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Okaloosa County School District
A.S.P.I.R.E-After School Program In Reaching Excellence

21ˢᵗ Century Community Learning Centers Grant Application
Geographic Diversity Expansion
TAPS 16B036

FY 2015-2016

Scope of Work

Needs Assessment

Okaloosa County School District values the input of parents, staff, community members, and administrators. All of these stakeholders play a vital role in the success of our students. When exploring the greatest needs of the schools throughout the school year, OCSD has a parent committee that meets quarterly. During these meetings parent input is gathered to help determine the needs of Title I schools. This input, in part, was used to develop this grant application for the 21ˢᵗ Century Community Learning Centers Grant. Teachers, community members, and school administrators were also consulted to gather data regarding the needs of their students.

There were four sites that were chosen to be served by this grant were: Baker School, Elliott Point Elementary, Edwins Elementary, and Wright Elementary. They were chosen in part due to factors that influence the population of students they serve. Such factors are significant numbers for their student population have: free and reduced lunch, identified disabilities, homeless populations, and are ESL learners. These schools were also chosen because they either do not offer an after school program or have limited space in the program they do offer. This program will provide the opportunity to serve at-risk students with additional academic and enrichment opportunities.

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The needs that are highlighted in this grant application were identified from various sources to include academic research, input from stakeholders, and performance data. These needs include providing the following:

- fun, motivating opportunities for engaging in literacy experiences to develop early literacy success
- opportunities to engage in STEM activities
- assistance with developing technology skills, to include keyboarding
- exposure to cultural experiences that may not otherwise be readily available
- experience with extra-curricular activities to increase student experience levels and background knowledge
- a safe, consistent, nurturing environment for students to attend after school
- assistance with homework that parents/guardians may not be able to provide
- opportunities for families to receive trainings/workshops to better assist their children or participate in school activities

Four school sites have been identified based upon needs assessment and data.

1. Baker School (elementary) is a Title I School that has 47% free or reduced lunch for the entire K-12 population; but just for the K-5 population it is 60.7%. In 2012-2013, 13.4% students were identified as "disabled", which is slightly higher than the state at 12.9% (http://doeweb

prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=46_41). This school is a K-12 Title I School that serves nearly 1,400 students. It is in a very rural area and spans approximately 254 square miles (http://www.city-data.com/city/Baker-Florida.html). The area does not provide a lot of cultural experiences or academic resources other than at the school site. Technology access, to include Internet, is very limited. Most students do not have technology or Internet access at their homes. The

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school currently does not have an after school program to serve students. In order to receive services or cultural experiences the closest larger city is 12 miles away. An obstacle identified in the data is that students do not have transportation to get to and from school activities, such as tutoring, without being provided busing by the school.

2. Edwins Elementary is an intercity school located in Fort Walton, FL. Edwins has a 73% free and reduced lunch population. The student population of Edwins is comprised of 23.8% identified as having a disability. This is significantly higher percentage than OCSD and the state of Florida averages in the areas of both students with disabilities and the minority population that Edwins serves (http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=46_31).

3. Elliott Point Elementary is an intercity school located in Fort Walton, FL. It has a 71% free and reduced lunch percentage. This school serves a 16.9% disability student population and a considerably greater minority population than the average in OCSD (http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=46_541).

4. Wright Elementary is an intercity school located in Fort Walton, FL. It has a 78% free and reduced lunch percentage. This school has the largest Hispanic/Latino populations at 26%, compared to the OCSD average at 13%. It also has a high percentage of Black students at 21%, compared to the district at 13%. With such a large Hispanic/Latino population and high poverty rate, the students often do not get educational enrichment or cultural experiences outside of the school. They also often come with language deficits as ESL learners. These multiple factors put these students at risk for not only academic concerns, but also behavioral.

Research by Eric Jensen (2009) indicates that students coming from poverty are more likely to move from place to place, experience developmental delays, have higher incidence of medical issues, and fall behind in school. Children from low socioeconomic households

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demonstrated higher incidents of problems with internalizing and externalizing behaviors (Iselin, 2010, p. 62). Externalized behavior transpired into acts of aggression and violence. Internalized behavior in poor children often results in depression, anxiety, and social issues (Iselin, 2010, p. 62).

According to the National Association for the Education of Homeless Children and Youth (NAECY), students suffer psychologically, socially, and academically from mobility; mobile students are less likely to participate in extracurricular activities and more likely to act out or get into trouble.   Mobility during high school greatly diminishes the likelihood of graduation; studies found students who changed high schools even once were less than half as likely as stable students to graduate. It takes children an average of 4-6 months to recover academically after changing schools (www.naehcy.org).

The schools that are identified have high percentages of students coming from poverty. The schools also have a high percentage of mobility of students that come and go daily. A significant number of homeless students attend these schools. This program would serve as a much needed resource to students that demonstrate the need of additional academic and enrichment opportunities that they may not otherwise have the opportunity to experience. This program would provide these additional experiences which could inevitable influence their academic success long-term.

Program Plan

This program would assist OCSD in providing 240 students (60 students per site) that have been identified as having "at-risk" factors opportunities that give them increased likeliness of academic success. "Studies find that students from low socio-economic backgrounds, English language learners, and students with special needs—often underserved in public schools—show the greatest relative improvement in academic achievement when participating in the arts. Research also finds that English language learners are significantly more likely to pursue a college degree if they attend an arts-rich high school (Catterall, 2009)."

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Criteria to determine the students who participate in the program would include: free/reduced lunch eligibility, ESE identification, and ESL learners. These indicators will be used in conjunction with early warning signs such as grades, assessments, attendance, tardiness, health, and behavior issues. An electronic database for attendance will be established on a secure school district server to provide timely accurate data. Attendance will be monitored to encourage consistent participation and provide support to assist families in increasing attendance when needed. Performance and participation files will also be electronically maintained in order to enable communication between the classroom teachers and the program teachers to monitor and provide the most benefit for each student individually.

Academic Focus

The academic focus will include:

- early literacy engagement focus (k-2)

- extended literacy activities (3-5)

- AIMS activities (math/science problem-based learning)

- opportunities to engage in STEM activities

- Crazy 8's Club to increase math skills

- assistance with developing technology skills, to include keyboarding

Personal Enrichment

A wide range of enrichment opportunities will be offered. These opportunities include art, music, drama, exercise and nutrition, STEMM extension and real world problem-based learning activities. Some of these activities will be provided by the site staff, others through contracted services, and some through partnerships.

For the activities provided by the site staff, professional development will be provided to ensure proper training and support.

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Various clubs and special activities will be planned every month. Some examples are: chess club, board game, movie day, The Scrabble Club (http://www.charlotteobserver.com/living/health-family/article18105041.html).

The contracted services will include art, music, and drama. Young Rembrandts will offer an art program that will be provided weekly at each of the four sites (see attachment). Drama will be provided by Emerald Coast Theatre to include theatre games, reader's theatre, movement stories, and music workshops (see attachment). Music will be provided by a contractor that will be teaching student how to make instruments out of household items and applying music to learning.

Family Member Performance

According to research by Henderson and Berla (1994), when student's parents are involved in school the students have increased academic performance and high school graduation rates and less behavior problems. Since the success of students is greatly influenced by parental/family involvement, this program will include parent/family activities. A monthly class will be offered that provides ways for parents to help students academically. A schedule of activities that the students will be participating in will be provided and parents will be encouraged to participate alongside their child during the identified activities.

Parental resources will also be made available. Resources will include access to and instruction on computers, availability to Rosetta Stone for ESL parents, reading materials (books, magazines, newspapers), information and contacts for school and community resources, assistance filing out job, college, and/or assistance applications, GED prep courses, and basic math and literacy courses. Community members/experts will be invited to assist parents. For example some community members will be local businesses that are hiring, local college recruiters, medical/dental volunteers, and any others that are identified as a need.

Information regarding other services the parents may need will be collected and services will be provided as appropriate. Parents will be provided surveys pre and post participation in

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order to assess the programs and resources being provided by this program. These surveys will help to maintain what is working, eliminate what is not, and improve the services provided. When parents are provided a venue where they feel welcomed and successful, they are more likely to participate more often in regular school events. Another residual impact this program will attempt to provide is an environment where parents develop a positive relationship with the school and are more likely to be involved in their student's school; thus leading to increased academic success.

Evaluation

The independent evaluator will be chosen based upon experiences, qualifications, and services proposed. The evaluator's experience must include prior program evaluation and have no vested interest in the operation of the 21st CCLC program and in compliance with OMB guidance. A proven track record of working in cooperation with school districts is also a criteria that will be considered.

Prior to the induction of the program, the program coordinator, principals from the identified sites, and the site coordinators will meet to identify what will be assessed and develop a timeline for assessment. The activity assessments will be designed based upon the outcomes identified for the activity and will be aligned to measure that. Some activities can be measured by assessment data. Other activities will be monitored by attitudinal surveys, products, and monitoring of early warning indicators such as attendance and behavior during the regular school day.

The proposed independent evaluator responsibilities will include:

- Development of the evaluation scope of work with District input
- Delivery of needs assessments to be given to stakeholders (by District)
- Analysis of needs assessment responses
- Analysis of data (conforming to the requirements of the RFP) provided by the District
- All required reporting
- Site visits to District (and, if requested, sites) to discuss formative and summative data and recommendations
- Technical support as necessary on state and federal reporting

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     The program staff would be included in the planning of the evaluation activities. At the start of the program the adult family members would be informed of what the objectives of the program are and the evaluation activities that will be used. It will also be shared what roles everyone will play in the evaluation process.

     Access to the result will be available on the designated CCLC website for the community to be able to access. This information will be also be disseminated directly to the families of the participants by backpack. The website will be regularly used and referred to so that the participant's families are readily familiar with it. The results will be made available to the adult family members, without releasing personal student information.

     The results will also be analyzed and used by the CCLC committee for future planning. Copies of the results will be given to all members of the committee both in paper and electronic format in order for them to be able to share the information as they deem appropriate.

Partnerships

- 4-H Club in providing STEM

- USDA to provide healthy USDA approved snacks

- Special Olympics

- Doolittle Academy