e.g. retention, low test scores, poor attendance, risk of not completing 5<sup>th</sup> grade), low-income students in need of more challenging content opportunities, or other needs determined by the school principal and individual teachers. All students will receive the full breadth of academic and personal enrichment services. Services will be provided to adult family members. It's clear that the target group has significant learning gaps. Language Arts proficiency in 2014/2015 was very low, in which only 6% of students in school year 14/15 achieved proficiency and 9% of students in the school year 14/15 achieved proficiency in Math. In school year 14/15, the Sellew Belle Glade Excel Charter School earned an F rating.

**Risk Factors:** Risk factors were prioritized with 1) large percentages of students not meeting proficiency in ELA and Math 2) first generation college students with numerous minority and

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low-income families across all sub-groups 3) lack of exposure to hands-on technology experiences, such as robotics and computers 4) health and well-being problems, particularly physical exercise, and nutrition. Overall, there is a paramount need for families to get help with homework and remediation. Many of the families do not have computers, laptops, or an Internet connection at home. Parents and families have no means of affording ancillary experiences and opportunities for their children out-of-school. There are a high number of students in the school that need consistent intervention to meet state standards annually. Families also need extra opportunities in sports, exercise, and quality nutritious foods for their children. In Palm Beach County, almost 9% of youth and 40% of adults are overweight/obese (Palm Beach County, Government Statistics 2014). Lastly, there is a need to increase time and resources for the creative arts. Students who study art are 4 times more likely to be recognized for academic achievement and 3 times more likely to be awarded for school attendance (US DOE, National Center for Statistics). **Availability/Accessibility of Afterschool Services:** Currently, out-of-school time providers near Sellew Belle Glade Excel Charter School are housed at neighboring public schools. Parents at the school have expressed the need for a 21<sup>st</sup> CCLC Program at their school to provide additional academic enrichment and physical education afterschool. Neighboring programs are also at or near capacity. **Private School Collaboration:** There are two private schools (Glades Day School and Belle Glade Christian Academy) in the school's zip code (Belle Glade, 33430). Both schools serve elementary school students. Glades Day School and Belle Glade Christian Academy serves K-12. Letters were sent to these schools detailing the plans for the 21<sup>st</sup> CCLC program and to seek feedback. These letters invited private school student participation; however, none of these private schools indicated any interest the program. **Needs of Families:** The Excel Charter School is located in the western portion of Palm Beach County near the agricultural hub of the county. Agriculture is Palm Beach County's second

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largest industry (vegetable crop production, sugarcane, and livestock). The School parents work long hours in demanding agricultural, service, and retail industries. There is a paramount need for student homework help and remediation for working families. There have been numerous parent meetings throughout the year in which the following needs were requested:

understanding their child's homework, financial literacy, and understanding college for their children and access to better careers. ***How the Program Plans to Close the Gaps in***

**Services:** This program has been created to specifically address each identified need: (1) Academic Remediation/Homework to address student academic progress: (2) STEM to address math/science deficiencies and minority exposure (3) career and college exposure to assist with risks of first generation college students: (4) Nutritional and physical education to address obesity rates, poor health outcomes, and social needs: (5) Literary, Visual, and Performing arts education to address the lack of opportunities for creative expression and academic enhancement through the arts: and (6) parent services to address educational levels and parenting knowledge. The gaps in services for students at Sellew Belle Glade Excel Charter School have been carefully evaluated. There are just a handful of programs in the area that offer out-of-school time programming. Current academic data on core proficiencies indicate a need for enhanced academic services out-of-school. The Sellew Belle Glade Excel Charter School currently does not have programming before school afterschool or in the summer for elementary grades. Overall risk factors have been ascertained: low testing scores on State Assessments in all areas and remediation/homework help.

**5.3a PROGRAM EVALUATION:**

**Evaluator Qualifications:** The evaluator was selected based on their experience with evaluating 21<sup>st</sup> CCLC programs, in K-12 education, and their ability to provide high quality, independent evaluation that will assist in driving program improvements. The Center for

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Assessment, Strategic Planning, Evaluation and Research (CASPER) has been initially selected as the external evaluator for this project. CASPER will oversee all aspects of program evaluation, including formative, summative, and data reporting. The organization's lead evaluator not only has extensive educational experience, but specialized experience with elementary school students, and 8 years of experience with 21<sup>st</sup> CCLC afterschool programs. Since 2002, CASPER has overseen the evaluation of over 300 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted in adherence to the organizational ethical codes and procedures. **Activities of Evaluation & Timeline:** Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The Evaluation will be conducted through formative and summative evaluations, both of which incorporate elements from the CIM process and provide formal reports about processes and outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting and analyzing how the model works in practice, and (4) documenting and analyzing changes in targeted student's actions, attitudes, knowledge, and performance. The school commits to provide all necessary data on 21<sup>st</sup> CCLC students, including attendance, behavior, and grades. **Coordination with Program Staff, Students, and Adult Family Members:** Program staff and regular school day staff will be informed of data collection and

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assessment procedures through staff meetings. Students and adult family members will be involved through surveys throughout the program year. The school has committed to providing all necessary data on 21<sup>st</sup> CCLC students, including attendance, behavior, grades, and other performance data. **Data Collection:** The following list provides the types of data to be collected to assess project goals, objectives, and performance measures with the estimated frequency of collection.

<b>Frequency</b>	<b>Assessments</b>
Bi-Monthly	<ul style="list-style-type: none"> <li>• Computerized tracking of student progress through curriculum-based software (Discovery Assessment Software); computers purchased through 21<sup>st</sup> CCLC grant will provide access to assessment software.</li> <li>• Pre-post curriculum based assessments</li> </ul>
Monthly	<ul style="list-style-type: none"> <li>• Table this information: Average daily attendance and student enrollment</li> <li>• Attendance logs from parent events</li> </ul>
Quarterly	<ul style="list-style-type: none"> <li>• Student attendance records during regular school day (absences and tardiness)</li> <li>• Student-report surveys on health beliefs and health intentions</li> <li>• Behavioral and Discipline Data on Students</li> <li>• School Grades in ELA, Mathematics, and Science</li> <li>• School records on academic course completion and credits earned</li> <li>• Self-reported STEM awareness and interest surveys</li> <li>• Staff surveys of professional development to provide 21<sup>st</sup> CCLC activities</li> </ul>
Semi-Annual	<ul style="list-style-type: none"> <li>• Parent satisfaction and Parent engagement surveys</li> <li>• Local Diagnostic benchmark Assessments in ELA, Math, and Science</li> <li>• Student and Parent Surveys</li> <li>• Parent satisfaction and Parent engagement surveys</li> </ul>
Annual	<ul style="list-style-type: none"> <li>• Teacher Surveys of Student Progress</li> <li>• Teacher, Administrator, and Stakeholder Surveys on student impact / change</li> </ul>

**Annual Reporting:** Formative Evaluations will be completed no less than once per year (through December 31, submitted by January 31), with additional interim evaluations completed after on-site visits. Each report will include a review of programmatic accomplishments and challenges, actual vs. proposed operation, progress, and recommendations. Summative Evaluations will be completed at the end of each year (submitted by June 31) and will have

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additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of the evaluation is recording and developing a model that can be applied in other settings. Summative evaluations will include program operation, activities, attendance, academic performance, impact surveys, feeder schools, staff information, and partnerships. Focus will be placed on: (1) evidence of program quality (using Florida's Afterschool Standards); (2) student attendance trends; and (3) progress towards each of the stated performance measures included in the Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table. Recommendations for program refinement will be provided and based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data. As this is a five-year grant, the fifth year report will include aggregated data across all years of the grant. **Use of Results for Program Improvement:** The process for sharing and distributing information is an integral part of the evaluation plan. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Florida's Afterschool Standards. The program director and teachers will also utilize data during weekly meetings to help tailor program offerings to the needs and progress of individual students. In addition, a debriefing will be provided to 21<sup>st</sup> CCLC staff to: (1) engage staff in addressing challenges, (2) promote "buy-in" into evaluation as a "living" process, and (3) promote discussion, cross-training, and support. Finally, evaluations and findings will be shared with all stakeholders (e.g., school administrators, parents, and partners) to provide about the program and encourage feedback. **Required Data from Schools:** School administrators have

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agreed to provide all necessary data to complete the state evaluation and federal reporting. The program will have access to submit information to the Florida Department of Education's (FDOE), including student grades, State Assessment test scores and diagnostic results. The program will collect and provide teacher surveys on student progress, program-specific teacher surveys, parent surveys, student surveys, and staff surveys on program implementation. All survey data will be collected through online systems and/or other software selected by FDOE for 21<sup>st</sup> CCLC. Response rates will be improved through a number of methods: (1) the principal has agreed to assist in encouraging completion of surveys, (2) surveys will be distributed equally, if possible, to students' teachers, and (3) parents will be provided incentives from program partners to encourage participation. **Sharing the Results with the Community:** Results will be shared with the community through the 21<sup>st</sup> CCLC program website, as well as shared at parent and teacher meetings. Information will be made available to anyone who inquires via digital copies through email or hard copies in person at the school's main office.

**5.4 APPLICANT'S EXPERIENCE AND CAPACITY:**

**Experience Managing Public Funds/Administrative Capabilities:** Sellew Belle Glade Excel Charter School and the School District of Palm Beach County have extensive experience managing public grant funds, both fiscally and programmatically. The School District of Palm Beach County will serve as the fiscal agent for this grant program to support the charter school. Currently, Sellew Belle Glade Excel Charter School receives federal funding for Title I, Title II, and the National School Lunch Program, and plans to build on existing funded programs with the 21<sup>st</sup> CCLC grant. A grant specialist will be assigned to the school to ensure all funds are used as promised in the application and that programmatic reporting are completed on time as required and compliance with all relevant federal, state and local regulations are adhered to. The School's Finance and Accounting department will ensure all expenditures are reported correctly and will reconcile records with the School District. Annually, an independent audit will

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be conducted to ensure proper fiscal management for public funds. **Qualifications of**

**Applicant's Leadership/Organizational Structure:** The School District of Palm Beach County's leadership team has extensive experience with the Excel 21<sup>st</sup> CCLC and are familiar with the programmatic requirements, and the Principal of the Excel Charter School is committed to supporting the program. The Director of the Excel 21<sup>st</sup> CCLC program will report directly to the school's principal, and this project will be managed as part of the school's operations, not as a separate entity. The Principal will provide the Excel 21<sup>st</sup> CCLC with oversight and technical assistance related to the 21<sup>st</sup> CCLC program's implementation.

**5.5 PARTNERSHIPS, COLLABORATION & SUSTAINABILITY:**

**5.5a Community Notice:** A formal intent to apply was posted on the school signage and bulletin boards in the main office. During the first and second weeks of March, meetings were held with teachers to inform them of the application and to ensure information from parent's inquiries were routed correctly. Copies of the original RFP and the final application highlighting program features will be made available on the school's website. Updates on the application status will be made as it moves from submittal, formal review, and potential selection or non-selection. Notices will be placed in the main office, providing all stakeholders access to a paper copy. Materials will be translated into Spanish and other languages, as necessary.

**Collaboration with Private Schools:** There are two private schools (Glades Day Academy and Belle Glade Christian Academy) in the school's zip code (33430, Belle Glade). Both of these schools serve both elementary and middle school students. Letters detailing the School's plans for the 21<sup>st</sup> CCLC program were sent to these schools. These letters invited private school student participation; however, the Sellew Belle Glade Excel Charter School could not find any private schools with students who wanted to join. We will continue to leave the invitation to these private schools open by sending quarterly letters to them, updating each school on the program status and providing a link to the Sellew Belle Glade Excel Charter School website.

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**5.5b Partnerships:** Five partners have been selected for this project: Prime Time Palm Beach County and affiliated Enhanced Learning Opportunity (ELO) providers, Palm Beach County Community Action Program, Lutheran Services of Florida, Center for Family Services of Palm Beach County and Sellew Belle Glade Excel Charter School. Prime Time of Palm Beach County and its enhancement learning organizations (ELOs) will provide enhanced learning opportunities at no cost to the program and include: Green Mouse Academy (technology), Center for Creative Education (art), Florida Fishing Academy, FLIPANY, Junior Achievement, Lake Worth Playhouse, Literacy Coalition of Palm Beach County, Palm Beach Zoo, Resource Depot, South Florida Science Museum and Aquarium, The Arc of Palm Beach County, Young Singers of the Palm Beaches (music) and Youth Speak Out International. The Palm Beach County Community Action Program will also be a strong partner by providing financial literacy to families, and the Center for Family Services of Palm Beach County will provide the Triple P parenting workshop series and one-on-one family support. Lutheran Services Florida will provide facility overhead support for utilities and maintenance as well as support for meeting the hot meal nutritional requirements of the 21<sup>st</sup> CCLC program.

**5.5c Collaborations with the Regular School Day:** The first step to collaborate with the regular school day involved distributing surveys to both regular school day teachers and parents to identify their needs and wants for an afterschool program. Secondly, the School has recruited teachers from the regular school day to teach in the afterschool program, ensuring program staff's first-hand knowledge of the curriculum taught to students during the day. In order to properly monitor student improvement, the 21<sup>st</sup> CCLC Director will participate in routine benchmarking with in-school intervention staff. The 21<sup>st</sup> CCLC Director will meet with special education staff on IEP and other needs of 21<sup>st</sup> CCLC participants. Students will have

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personalized learning plans, available on a comprehensive student information system to include out-of-school academic activities of the 21<sup>st</sup> CCLC.

**5.5d Sustainability:** One of the main purposes of 21<sup>st</sup> CCLC funding is to create a program that is both high-quality and sustainable after the end of federal funding. The School will work closely with the partner advisory board that will be established to support and advice on this program. The advisory board will be leveraged to assist in finding external funds from local foundations and businesses. Local county funds will be pursued to offset program costs. The School has a strong track record of soliciting/receiving donations from individuals and foundations. The 21<sup>st</sup> CCLC program will continue to leverage these resources and develop additional partnerships to obtain sufficient funds in years 3 to 5 to maintain the original level of service, both in quantity and quality.

**5.6 PROGRAM PLAN:**

**5.6a Target Students:** The Sellew Belle Glade Excel Charter School clearly meets the eligibility criteria for this program since it is a designated – Schoolwide Title 1 School with over 99.7% of its student population on free and reduced lunch. This application will serve students in the community including local private school students. Through the 21<sup>st</sup> CCLC program, the School plans to serve a total of 105 students in K through 5<sup>th</sup> grade with a goal of 19-21 students per grade. The program will give priority to students identified with educational difficulties/risk factors (e.g., retention, low test scores, poor attendance, risk of not completing 5<sup>th</sup> grade), low-income students in need of more challenging content opportunities, or other needs determined by the school principal and individual teachers. The selection of students will be completed in collaboration with the schools RTI (Response to Intervention) team, to ensure the students with the most need benefit from the program. As mentioned in the needs assessment, academic proficiency levels are of great concern. It's clear that the target group has learning gaps in which 63% of the student body is not reading at grade level, 88% of students with math

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skills below grade level. Many of the students at the School will be first generation college students from low-income families. As identified through the needs assessment, there are youth development/health and well-being needs, physical exercise, and nutrition. In addition, many low-income families do not have access to computers and other technology tools; therefore, there is a lack of exposure to hands-on technology experiences such as robotics and computer usage among students at the School. Overall, this program will serve to positively impact the cycle of poverty surrounding the School with low-income workers, generational-poverty, and the lack of educational opportunities.

**5.6b Recruitment and Retention:** The program will identify students with characteristics described in the Targeted Students section by reviewing student age (grades K-5<sup>th</sup>; ages 5-12), proficiency (students at risk of not meeting proficiency levels), and income level (participation in the free/reduced federal lunch program), and by speaking with teachers and families about each student's needs. Priority will be given to students identified with educational difficulties (e.g., retention, low test scores, poor attendance, non-graduation risk) or other needs determined by the school principal and individual teachers. All recruitment strategies will be translated into languages most appropriate for the parents and families. Personal phone calls and follow up phone calls to the target groups will be conducted, and parents will be invited in to learn of this opportunity. Recruitment fairs will begin over the summer after the CCLC Director is in place. Information will be handed out in registration and re-registration packets for K-5<sup>th</sup> grades. The school bulletin board and school outside signage will also be utilized. Long-term retention strategies are critical to the program. Program absences will be promptly followed up with parents and teachers to ensure lags in attendance are minimized. The program will emphasize a feeling of camaraderie among participants, promoting excitement for their clubs and activities, teamwork and long-term commitment to their projects. Activities will be interesting with ongoing

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student interest/satisfaction inventories. Services will also be provided to family members of those students actively participating in the 21<sup>st</sup> CCLC program. These needs were assessed through parent survey. Parental recruitment methods will include direct contact (e.g., phone calls), parent meetings, newsletters, and informational letters to parents. Parents will be encouraged to consistently attend and participate in parent activities by including incentives, such as gift cards to local restaurants and other establishments and programs showcasing their child's accomplishments.

**5.6c Student Program Activities:** The Excel 21<sup>st</sup> CCLC program will provide high-quality, structured, education-focused out of school services to 105 “at-risk” students and their families. The program is designed to provide a range of creative, engaging, and educational programming to both support and extend the academic and personal enrichment of the program's participants and their families. The Excel 21<sup>st</sup> CCLC program has been carefully thought out with input from stakeholders to ensure the design program structure, activities, and partner roles will generate a compelling program. A number of critical needs have been identified within the targeted student and parent populations, which will be addressed by the Excel 21<sup>st</sup> CCLC program: (1) academic interventions to address low levels of student academic performance in reading, writing, mathematics and science; (2) hands-on technology programming with science and math integration to help address the impacts of low-income and lack of opportunities within the community; (3) college and career readiness; (4) physical and social development to address health, nutrition, bullying and other youth development needs, and (5) family services to address low educational levels, enhance parenting skills, low-income family needs and financial literacy. Ultimately, the proposed project focuses on those students with the greatest needs and those with the greatest potential for positive growth. Based on student survey results, the Academic Game Competition was included, which will include

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academically beneficial games such as Chess (strategizing, problem-solving, higher-level thinking skills), Scrabble (vocabulary, spelling, problem-solving), and Monopoly (math, money management, strategizing), as well as project-based learning activities. The inclusion of student input will encourage student attendance. Students will be able to provide input throughout the year to help shape the program and their individual learning experiences. **Proposed**

**Activities/Alignment with Florida Standards:** 21<sup>st</sup> CCLC students will participate in a variety of enrichment activities. The program will emphasize technology for “today’s generation” so learning can relate to what they like to do. Curriculum and learning objectives will align with English and Language Arts (ELA) K-5 standards, Science and Technical standards K-5, ELA Reading Literacy K-5, Science and Technical K-5, FDOE Mathematics Standards (MAFS) K-5 standards. 21<sup>st</sup> CCLC staff will be trained to use the FDOE CPALMS system for learning resource kits and lessons aligned to the new standards.

Homework Help/Remediation – Only certified teachers from the School’s staff will be used to support students in the program, employing a 1:10 teacher-student ratio. Remediation will be conducted in conjunction with the School’s RTI team. The environment will be arranged so that students have an area for independent study without disruptions, which consists of a main work area with tables for small group work and areas with comfortable space where students can relax and read silently. I-Pads will be purchased as part of the grant program with programs including Reading Plus, Mathletics, and Study Island educational software applications.

STEM: will provide a variety of evidenced-based programs appropriate for targeted grade levels including: Lego Robotics EV3/ Junior FIRST, Early Coding, and Hands-on Lego Based Science Kits. Students will use computers to program LEGO Machines Robotics. A web portfolio that demonstrates the student’s skills will be completed. Students will use computers purchased through the grant to learn Microsoft Office and other computer application skills. STEM

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programs will be facilitated by Prime Time Partner Green Mouse Academy. Hands-on Lego Based Science Classroom Kits “More to Math”, “We Do 2.0”, Simple and Powered Machines Classroom Kits requiring computers purchased through the 21<sup>st</sup> CCLC grant will be utilized for project-based learning opportunities by teachers.

Literacy and English Language Arts: Explore Literacy is an academic initiative that supports day time learning. It focuses on building students' fluency and comprehension in a fun filled learning environment. Students are engaged in highly entertaining read aloud books and participate in hands-on activities as well as community based projects. Plays are performed using a research based reading program called Readers' Theater encouraging students to express their creativity. Explore Literacy promotes a life-long love of reading. Instructors will also use IPADS and Kidspiration software for visual thinking. Visual thinking is a learning style where the learner better understands and retains information when ideas, words and concepts are associated with images. Visual learning helps students organize and analyze information, integrate new knowledge and think critically. Students will also use Lego based “Story Starter” classroom kits.

College & Career Readiness: will be integrated within the program Project Discovery. Hands-on project based career exploration modules for students with critical needs, working well below grade level. 21<sup>st</sup> CCLC staff will be provided professional development training and facilitate the college and career readiness curriculum

Dropout Prevention: In partnership with Prime Time and the Literacy Coalition, the safe school's program will utilize turning Bullies into Buddies-a literature based character education program with a focus on anti-bullying. Books are followed with discussions and engaging project based hands-on activities with music, art, sport and technology that foster friendships, empathy, responsibility, tolerance, acceptance, respect, compassion, kindness and caring.

Enrichment Activities

--Health/Nutrition: **Give ‘em a Boost** is an art and healthy living program initiative. The program

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utilizes the **Camp Boost and Sports, Play, and Active Recreation for Kid (SPARK)**, developed by *Healthy Lifestyle Choices*, is an educational program that empowers youth by developing the skills and attitudes needed to avoid participating in risky behaviors and to promote healthy living. Through the use of structured enrichment activities, students are afforded the opportunity to socialize, play, and engage in developmentally appropriate activities. Units focus on life skills, conflict resolution, nutrition, substance abuse prevention, safety and fitness.

--Academic Games: Students will have opportunities to participate in teams and reinforce critical thinking skills through academically valuable games such Scrabble, Chess, Monopoly, and 4 Math. These games will provide an environment where students can participate in learning through interactive activities, building academic, critical thinking, and team building skills.

--Music-Students will have opportunities to explore music through group instruction provided by Young Singers of the Palm Beaches.

--Art-Students will have opportunities to explore art through the Center for Creative Education's CADRE (Creative Arts Designed to Reinforce Education) Program a part of the Expanded Learning Opportunities provided as a partner of Prime Time Palm Beach County. **Alignment with Needs Assessment:** A number of critical needs have been identified within the targeted student and parent populations, which will be addressed by the Excel 21<sup>st</sup> Century Community Learning Center program: (1) academic interventions to address low levels of student academic performance in reading, writing, mathematics and science; (2) hands-on technology programming with science and math integration to help address the impacts of low-income and lack of opportunities within the community; (3) college and career readiness for first generation college students; (4) physical and social development to address health, nutrition, and other youth development needs and (5) family services to address low educational levels, enhance parenting skills and financial literacy. Ultimately, the proposed project focuses on those students

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with the greatest needs and those with the greatest potential for positive growth.

**Who will Lead Each Activity:** The program was purposefully developed with high quality, local partners. Prime Time Palm Beach County Partners will provide enhanced learning opportunities including Green Mouse Academy will support the program's technology component (robotics, computers, and technology), Center for Creative Education will provide arts education programs, Youth Singers of the Palm Beaches will provide music instruction programs as well as other providers who have committed to bring to the program enhanced learning opportunities including: Florida Fishing Academy, FLIPANY, Junior Achievement of the Palm Beaches, Lake Worth Play House, Literacy Coalition of Palm Beach County, Palm Beach Zoo, Resource Depot, South Florida Science Center and Aquarium, The Arc of Palm Beach County, Young Singers of the Palm Beaches and Youth Speak Out International. **Supporting the Regular School Day:**

Staff from the 21<sup>st</sup> CCLC program will maintain communication with the school day staff to ensure activities align with what the students learn during the day. Teachers from the regular school day have been recruited to teach some aspects of the afterschool program, such as math and science with students they are already familiar with. They will also provide a valuable link between regular school day and afterschool program activities. **Addressing Different**

**Learning Styles/Needs:** Activities will be able to be modified in a variety of ways in order to address the different learning styles and needs of the students based on age/grade level, learning style, and any physical or learning disabilities. As required under the provisions of the U.S. Department of Education General Education Provisions Act (GEPA; Section 427), the School has set forth policies and procedures to ensure equitable access to, and participation in, all Federally assisted programs for students, teachers, and other program beneficiaries with special needs. The applicants will provide equal access and opportunity for all students, teachers, employees, and program beneficiaries with special needs. All activities will be offered to all grade levels (K-5<sup>th</sup> grade) with modifications as needed. **“Day in the Afterschool**

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**Program:**” Daily student attendance will be recorded. In the afterschool program students will begin by transitioning from regular class to the school cafeteria where a snack will be served. Resources for supplemental meals/snacks have been secured for the program through existing school funds. Snacks/supplemental hot meals will be coordinated through the school’s cafeteria with oversight from the cafeteria manager. Once 21<sup>st</sup> CCLC funds have been approved, the cafeteria manager will file the necessary forms through the school lunch systems to ensure appropriate, healthy snacks and meals will be included. An icebreaker activity will be done to aid in the transition from the regular school day to afterschool activities. In the beginning of the year, fun, “getting to know you” icebreakers will be used. This will take place from 2:00PM to 2:20PM. Following the ice breakers, all students will participate in Homework Assistance/ Tutoring Remediation, which will be broken down into several classrooms based on subject, grade and mastery utilizing differentiated instruction methods with a minimum of 1:10 ratio, from 2:20 to 3:10PM. A certified teacher will assist in the Homework Assistance/Tutoring to ensure effective continuation of school day curriculum. RTI-tiered students will have documented progress to ensure a continuation of skill gap recovery from school day remediation plans. Students will use existing evidenced-based computerized instructional programs. Homework help will be held in classrooms and remediation will use the computer lab. After homework/remediation, students will be divided into 6 groups of 15 (groups A, B, C, D and E). There will be weekly rotations of 6 groups for each activity. The groups will participate in a Technology Activity, Health and Well Being Activity, Art, Music, or Language Arts Activity from 3:10PM to 4:10PM. All clusters will be branded in a club format such as the Robotics Club, Dance Club, Art Club, etc. Lastly, students will transition into an activity from the Academic Game Competition Club or a Project Based Learning activity from 4:10-5:10 PM. Supervision will be 10:1 for academic enrichment activities, and will not exceed 15:1 for personal enrichment activities. Throughout the program an atmosphere of engaging fun, camaraderie, and team

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building will be utilized. Activities will be presented in a format that encourages student engagement and ownership. Activities will be available for all learning styles through digital learning experiences and hands-on projects. Partners, speakers, and local college students will be in the program so students will have new supporters to work with. The Club Rotation (CCLC academic enrichment clusters) will be planned thoroughly throughout the year and will offer several units of engaging activities. **Summer Program:** The Excel 21<sup>st</sup> CCLC will be operating an 8-week summer program, Monday-Friday from 7:30 am-5:00 pm for 9.5 hours a day. The Excel 21<sup>st</sup> CCLC Summer program will provide high-quality, structured, education-focused out-of-school services to 105 “at-risk” students. Recruitment and retention plans will be the same as for the school-year afterschool program. Most of the students in the summer program will have participated in the school year afterschool program as well. The summer program will begin with breakfast and followed by project based learning and academic remediation (e.g. reading, writing, mathematics), instructed by certified teachers. Students will then participate in a Personal Enrichment activities in the afternoons (e.g. technology, physical education, Camp Boost, SPARK, STEM, music, art, etc.). Part-time aids will assist in supervision of all activities. Green Mouse Academy will provide hands-on science enrichment activities. Prime Time partners-Green Mouse Academy, South Florida Science Center and Aquarium, Florida Fishing Academy, Junior Achievement of the Palm Beaches, Resource Depot and Lake Worth Playhouse will provide programming with educational field trips. Transportation for off-site activities will be provided by the school’s bus. The following field trips will take place: South Florida Science Museum Center, Palm Beach County Zoo, Florida Fishing Academy and the Lake Worth Playhouse.

**5.6d Adult Family Member Activities:** The academic year will begin with a 21<sup>st</sup> CCLC Parent’s Night to “kick-off” the program and collect survey data about the immediate needs of parents and families. All parent materials will be provided in English and Spanish, as needed. The

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Program Director will oversee activities for family members and their students, with opportunities provided to learn valuable skills together, with common themes including children's education, parental involvement, and family literacy. The following components will be integrated into the holistic, family-centered styles of learning encompassed in the family literacy model: (1) Homework Help will help teach parents, especially those that struggle with the English language or with technology, how to help their students complete homework assignments and projects for school (at least 3 formal trainings per year); (2) Triple P Workshops and Parent Meetings will help family members learn about parenting and child development (3 formal Triple P Workshops trainings and one-on-one as needed); and (3) Palm Beach County Community Action Program will provide seminars on savings, home ownership, credit scores, and college savings. These sessions will be held monthly for 1-hour. **Strategies to Keep Adult Family Members Engaged:** These activities were chosen based on the demographic information of the students/families as well as input from families and teachers from the School, through parent nights and surveys. Parents will be encouraged to consistently attend and participate in parent activities by including incentives, such as gift cards to local establishments (donated by local businesses). Parents will have to attend all 21<sup>st</sup> CCLC program adult family member activities in order to receive the gift card. Parents at the School are also required to sign commitment forms to perform volunteer hours at the school, such as assisting with activities and field trips. This keeps parents engaged in their child's educational process, including 21<sup>st</sup> CCLC program activities. Parent engagement is a vital part of the school's educational model and culture, and is actively encouraged throughout the school year through meetings, events, newsletters, and other opportunities.

**5.6e Staffing Plan and Professional Development:**

**Staff Qualifications/Certifications/Experience:** All staff hired for the 21<sup>st</sup> CCLC program will have qualifications verified to provide the activities for which they are hired. Each teacher will be

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certified by the Florida DOE, and every staff member will obtain CPR/First aid certification. The Program Director, teachers, and all contracted providers will have Level 2 FBI background screenings to help ensure security of students. In addition, all personal enrichment instructors and contractors must be experienced youth development workers and/or demonstrate a high level of expertise in the enrichment activity provided (e.g., engineer). The 21<sup>st</sup> CCLC Program Director will administer the program. This individual will serve as the primary contact for FDOE in all matters related to the 21<sup>st</sup> CCLC program. The program director will be responsible for items concerning the program, including managing and implementing the educational program and budget described in the approved application to ensure that Sellew Belle Glade Excel Charter School meets its responsibilities to the FDOE under the grant agreement in a timely manner. All academic activities will be supervised and provided by a certified teacher. Many of these teachers will be regular school day teachers who have been recruited for the program. These teachers will be able to coordinate with the regular school day and meet the individual needs of each student more fully. **Recruitment:** The School is committed to recruiting, selecting, inducting, and retaining highly effective teachers, recognizing that high-performing educators are the school's most important asset. In order to drive this theme of excellence, faculty must have the ability to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. The School will provide procedural guidelines and the support needed that enhances the likelihood of recruiting highly effective staff. Comprehensive recruitment is focused on identifying certified teachers from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants. **Professional Development:** All 21<sup>st</sup> CCLC teachers and program instructors are trained on all elements of the grant including the funding priorities and the provision of Project Based Learning (PBL) and enrichment activities in culturally appropriate ways. Staff will gain a sound understanding of the program design, need, and effective teaching

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methodology of the 21st CCLC program, and the measurable objectives and activities to be offered to the youth and their adult family members to ensure that the offerings address community needs. Curriculum experts and other project based learning activities will be scheduled to train the teachers and program staff in all elements of the service delivery model. Workshops for the family services coordinator, the 21st CCLC teachers and program staff are offered on a wide variety of program-based subjects. Appropriate 21st CCLC staff will attend the FDOE statewide training for 21st CCLC recipients in August 2016, including the project director and one program staff. Staff also routinely attend the 21st CCLC Florida After School Alliance (FASA) state conference. All 21st CCLC staff will meet all of the required certification requirements and possess all of the necessary licenses required by the School District and 21st CCLC. As part of the evaluation process, the program will use self-report surveys and observations to examine professional development satisfaction and overall impacts. Meetings will be conducted quarterly to identify priorities in training needs and ensure professional development activities are completed successfully. The 21<sup>st</sup> CCLC Director will ensure all meetings and activities are completed. Professional development activities will be documented through attendance logs, meeting agendas, performance evaluations, and feedback inventories. Additionally, related afterschool professional development resources and best practices will be circulated among all 21<sup>st</sup> CCLC teachers and staff. This program commits to sending 1 program staff and 1 administrative staff to the statewide FDOE training in August 2016. Information from the training will be disseminated among the rest of the program staff through monthly staff meetings.

**5.6f Program Center**

**Indoor/Outdoor Facilities:** The 21<sup>st</sup> CCLC site is located in the Sellew Belle Glade Excel Charter School facility. The facilities are fully accessible, ADA compliant, meet all health and safety ordinances, and are maintained by the School. The school will run the 21<sup>st</sup> CCLC

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program in the Sellew Belle Glade Excel Charter School's cafeteria and classrooms. There is also a fenced-in area directly surrounding the playgrounds for outdoor activities. **Safe**

**Environment:** The school has video surveillance throughout the campus as well as outside the school, and staff will remain on campus until all students have left the premises.

**Location/Accessibility:** The Excel 21<sup>st</sup> Century Community Learning Center program will serve students on-site. After the school day, participants need only to walk to the areas designated for the program—transportation is not required. The school provides the exclusive use of the school, the cafeteria, outdoor play area, library/reading room, and media center. Nearly all participants are picked up at the end of the program by a parent, guardian, or approved individual. If necessary, the School is prepared to transport members to their homes at the end of the day. **Safety and Student Transportation:** The safety of students is of the highest

priority and has been carefully considered. Policies and procedures for ensuring student safety are a primary component of the School's Operational and Policy Manual, which the program is required to follow. All 21<sup>st</sup> CCLC staff will be cleared through a Level II background screening prior to hire. Additional procedures for student safety include: (1) school evacuation plan and crisis response; (2) medication and first aid; (3) outdoor safety; and (4) off-site field trips.

**Supervision:** The teacher-to-student ratio will be approximately 10:1 for academic enrichment activities, and will not exceed 15:1 for personal enrichment activities. The program director will maintain safety and security, communicate with parents, and relieve teachers if needed. When appropriate to enhance safety, a teacher and other enrichment instructor may be paired.

**Release Procedures/Transitions:** Following dismissal from school, students will be released to their assigned 21<sup>st</sup> CCLC room where attendance will be taken and snack provided. Upon dismissal from the 21<sup>st</sup> CCLC program, the program director, teachers, and associated staff will be available to communicate with parents. Safety procedures are in place to ensure the safety of the students upon arrival and dismissal: (1) parent(s) must designate authorized adults to

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pick up child; (2) designated adult signs dismissal log; (3) designated adult must present photo identification to be compared to a copy on file. **Field Trips:** for safety, all 21<sup>st</sup> CCLC staff and students will wear bright-colored t-shirts during field trips. Students will never be alone during field trips, with safety procedures implemented, including: (1) buddy system; (2) regular head counts (visual & verbal); (3) training in symptoms of heat exhaustion; and (4) drinking water always available. Off-site activities will be staffed by a minimum of one chaperone to 10 students, with most chaperones being active 21<sup>st</sup> CCLC staff. 21<sup>st</sup> CCLC chaperones are responsible for enforcing off-site rules, such as: staying in seats, keeping hands and belongings inside the windows, and being quiet at railroad crossings. 21<sup>st</sup> CCLC teachers and chaperones will sit in the front, middle, and back of the bus.

**5.6g Safety and Student Transportation**

The School maintains buses that will be used to transport 21<sup>st</sup> CCLC youth for some offsite activities. If transportation home from the Center is a barrier for participation, the Center will provide it. All buses are inspected regularly and equipped with the required safety alarm that alerts drivers in the event a child remains in a parked Club vehicle. All bus drivers have Commercial Driver's Licenses (CDL-B with appropriate endorsements). Bus drivers maintain a log of all youth transported with a roll call procedure upon departure and return from any offsite activity including the schools. All offsite activities are supervised by qualified School staff with a 1:15 staff to youth ratio. The school also uses a field-trip buddy system. Some field trips will require the use of commercial transportation.

**5.6h Dissemination Plan:** The process for sharing evaluation findings is an integral part of the evaluation plan, as it represents the primary method for using results to refine, improve, and strengthen program outcomes. Distribution will occur at four levels: (1) administrators, (2) staff members, (3) stakeholders, and (4) national implementers. The evaluator will conduct at least two site visits, providing interim written reports when necessary to help strengthen specific

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activities. Formative (mid-year) and summative (end-of-year) evaluations are comprehensive written reports focused on providing specific recommendations to refine the program. In addition to written reports, on-site debriefings and training will be provided to: (1) engage staff in addressing challenges; (2) promote “buy-in” into evaluation; and (3) promote discussion, cross-training, and support. Evaluations will be provided to all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve. The evaluations will also be placed online on the website that is dedicated for 21st CCLC news and programmatic highlights and will be updated monthly. The School employs a Marketing Coordinator responsible for maintaining a relevant website, [www.excel21stcentury.com](http://www.excel21stcentury.com), at which the program’s PBL information, class presentations, special events, family nights, flyers, and calendar of activities will be posted to inform community members and stakeholders of the program. The School will utilize several additional forums to showcase its 21st CCLC program including press releases, the organization’s Facebook page, newsletter, and at community events and forums. During recruitment visits, the staff will disseminate collateral materials with the 21st CCLC logo to schools and community centers to inform eligible students and families about the 21st CCLC program. The School’s website will contain a specific link to a 21st CCLC-dedicated page which includes the existing hours, location of services, and activities as well as those to be proposed. A copy of the proposed project and approved grant narrative and the outcomes such as the formative and summative evaluations will be uploaded at the site for review, and will be updated (date stamped) monthly and showcases the work of the 21st CCLC students. Parents will be encouraged to check the website as well as the School’s Facebook and the clubs’ bulletin boards for information about and continuous updates on 21st CCLC program activity. Staff will be informed about the 21st CCLC program through in-service training, onsite technical assistance, and attendance at offsite training conferences.