

5.1 Project Abstract

21st Century Community Learning Center of Global Leaders (21st CCLCGL) is a comprehensive after-school and summer program that serves Global Outreach Charter Academy students in grades 3-8 as well as their families. The school received a “D” grade for the 2016. This holistic programming provides activities that support high-quality expanded learning time, academic enrichment and intervention to 240 identified students.

The program provides students with opportunities that aim to achieve program’s stated goals and objectives, such as: improving academic achievement (Mathematics, Reading, and Science), enhancing socio-emotional development, preparation in career-readiness and dropout prevention, promoting nutritional awareness, and cultivating parental/guardian engagement and education. All program activities have been strategically chosen and developed through communication with teachers, students, parents and community partners. All students in the program have the opportunity to receive all services proposed. Targeted students who participate in special education and ELL assistance are also encouraged to participate.

Community partners of the program are an integral component that provide additional services and expertise. Partners include: Cathedral Arts Project, who provide musical and theater experiences to students; Museum of Science and History, who provide science experiences; C8Sciences, who provide brain training activities; and 121 Financial Credit Union, who provide financial literacy classes to adult family members.

Programming results in students who are academically engaged, motivated to learn and excel, while living with healthier life patterns. Programming also creates confident, better-equipped family members, who are capable of supporting their children’s success.

5.2 Needs Assessments

Global Outreach Charter Academy is a Title I school located in Duval County. According to the latest school data, over 68% of students are directly certified through SNAP, TANF, and Medicaid. In contrast, according to the United States Census Bureau (2017), Duval County’s poverty level is 16.0% and the state average for Florida is 13.5%.

Global Outreach Charter Academy Demographic Profile:	
Enrollment by Ethnicity	# of Students / Percentage
Hispanic/Latino	256 (33%)
African American	147 (19%)
White	341 (44%)
Other	31 (4%)
Total Enrollment	775
ELL Students	227 (29%)
Special Education Students	91 (12%)

Our school serves a large number of students who live in economically distressed neighborhoods where median household income is significantly below the state average (32202, 32206, 32209), while the unemployment crime rates are above the state average (32202, 32206, 32208), according to the United States Census Bureau (2016). The majority of the students that we serve are considered to be at-risk.

Over the past 20 years, a significant body of research has evidenced that quality after-school programs decrease delinquent behaviors, develop social skills, raise academic performance, and lower juvenile crime by more than 5% in economically distressed areas. Investment in after school programs save taxpayers’ money by keeping students busy during

the most critical hours between 3 pm and 6 pm, when young people are more at risk of becoming victims, perpetrators of crime, or get involved in gang activities. According to Wilder Research (2007), an investment in after school programs returns a savings of \$4.89 for every dollar invested.

The grant committee worked with administrators, teachers, parents, governing board members, and community members to identify needs of our students and the community. School administrators and GOCA governing board members shared the identified needs through frequent staff meetings using data collection, analysis, and discussion. Data was collected from past performance on state assessment results, in-house testing results, demographic data of the students, and the availability of other community learning centers for the target students and their family members.

In 2016 the school received a “D” grade. The 2015-2016 school data shows our student proficiency in Reading at 37%, Math at 37%, and Science at 29% and Social Studies at 50%. Recent in-house testing results revealed that in Math 57% of our students are on grade level, 32% are one grade level below, and 11% of students are two or more grade levels below. In Reading, 55% of students are on grade level, 23% of students are one grade level below, and 22% of students are two or more grade levels below.

A Body Mass Screening revealed that out of the 276 students who were tested, 35% of these students were considered overweight or obese (>85th percentile) and 20% of students were considered obese (>95th percentile). The proposed programs will provide opportunities for students to become healthier and reduce the rates of overweight or obese students within the school.

Global Outreach Charter Academy attracts a strong ELL population because of our Foreign Language program. The school services 227 ELL students, this represents 29% of the school's

population. Parents of these children struggle with the English language and lack skills on how to help students in reading, math, and science. Therefore, proposed programs for adult family members assist these parents acquire English skills in both reading and speaking. Proposed programs for family members also include parent education nights in math, English/language arts, science, and technology programs which will help parents be able to help students in their home environments more.

In 2016 a survey was given to assess the need of 21st Century Community Learning Center of Global Leaders (21st CCLCGL) program. 58% of survey results revealed that parents strongly agreed that the school would benefit from an after school program, 34% of parents agreed that the school would benefit from an after school program. The survey results revealed that the majority of parents would support our 21st CCLCGL program and believe that the extra enrichment and academic programs would benefit their children.

5.3 Program Evaluation

5.3.a Evaluation Plan

GOCA's Board of Directors intends to employ an external independent evaluation agency, Turnaround Solutions Inc. (TS), which will have no vested interest in the operations of the 21st CCLCGL program. Over the last three years TS has conducted program evaluations for 21st CCLC, GEAR UP, SIG part A, and Title 1 Grants in 27 schools in Florida (21), Wisconsin (2), Rhode Island (2), Georgia (1), and Louisiana (1).

Dr. James Young will serve as the primary evaluator for this proposal. Dr. Young has doctorate degree in Educational Leadership and over ten years of experience in research design and evaluation methods as well as planning and conducting program evaluations.

The evaluator will conduct all the required reports (baseline, mid-year, end-of-year, formative and summative reports) to analyze collected data and report all findings to the Project Director to verify progress within the program framework for review and discussion. Additionally, the Program Evaluator is responsible for visiting the program site three times a year and providing an organized and systematic summary of the project's data, as well as completing the federal data report for USED submission.

The data collector will be responsible for collecting attendance, lesson plans and assessment data from each program component. The instructors will be responsible for taking attendance within the first 15 minutes of each block, which then will be passed to the data collector. Instructors will give assessments to participants in the classrooms, and turn in the assessments to the data collector at the close of each day. The data collector is then responsible for storage and maintenance (reporting, providing brief weekly summaries) of those items until they are to be given to the program evaluator.

To assess the success of the implementation and impact of the program, 8 data collection methods will be used: (1) Site Observations (TS will visit the program site to observe students and programs and gauge the appropriateness of site activities), (2) Program Administrators' Documentation (TS evaluators will review program documents to gain an understanding of the preparation program staff received. Documents to be reviewed include staff contracts and handbook, monthly student rosters, monthly site reports, meeting agendas, large event agendas, and program advertisements), (3) State Test Results, (4) Focus Groups (randomly selected parents, students, and program staff will participate in focus groups) (5) Surveys (will be administered by TS evaluators to students, program staff and families. The survey design will be a short satisfaction survey to collect parent and student feedback to improve programming, (6) Cayen APLUS data and PPICS data (TS will use Cayen APLUS and PPICS data to assess data needed to evaluate program effectiveness, complete reports, and

make recommendations), (7) Staff written and verbal reports (TS will interview staff to gather input in reference to program effectiveness), (8) Exit Interviews (TS will conduct exit interviews and prepare reports and recommendations).

Data collection will use intervention pre, post and periodic follow-up assessment. Florida State Assessments results for ELA and Math as well as FCAT 2.0 (Science) results will serve as baseline data each academic year to identify low performing students and for measuring progress towards program objectives in the subsequent data collection and reporting deliverables. Student grades for quarters 1, 2, and 4 will be collected by the data collector and will be entered into a data sheet in a timely manner.

For technology, nutrition/health and character education a pre, mid, and posttest will be administered using a program created assessment. Dropout prevention will be evaluated using reported grade promotion. Participation in adult family member activities will be assessed through sign-in sheets. Family literacy skills will be assessed using surveys. Analysis of these objectives will be made in August, December, and April.

The evaluation plan will consist of process, impact, and outcome measures related to the program objectives which will determine the success of the program and the modifications required for its improvement.

The evaluation results and feedback will be used to continually improve the program planning, implementation, and future evaluation methods. Evaluation findings will be disseminated through the program's created website which will be updated on a regular basis in order to display deadlines for data collection, analysis of data, reports and staff meeting dates to discuss reports. Evaluation results will also be presented to local community partners and opinion leaders for additional support and feedback. The evaluation plan is designed to ensure

useful input for program's improvement and dissemination of program information to justify funding and improving practice.

5.3.b. Measureable Objectives and Assessments

See the online Measurable Objectives and Assessments Table

5.4 Experience and Capacity

As a Title 1 K through 8 charter school, Global Outreach Charter Academy has documented success of utilizing federal and Title I funding in order to stabilize and improve the school's overall academic performance and school grade. The school had a history of having a "D" grade in 2013 but successful management of public funding contributed to the school's transition from "D" to "C" grade which was sustained in 2014 and 2015 through professional development, tutoring, special education services, parental involvement, and other strategies.

Global Outreach Charter Academy has the evidence of successful experience in managing publically funded programs, such as Food Service Equipment Grant as well as School Network Grant. The school has proven success in collecting, maintaining, analyzing and reporting programs evaluation data and well as at managing public funds in compliance with federal, state, and local rules and regulations and adhering to all deliverables with due date reports in effective and timely manners.

Also, with such programs as the National School Lunch Program and school fundraisers with an Activities Coordinator and Chief Financial Officer on campus daily to monitor and manage public funding. School leaders with a wealth of experience, along with endless dedication, and enormous efforts contributed to Global Outreach Charter Academy sustaining growth, whereby the school grew from 280 students in 2008 to 775 students as of today. Global Outreach Charter Academy has demonstrated success in organizing and providing a wide

range of after school clubs and activities for the last seven years in the areas of sports, music, languages, crafts, tutoring, and extended day programs. The after school clubs and tutoring appointments that have been held on this site have proven to help our students grow according to a wealth of school data (USA Test Prep, iReady). However, the school documents that the biggest obstacle towards a vast majority of children being enrolled in the after school activities, is the parents' inability to pay even the nominal fee to join a club. Consequently, many Level 1 and 2 children who would benefit from such a range of activities, are not able to participate.

21st CCLCGL program development is based upon a needs assessment and is aligned with administration's capacity and experience of designing and implementing such programs. The program staff will include a Program Director in charge of the site, who has a Bachelor's degree, experience in coordinating large school activities, managing student discipline well, has experience with storage and maintenance of data, and analysis of school data to report. The staff will also consist of a data collector, who has a wealth of experience in storage and maintenance of important documents. The staff will also include school day Florida certified teachers, certified enrichment staff, and experienced community partners. All of the members of the team will be carefully selected based on their qualifications, certifications, and documented successes in after school program development and management.

The program will have access to necessary administrative support of the school, as well as payroll, purchasing, and other financial resources. The program's Advisory Board will consist of two parents, two middle school students, two certified teachers, two members of administrative staff, and two members of community partners. The Advisory Board will hold at least three meetings per year with minutes and attendance recorded, to discuss the program's progress towards stated goals and objectives, operations, needs, concerns, and sustainability. The meeting minutes and discussion points will be uploaded on the 21st CCLCGL webpage.

5.5 Partnerships, Collaboration and Sustainability

5.5.a Community Notice

Following the submission of the intent to apply to FDOE, Global Outreach Charter Academy has posted the application and a public notice on its official website <http://www.goca.us>. The school's website is visited regularly by all GOCA students and their parents, accounting for around 7,000 visits a month. Additionally, Global Outreach Charter Academy posted an intent to apply for the 21st CCLC program via press release with media partners such as online family portal Fun 4 First Coast Kids website allowing public comments and feedback. The application will also be available for public access at the Duval County District office front desk.

The initial version of the proposal was presented to the school's Governing Board for approval at a regularly scheduled meeting. All members of the Board signaled approval for the proposal application to be submitted.

The 21stCCLCGL program will have its own dedicated website which will be designed, developed, launched, and maintained by the school's web developer in a timely manner. The web developer has proven experience in creating interactive, informative, and user-friendly websites. The website will contain details on program activities, program staff, hours of operation, official 21stCCLCGL RFP, all legal reports and findings, contact information and contact forms for effective and timely communication and feedback. GOCA will provide an in-kind contribution towards development and maintenance of the program's website via its IT Department.

The CEO of Global Outreach Charter Academy held a meeting with the principal of the only private school in the nearby area in May 2017, Seacoast Christian Academy, inviting them

to participate in the proposed programming but they declined to collaborate with GOCA on this program at this time.

5.5.b Partnerships

The Cathedral Arts Project is a reputable community cultural organization whose mission is to enrich the quality of life in Northeast Florida through unleashing the creative spirit of young people. By providing access to instruction in the visual and performing arts, they empower more than 2,000 underserved, school-aged children each year to succeed in all areas of their lives (Cathedral Arts Project, 2017).

The Museum of Science and History (MOSH) offers informational science and history education, as well as hands on and interactive learning for Pre K through grade 12 students. The Museum's mission is stated as "to inspire the joy of lifelong learning by bringing to life the sciences and regional history," therefore striving to provide quality STEM education and professional development opportunities for STEAM educators in the community (MOSH, 2017). At their facility, MOSH features several larger-than-life outstanding interactive exhibits, while holding educational science workshops for visitors.

121 Financial Credit Union has a wealth of experience educating students and parents in financial literacy by providing workshops and seminars for personal spending plan/budget, setting smart goals, protection from identity theft, using credit wisely, and various other financial topics.

C8Sciences offers research-based brain training programs that strengthen executive function skills and help close the achievement gap. The program has been continuously recognized by the Neural Science Community as significantly transformative. The proposed program, ACTIVATE™, is specifically designed to be used by children in school. Data provided

by schools using ACTIVATE™ show that the program has been effective in increasing academic achievement with an effect size often greater than one-to- one tutoring.

These partnerships will bring priceless benefits to both participating students as well as their families. Global Outreach Charter Academy is determined to maintain relationships with the above mentioned partners through regular meetings and correspondence to set goals, objectives, design services, monitor progress, and address concerns as they arise.

5.5.c. Collaboration with the Regular School Day

Collaboration and partnership between program and school staff is crucial to the successful implementation of the proposed programming. All during the day staff members will work cohesively with the after-school program instructors by providing their lesson plans to the academic after-school instructors. Instructors that work during the school day are contracted until 4:00 pm. They are required to submit their lesson plans to Administration by 8:00 am on Mondays, therefore, the program director will have access to them via Administration. Additionally, because of their contracted hours, the instructors can answer any questions that the after school program instructors have before the day's programming begins at 3:00 pm. The program director will be a part of the school team to promote communication, program planning and coordination with school needs, problem solving, and maximum impact. The program director will also participate in the school's weekly leadership team meetings and some school staff and department meetings to be informed of all upcoming school events. This will promote a cohesive team approach that integrates seamless services from the school day to ELT, after school, and summer programs.

Communication during the academic year will be handled through project director, school administrators, teachers and staff. School day teachers will contact the after school staff

with any questions or concerns and the after school staff will do the same if needed. Data sheets will be reviewed by the program's staff monthly during the program. The data is then discussed after each progress report and report card distribution date. Data sheets will contain report card grades, FCAT 2.0 and FSA scores, pre, mid and post test results and demographic information. Global Outreach Charter Academy contributes after school snacks and summer's breakfast and lunch. The school currently utilizes the CEP Afterschool Snack program during the school year and the USDA Seamless Summer Operations for breakfast and lunch for students during the summer.

5.5.d. Sustainability

The 21st CCLCGL program will develop sustainable relationships with community partners and non-profit organizations to access community services and support. Agencies include Cathedral Arts Project, 121 Financial Credit Union, and the Museum of Science and History. Representatives of these agencies will also serve as advisory committee members. The program administrators will seek additional agencies to partner with throughout the program years. The state will be notified of new and continued partnerships regularly, as they arise.

The program administrators are in and will continue to be in constant search of resources available to the students at no cost. The program will utilize all possible programs and assessments in order to maximize effectiveness with as little cost as possible. Program administrators will also work towards sustainability for the proposed programming by exploring other funding sources to supplement the program's budget. Title I and other federal, state and local funding sources will also be explored as possible additional funds. While it is a desire of the school to eventually fund 21st CCLC of Global Leaders with other funding sources, the reality is there will most likely be a major need for a dedicated funding source.

Program administrators will continuously search for ways to leverage existing funds to maximize the impact on the target population and sustain the program beyond the five year funding cycle and will seek additional grants for which to apply to support the activities and goals of the proposed program. The school will employ several strategies over the funding period to provide sustainability resources for the summer and after school programming within current partnerships, while developing new ones. Sustainability will also be maintained into the school's annual fundraising campaigns and into strategic level planning throughout the funding periods to ensure a variety of resources are available to sustain the program.

5.6 Program Plan

5.6.a Target Students

The 21stCCLCGL program will target 240 students in grades 3-8 who attend Global Outreach Charter Academy. Students in grades 4-8 will be identified based on their performance on the FSA 2017 in language arts and math. Students who score a level one or level two in either language arts or math will be targeted for participation. Students in grades 3 will be identified based on the i-Ready Reading and Math Diagnostic given at the end of the school year. The i-Ready Diagnostic will identify students who are below grade level and the school will target these students. The school is targeting students who are in the bottom 50th percentile in grades 3-8 in both the areas of math and language arts. The program will target ELL students who have little language acquisition. The school site attracts many students who are new to the English language and the 21stCCLCGL program will also target these students.

The needs assessment identified that 37% of our students were proficient in Language Arts and 37% of our students are proficient in Math. The target goal of identifying students in the 50th quartile and below will ensure that all students who are not proficient in either language arts or math will be able to get extra support in the areas that they need. These targeted students

are not proficient and face many barriers to success because they are not on grade level.

Through the 21st CCLCGL program school staff will be able to identify where the student is and teach the student at his or her level, which sometimes cannot be done in a regular school day.

All students in the program will have the opportunity to receive all services proposed. No students will be denied admission due to a special need or disability.

5.6.b Recruitment and Retention

The 21stCCLCGL program will target 240 students based on their performance on i-Ready Diagnostics and FSA 2017. After the release of the FSA scores for 2017, students who scored a level one or level two in math and/or language arts will be identified. These students will be directly notified about the program and will be invited to participate. The program director will work with the school's parent liaison to contact the parents of identified students. Parent liaison will be bilingual given a large number of ELL target students. These parents will be able to access the website for the 21stCCLCGL program to learn more, and staff members will be able to address any questions parents may have. A survey was also given to the students of the school and parents conveyed a high need for stronger academic programs within after school hours, therefore recruitment of students is expected to be done with ease as parents are looking forward to the extended school day programming.

Student retention in the program will be encouraged through both educational and enrichment activities that students enjoy. Engaging project-based learning (PBL), interactive computer-based programs that individually adapt learning, and fun academic and enrichment activities are intended to retain students as they are highly interactive and practical.

Retention is an important component to the success of the program. Therefore, the 21stCCLCGL will provide awards ceremonies quarterly. These awards ceremonies will celebrate students' successes and learning gains that they have made throughout the program.

Parents will be able to participate in these ceremonies and celebrate their child's success as well. At the end of the program, students will participate in a dinner and receive fun "Global Leader" awards. The students will set goals for themselves for the upcoming nine weeks and will be intrinsically motivated to achieve these goals. A growing body of research suggests that intrinsic motivation is one of the major determinants for academic achievement and success with increased knowledge and test scores (Hesek, 2004). Students are required to attend daily as research proves that regular attendance and active participation increases positive impact on academic outcomes (Learning Point Associates 2007, p. 72). Attendance logs will be kept and parents will be notified if their child is in danger of being withdrawn from the program due to low attendance.

5.6.c Student Program Activities

21stCCLCGL program elements incorporate Florida Standards and provide educational and personal enrichment activities for students that align with regular school day activities. All academic activities will be delivered by Florida certified teachers to teach reading, math and science lessons that are designed to correlate with the Florida ELA and Math Standards and the Next Generation Sunshine State Standards for Science. The program will actively engage all 240 target students in academic and personal enrichment classes each day both throughout the school year and summer time. The teacher to student ratio will be 1:10 for academic program activities and 1: 20 for enrichment activities.

Each day will start in the school's cafeteria. From 2:45-3:00, students will be given a nutritious snack provided by the school's Community Eligibility Provision Program. At 3:00, students will begin one of the transitions for the day. All students will participate in three transitions a day. The different transitions include: a Fine Art component and physical fitness component, an academic component, and a homework help and brain training component. The

students will transition quickly from one activity to the next and each component will last 55 minutes.

In order to increase academic success, 21stCCLCGL program will provide 55 minutes of homework help a day to all students. During this time, students will also participate in 15 minutes of cognitive brain training. The ratio for homework help will be 1 to 10 and the program will use certified teachers to assist students in homework completion. Student homework progress will be shared by the regular school day teachers through a student need form, direct communication, and a homework calendar. Students who do not have homework will participate in i-Ready Reading and Math computer programs and tutoring sessions. The needs assessment identified that 89% of our parents agree/strongly agree that homework help is an important component to an after school program.

21CCLC programming approach is to target overall development of all 240 actively participating students. Multiple studies reveal that often deficits in cognitive abilities such as attention, working memory, problem solving, logic and reasoning, and multitasking are the major obstacles towards academic achievement. According to the recent studies, substantial evidence exists that cognitive training approaches to enhance executive function, cognition, learning, and memory can induce sustained, reproducible physical changes in brain activity and structure (Cattell, 1941; Horn, 1965; Carroll, 1993). Therefore, students will participate in cognitive brain training activities during the homework block of their afternoons. 21stCCLCGL will partner with C8 Sciences and they will offer a unique program, ACTIVATE™, aimed to increase attention, memory and other executive function skills through a combination of computer exercises and physical exercises based on the latest neuroscience research on cognitive training programs from Yale.

Students will also transition to academic classes during the after school time period. These classes will be daily and will be taught by Florida certified teachers at a ratio of 1 to 10.

PBL and STEM activities will be incorporated into math and science lessons using a wide range of teaching modalities (e.g., instruction, hands-on, free exploration, and tinkering) that meet students' different learning styles and different levels of need and ability. Reading lessons will focus on explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will participate in each subject for 55 minutes a week: 55 minutes will be devoted to reading, 55 minutes to math, 55 minutes to science, and 55 minutes to technology, character education, and nutrition/health courses (enrichment). Planned PBL/STEM activities will include: building a volcano, building a pulley machine, money math, mirror symmetry, and a school garden (Global Digital Citizen 2015). Furthermore, 21CCCLGL will partner with the Museum of Science and History (MOSH) which will provide hands-on, inquiry based activities that will meet a variety of learning styles of all students. An example of this partnership, MOSH will help students learn about two-dimensional and three-dimensional shapes and construct towers and bridges through the program "Construction Instruction".

Science lessons will be designed around free exploration and discovery education programs. These lessons will help students investigate real-life situations through a variety of media, including full-length videos and segmented clips, virtual labs, integrated science simulations, explorations, and reading passages. Reading lessons will be designed around the SRA Corrective Reading program. This is an explicit program that focuses on two components—decoding and comprehension. Students' skill development is designed to progress as they move from lower to higher levels. This program will provide explicit instruction to help students pinpoint where they are and provide instruction to help them increase proficiency. Math lessons will consist of IXL Math program. IXL math lessons will help students with math fluency and will be the warm-up to each Math Lesson the student receives. Research published by The National Council of Teachers of Mathematics (NCTM) states that students who cannot retrieve basic facts easily get lost and often cannot follow the logic of an explanation

given by the teacher or a peer when the problems are embedded within more complex mathematic operations, such as simple algebra or long division.

Incorporating college and career readiness activities into the 21stCCLCGL program is an important step to creating Global Leaders of the future. Students will participate in many college and career readiness activities on their enrichment block activity. These activities will include students learning about different career clusters such as: energy, hospitality and tourism, human services, etc. As a culminating activity students will identify and take notes on different careers and chose the career that they will think is the best for them and complete a career portfolio.

The third component/transition students will participate in is the Fine Arts and Physical Education Component. Two days a week students will participate in a fine arts activity of either dance, chorus, strings, or theater. The Cathedral Arts Project will provide classes to all 240 participating students two afternoons each week during the school year as well as during the summer program. Instruction will be provided by one lead teacher and one assistant in visual and performing arts and will incorporate age-appropriate benchmarks from the Florida Department of Education Sunshine State Standards. Complementary to such classes, students will have opportunities to visit museums and live performances. For the other two days of the week, students will participate in physical fitness activities covering the NGSSS for Physical Education.

The programming will end at 6:00 p.m. daily as required by the RFP. Programming will be offered for 3 hours a day, Monday- Thursday and will start within one week of school start and end 1 week before school ends during the school year. Summer programming will be offered for six weeks Monday through Thursday from 8:30 a.m. until 12:30 p.m. followed by a nutritious lunch from 12:45 until 1 p.m.

5.6.d Adult Family Member Program Activities

Decades of research show that when parents are involved in their child's school life, students have a tendency for higher grades, test scores and graduation rates, improved school attendance, increased motivation, better self-esteem, lower rates of suspension, and fewer cases of violent behavior. The earlier in a child's educational process parental involvement begins, the more powerful the effects on a student's achievements and success (Center for Public Education, 2011). The proposed program will provide family members of participating students with opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Parent surveys were used to develop a plan to serve the adult family members based on the needs of the community served. Nine different activities will include: opportunities for literacy and related educational development for adult family members, arts and crafts projects, movie night, celebration evenings where students will post student work and a slideshow of pictures will be presented, board game night, etc. The goal is to provide engaging meaningful and ongoing range of activities beyond the minimum requirements that will equip family members with skills needed for active and meaningful engagement in their children's education.

Additionally, proposed programs for adult family members include parent education nights for math, English/language arts, science, technology, and financial literacy. Before the start of the programming, information session reviewing the 21st CCLC program requirements and activities will be held for all the parents of the participating students. Parents may attend the afterschool/summer program on any day to learn and understand what the students do during the program. Families can visit the 21stCCLCGL website for information and up-to-date list of events offered as well. Sign-in sheets will be used at each parent night to measure attendance and involvement. A monthly newsletter will be sent home to parents to aide with common

parenting/school related issues. The 21stCCLCGL goal is for parents to become more effectively involved in their child's education to enhance learning in both adults and students.

The program director will be responsible for the organization of the activities. Certified teachers will present for the reading, science and math nights. The events will last from 1-3 hours, depending on the event type, and take place on the last Friday of each month except for the months of December and June.

5.6.e Staffing Plan and Professional Development

21stCCLCGL's project director will oversee all program's personnel to ensure that all deliverables to the FDOE are completed in a timely manner. The director will be responsible for organizing, implementing and coordinating all elements of the proposed program. All completed data, monitoring, and evaluation materials will be submitted to the director and then to the evaluator for submission to the FDOE. The director will facilitate advisory board meetings, conduct needs assessments and organize the evaluation of the program. The director will review curriculum lessons, oversee all purchase orders, participate in the advisory board, communicate with parents, oversee the facilitation of assessments, locking and maintaining collected data, scheduling for staff, handle staff absences, transportation, dismissal, and dismissal procedures. The director will monitor all programming activities on a visitation schedule to ensure that proper procedures are constantly in place and in practice.

The independent evaluator who has successful experience evaluating 21st CCLC programs will analyze proposed data, provide an organized and systematic summary of proposed project data for the project staff to review for ongoing monitoring. The evaluator will be responsible for completing the baseline, mid-year, end-of-year, formative and summative program's reports required by the state. The evaluator will also complete the federal data report and submit it to the USED.

The data collector will be responsible for collecting attendance (immediately after the first 15 minutes of each class), lesson plans and assessment data from each program component. The data collector is then responsible for storage and maintenance of those items until they are to be given to the program evaluator for summative assessments.

The collaboration liaison will be responsible for ensuring that active collaboration occurs in program planning and implementation, in accordance with the RFP.

Florida certified teachers, as well as school day teachers will provide direct instruction to actively participating program students during the operation hours in reading and math activities and provide enrichment instruction. Program teachers will implement, administer and monitor lessons and PBL units.

The Main Office secretary will be responsible for monitoring the front office during program hours, making phone calls home, creating visitor passes for non-employees, assisting with students that are ill, greeting families, answering program questions, and delivering messages to parents and program staff as necessary.

All adult staff employed by the program will meet the Level II criminal background as described in Chapters 39, 402, and 409, Florida Statutes and will meet all state requirements. All instructor jobs require at least a bachelor's degree and a valid Florida teaching certificate, with the exception of the independent program evaluator, who is not required to have a valid teaching certification. Job postings will be advertised at the end of the academic year for the following school year on the school's and official program's websites and Teachers-Teachers.com under GOCA's account. Recommended applicants will then be approved through the Advisory Board prior to the program's training date. All staff will be trained at the beginning of each school year and new staff will be hired throughout the year as necessary. Newly hired

staff will not be able to start without proper background screenings and training on all components (curriculum and safety) from the program director.

Professional development will be offered at various times throughout the year for all program's staff and will be geared toward student needs. School district funds including Title I and Title II will be coordinated for professional development activities. The program's funds will be used for the program director and one staff member to attend the annual state program conference. Funds will also be used for three staff members to attend the After School Alliance Conference in Orlando, FL. The training will include the information received from the program and state conferences. The program director will then conduct official training to the hired certified program staff. The program staff members will be required to participate in corresponding professional development days during pre and post planning, which is coordinated through Title I and Title II funds. Professional development topics will include Florida standards, professional practices, safety, and instructional engagement. Program specific training will be held by program leadership at least 4 times per year after data has been collected on students and is ready for review. Discussions will revolve around curriculum, timelines, needs, progress and successes of the proposed program.

Professional development plans will also be responsive to the needs of the program staff. At least two staff members on site will have CPR/First Aid training.

5.6.f Program Center(s)

The 21st CCLCGL program will take place exclusively at Global Outreach Charter Academy's well-equipped and safe facility. The programming will have the full use of the school facilities which includes classrooms, restrooms on each classroom floor, cafeteria, a computer lab, library, outside playgrounds and athletic facilities. Utilities (water, electricity, telephone, internet access,) are provided entirely in-kind by GOCA's School Board. These facilities provide

program with a safe space for snacks and meals, computer-based lessons, and a variety of interactive academic and enrichment activities for students during the after school and summer school hours. Families will also have access to these facilities as they are necessary for use.

5.6.g Safety and Student Transportation

Safeguarding the wellbeing of all participating students and staff is a top priority for 21st CCLCGL programming. The school's competent professionals develop and monitor the system of safety policies and procedures. GOCA currently has security cameras placed at the corners of hallways on all classroom floors and at entrance doors. The cameras assist the administrative staff to monitor all student hallway behaviors and visitors in order to ensure that they are properly signed in, while still allowing students to move freely through the classroom floors. These safety practices will remain on-site throughout the after school program hours and during the summer time hours. Other safety practices include appropriate staff-to-student ratio, proper sign-in and sign-out procedures, identity and background checks for all employees. All students will be supervised by Florida certified teachers during the program hours.

Appropriate procedures and regulations will be in place for on-site and off-site activities, including transportation. The proposed programming will be provided on-site of the school, therefore transportation will only be required occasionally for the purposes of field trips. Transportation procedures will be in compliance with existing regulations, such as contracting only with approved bus companies that have been screened for field trips, providing relevant and plenty of escorts to students, as well as mandatory field trip T-shirts for easy tracking and identifying in the event that programming actually takes fieldtrips. Program staff will be trained and provided with training materials by members of GOCA's Administration for off-site procedures and regulations for the safety of students and staff. These safety procedures include designating an appropriate number of staff members to students at all times,

exchanging various methods of immediate communications upon behavior incidents and groups counts occurring frequently on a time interval basis.

In compliance with state and district regulations, GOCA has an emergency procedures plan in case of an accident or crisis. Since the safety of our students is of critical importance during the after school program, the personnel handbook and student code of conduct from the regular school day remains in effect during the entire time students are on campus. GOCA regularly conducts safety and fire drills to ensure safe evacuation from the buildings on a monthly basis. GOCA held a CPR/First Aid training for paying staff members and 21stCCLCGL programming will ensure that at least two staff members on site will be CPR/First Aid certified.

21st CCLCGL program director will follow established rules and regulations related to the process of hiring and selecting employees, which includes level two background screening, professional reference checking, and existing, valid licenses and certifications.

Because the programming's site will be the school site of the targeted students, students will be escorted to their corresponding programming classrooms by their school-day teachers. These students will then have access to the Main Office and the office secretaries to answer phones and make calls home for student pickups from the after-school programs as needed. Upon dismissal of the program day, the students will be escorted out by instructors and the students will be picked up by their family members. Program staff will use an "all hands on deck" method for dismissal at the car loop of the front of the school. This method will require that all staff members are to assist with dismissal as family members arrive. The program director will then ensure that all students were picked up safely. The students that are not picked up on time will be escorted to the Main Office by the program director, and their contact numbers will be called. The program director will be responsible for overseeing dismissal and that all students are picked up by their families safely.

5.6.h Dissemination Plan

As programming will serve school's students and their families, marketing and outreach channels will include a variety of methods which are proven to be most effective form of communication. Such communication channels include word of mouth, e-newsletter, promotional banners on the school's official website, school's personal social media channels, phone calls home (GOCA has Russian and Spanish translators on-site that available to make those calls) and letters sent home with students. All these channels are proven methods of reaching students and their families to inform them of upcoming program events.

Most importantly, the dedicated program's official website will be created. GOCA's Web Developer and Designer under the IT Department will build and maintain a professional, functional website for the proposed programming. The website will be promoted through the school's internal resources and channels outlined above. The website will include detailed information on all programming elements such as: details of services and classes offered, schedule, program staff, contact forms, the 21stCCLCGL proposal and the impact of the program funding. Website information and requests for contact will be monitored on an ongoing basis, while being updated to reflect changes, special events, announcements, and required reporting on impact of the programming on the lives of actively participating 21st CCLC students and their families.