

21st Century Community Learning Centers

2018-2019 Request for Proposal

United Methodist Church Youth and Children's Center - The Nest

Narrative

3.1 Project Abstract

The United Methodist Church Youth and Children's Center partnering with Franklin County School District works to address the needs of Franklin County's most at-risk students with the 21st Century Community Learning Center after-school and summer programs, called "The Nest". The program uses homework assistance, tutoring and enrichment activities to improve student's grades, attendance, behavior and FSA performance. In addition to providing programming for students, the program offers adult family members activities to encourage their participation in their student's learning gains. All students within the Franklin County School District, grades Pre-K – 8, are eligible to participate. The Nest operates two sites: United Methodist Church Youth and Children's Center in Eastpoint and old Carrabelle High School Fieldhouse in Carrabelle. The program serves 120 students for after-school, holidays, teachers' work days and summer components. The program operates 180 days during the school year 3:30 – 6:30 P.M. The program is open on 10 holidays/teacher work days and summer for 39 days 8:00 A.M. – 5:30 P.M.

3.2 Community Notice and Needs Assessment:

3.2 a. Community Notice

The Nest prepared and ran advertisements in the community newspaper "The Apalachicola Times, broadcast and websites of local radio stations: Oyster Radio Advertisements were run the week of August 1 and 10, 2018. At the July 16th Franklin County

School Board workshop, a letter request partnership between the UMC Youth and Children's Center and Franklin County School District was presented. The MOU was placed on the July 26, 2018 FCS Board meeting agenda and approved. On July 31, 2018 a letter was sent to Franklin County Consolidated school, principal informing her of the intent to submit a proposal to serve their students as well as the Apalachicola Bay Charter school and the First Baptist Christian School. Letters included a request for input to, and teacher collaboration, in projects, activities and student success.

Once the RFP proposal is complete and submitted, no later than August 10, 2018, a copy will be supplied to the target school to post on the District website. The proposal will also be available on the program's current website. Newspaper and radio advertisements will include notice that the proposal will be available on the district's and program's website.

3.2.b. Needs Assessments

Using data from various sources; personal interviews with school district staff, Census reports, FDLE reports, and newspapers it was determined that Franklin County students in Eastpoint and Carrabelle could benefit from afterschool programing funded through the 21st CCLC grant.

Franklin County is an economically depressed coastal community south of Tallahassee. Though the county jobless rate hovered at 3% in December 2017, many families working in the seafood industry, were heavily impacted by the BP oil spill, limited fresh water (Georgia, Alabama and Florida Water Wars), and oyster harvest restriction resulting in minimal earnings. According to 2016 US Census records, 23% of the county's 11,901 residents are below poverty level. Franklin County has the highest percentage of students in the state eligible for free and reduced-price lunch (100 percent). Franklin County schools also have a high percentage of students classified as homeless as defined by the Federal McKinney-Vento Homeless Assistance Act. Students who lack a fixed, regular and adequate nighttime residence are

considered homeless, as well as those who, due to a loss of housing, must live in a shelter, motel, vehicle, campground, on the street, in abandoned buildings, or doubled-up with relatives or friends. According to reports submitted by district homeless liaison Sunny Stultz, 213 students qualified for homeless services during the 2017-18 school year (Rhonda Griffin, personal communication, February 2018). In June of 2018 Franklin county experienced a wildfire due to a prescribed burn that destroyed over 900 acres and 48 homes. The fire left approximately 25 Franklin County School students homeless, many of these students were already residing in the homes of relatives. The fire left these students in both physical and emotional distress.

Because Franklin County is a rural area, many adults have only a high school diploma or less, literacy is an important concern. In 2014 The Franklin County Literacy Center closed, and the Gulf County Work Force began providing ABE classes and GED testing. As of 2017 The Franklin County School District created an Adult Education Program that works with adults to obtain basic competency in reading and to prepare for the GED test. According to Program Director, Nick O'Grady, the Adult Education Program worked with 32 adults on Adult Basic Education (ABE) and GED preparation (N. O'Grady, personal communication, March 2018). Adults TABE tested and placed in an online and one on one studies. The program offers both day and evening classes in order that students can prepare for GED testing. The Franklin County Adult Education program has an onsite GED testing Lab, staffed by Franklin County School District employees. Over the past year the program has served 32 students, 10 of which have tested and received their diploma. The program anticipates seeing 75 or more in the next year. There are plans to add a Citizenship program in the coming year. We look forward to working with the Districts Adult Education Program to meet the needs our adult family members.

In the previous 21st CCLC programs, parents have overwhelmingly asked for homework assistance during the after-school program, again the current survey also showed the number one need was for homework assistance, followed by holiday coverage and more days during

the summer. Parents, students and community partners were asked for their input in creating the 21st CCLC plan. The program surveyed parents and students in March 2018 about their satisfaction with the previous school year's after-school programming and listened to their requests for homework assistance. It was determined that moving the program to the Franklin County Consolidated School site would present hardship for many of the Eastpoint families. Project Impact, the county's 21st CCLC program in Apalachicola is 8-10 miles from Eastpoint and 22 miles from Carrabelle. The lack of transportation to and from the program and the limited number of available openings makes attending this program a hardship for the students of Eastpoint and Carrabelle. That the present time there are no other community resources available to cover the needs of these students. The End of Year surveys showed that without this program our students would stay with a neighbor or other family member or remain at home with no adult supervision.

In preparing this proposal a meeting was held with Dr. Sue Summers, Director of Curriculum and Special Programs, to discuss the needs of the district. The topics were dropout rate, absentee rate, and FSA performance. The dropout rate in Franklin County School District has increased significantly in the past five years to 10% and the absentee rate was 19.17% for 2016/2017 also increased over the previous five years. Students showing proficiency in reading were as follows: third grade, 35%; fourth grade, 41%, fifth grade, 25%; sixth grade, 19%; seventh grade, 23%; eighth grade, 44%. Third grades scores remained flat, while fourth grade saw a significant increase over last year, to 41% from 24%. Fifth grade increased by 16%, from 19% to 24%, while sixth and seventh decreased 37% to 19% and 30% to 22% respectively. The grade eight scores increased from 34.7% to 44%. Even though some grades saw increases, the percentage of student scoring 3 or better is low and needs improvement.

The percentage of students demonstrating proficiency in math showed an increase in grades third, fourth and seventh, from 37% (9% increase) in the seventh grade to 41% (17%

increase) in the third grade, while grades fifth and sixth saw a decrease 21% (-3%) and 21% (-9%).

Requests have been made for the district to share the improvement plan with the program. The program will work with the district office staff to ensure that program activities align and support the Franklin County School Improvement Plan. The program will work with school day teachers, staff and guidance to identify students in need of tutoring and/or remedial work. If those students are not currently enrolled, the program will contact parents to encourage program participation in tutoring services. Program will also work with Rhonda Griffin, school district staff, and PAEC staff member assist to students in completing work for STEM certifications. The program also plans to work with the district Adult Education program to offer remote sites of study for GED.

The Pastor and Program Director both made several attempts to contact FBC Christian School, in Apalachicola. The program staff have not received any communication from them at this time. We will continue to attempt to make contact. Once program has been approved for start-up, a mailing will be made to notify them of the program offerings and that their students PK- 8th are eligible to attend free of cost.

Once the grant is awarded the program will communicate with Principal Jill Rudd, asking for a meeting to discuss the development of the program that will meet the needs of the students of Franklin County PreK-12 Consolidated School.

At the July 16, 2016, Franklin County School Board workshop, the letter requesting partnership with the school district and UMC Youth and Children Center in 21st CCLC After school program as well as a presentation of how the program would be structured was presented. A request for the Memorandum of Understanding to be placed on the July 26, 2018 Board Meeting was requested on July 17, 2018.

The Crime rate in Franklin County in 2016 as reported by FDLE was down from 2015, however aggravated assault reports increased 69%, from 16 to 27. Domestic Violence was down by 9.7%, 56 from 62 (Crime in Florida Abstract, Jan- Dec. 2016, data as 5/27/17 FDLE). Even through there was a decrease in Domestic Violence many of our students were direct or indirect victims of these crimes. Many of our students have one or both parents incarcerated due to drug related crimes, have physically lost their parent to drug related deaths. In May 2017 Franklin County reported a 9% increase in overall crime (Tallahassee Democrat 5/22/18).

3.3 Dissemination of Information

Notices of registration drives, special events and program activities will be printed in the local newspaper, posted on the program website and program Facebook page and announced on the local radio station, as well as on the school district website and Facebook page. Parents, students, regular school day staff, community partners and other stakeholders will also be kept informed of program happenings via emails, letters, program website, and program Facebook.

A parent liaison at both sites will provide face-to-face interaction with adult family members and other stakeholders daily and personally invite them to participate in program events and activities. The program will continue using the current "The Nest" website, thenestprogram.org, using WIX. Modification and improvements will be made to the site to make it more user friendly and better maintain the required grant information. The site will include the individual site's address, phone number, hours of operation and contract information. There will be information on School Break and Summer programs, dates and times. There will be a school day, school break and summer program schedule and registration forms. A page for Grant information will be added it will contain the Grant Request, Award, Objective and an Objective update (report card) as well as our Formative and Summative Evaluation along with the Mid-Year and End of the Year Data. The updated website will be launched within 30 days

of the award notification. The program specialist with the help of individual Site Coordinator will maintain and update the website. In addition to the website the program will maintain a Facebook page “The Franklin Nest Program”. We have found that this is one of the best ways to provide information and well as communicate with our parents and adult family members.

3.4 Target Population, Recruitment and Retention

All students within the Franklin County School District, grades Pre-K – 8, are eligible to participate. Students scoring level 1 & 2 on FSA, and those identified by school day staff as at-risk students will be given priority. Students with special needs identified by school district will also receive priority placement. Program staff will work closely with Franklin County School teachers and guidance counselors to identify and encourage students to participate in the program. Letters will be sent to the parents/adult family members of identified students with information on The Nest Afterschool Program and inviting them and their student to contact the afterschool program for more information and availability. Registration packets that outline program goals and offerings will be available at both sites, as well as the Franklin County School, to market the program to new participants. Notices of registration drives, special events and program activities will be printed in the local newspaper, posted on website and program Facebook page and announced on the local radio station. Due to no grant award prior to school beginning the program will not attend the school open house. However once awarded Nest Registration packets will be available in the school front office and will be available for new student registration packets. The program will attend all future open house functions. Parents will be reminded at registration time that this is not a “Drop in Program” and that students will be at risk of losing their slot if they do not attend regularly. Parents will be notified in writing that slots will not be held for more than one week before being filled by students from the waiting list. Attendance and length of time at program will be monitored monthly by parent liaison. This report will be provided to the Site Coordinator to follow up with parent/adult family member as to

any issues or concerns. Students that check out early or miss more than one day per week will be counseled that they will be at risk of losing their slot. A waiting list will be maintained, and students will be contacted on a first come first serve basis when slots are open. Our programming and activities will entice students to attend regularly and remain the full time.

3.5 Times and Frequency of Services Provision for Students and Adult Family Members

All students within the Franklin County School District, grades Pre-K – 8, are eligible to participate. The “Nest”, operating at two sites: **United Methodist Church Youth and Children’s Center** in Eastpoint and old Carrabelle High School Fieldhouse in Carrabelle serves 120 students for after-school, holidays and summer components. Services will be aligned with the school district calendar throughout the grant funding period of September 1-2018 – August 31, 2019. The after-school program consists of 36 weeks during the academic year, 3 days during the Winter/Christmas Break, 3 days during Spring Break, 4 teacher works/student holidays and an 8-week summer program running from June 5, 2019- August 2, 2019). The after-school programs will meet 180 total days (five days a week, Monday through Friday, for 3 hours a day), 3 days during Winter/Christmas Break (Wednesday - Friday, 9.5 hours per day), 3 days for Spring Break (Monday – Wednesday 9.5 hours per day), 4 teacher work days (9.5 hrs. per day) and the summer program will meet 39 total days (5 days a week, Monday through Friday, for 9.5 hours a day). After-school hours of operation are: United Methodist Church Youth and Children’s Center: 3:30-6:30 p.m. and The Old Carrabelle High School Fieldhouse, 3:30-6:30 p.m. There is need to remain open past 6:00 pm due to the work schedules and travel time of our parents. Many of our parent’s work, throughout the county, out of county or 12-hour shifts. Both sites will operate from 8:00 a.m. – 5:30 p.m. for 3 days during spring break, 8:00 a.m. – 5:30 p.m. for 3 days during Winter Break, 4 holiday/teacher work days and 8:00 a.m.- 5:30 p.m. for 39 days during the summer program.

The Adult Family Member Services programming plan will combine PBL culminating events with adult education opportunities tailored to adult needs and interests. The program will administer a family member interest survey in September at the Parent Information meeting. The survey will identify adult education opportunities that reflect our community's needs in the areas of adult literacy, poverty, unemployment and low standardized test scores. Program staff will meet to review survey results and create an adult education and involvement schedule. They will identify potential partners to help facilitate these activities. Each project plan will build in adult family member involvement activities at each project's culminating event. During the first event/orientation, families will be given a schedule of the events. Flyers will be posted at each site, of upcoming events. In addition, parents will be provided a reminder letter by the parent liaison one week prior to the event. The first event will be an open house in September including; student registration, review of family hand book, requirement program participation of student and adult family member. The other 4 adult family member events will be offered in December, March, May and July. In addition, the topics from the survey, adult family member program will include; "The Importance of Your Involvement in Your Student's Education", "Your Students Health and Safety", "Out of School Programs and Preventing the Summer Slide". We will also partner with the school district Adult Education to serve those adult family members that would like to pursue their GED. The goal is by attending student presentation events adult family members will become more involved in their children's education.

3.6 Program Evaluation

The evaluation plan was designed in partnership with the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) to meet the 21st CCLC Principles of Effectiveness. As required by the grant guidelines, for programs PK-8, (9) objectives have been identified. Each objective is fully explored within a continuous improvement model, though

limited space necessitates a more general discussion of the evaluation process. For each program objective, a series of specific evaluation questions will be answered to enable project leaders to assess progress toward goals, objectives, and milestones. The evaluation questions have been tailored to each objective, but limited space necessitates more general questions herein. Questions will include: (1) Was the objective met? (2) Were the baseline and quarterly data enough to show change? (3) Did the program follow the planned interventions and activities? (4) Which activities provided the highest impact? (5) Which strategies did not have impact (should they be removed, revised, or strengthened)? (6) How can the program improve general operations to meet this objective?

This 21st CCLC proposal is rooted in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the 21st CCLC model is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the ***Continuous Improvement Model*** (CIM), a quality-based approach used within educational settings and 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, and increase emphasis on program objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student.

Evaluation will also 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 schools have committed to providing necessary data on active 21st CCLC students, including attendance, behavior, grades, and other data to support this program.

Formative Evaluations will be completed no less than once per year (February), with additional interim evaluations completed after on-site visits to ensure immediate feedback and refinement of programming. Each formative report will include a review of operational accomplishments and challenges (e.g., staff, student recruitment/retention, partner board, etc.), actual versus proposed operation, objective progress, and recommendations for addressing any challenges. Summative Evaluations, completed in August of each year, will have additional information on program outcomes and those activities with the greatest impact. The purpose of the evaluation is aimed at recording and developing a model that can be applied in other settings. Summative evaluations will include all elements of program operation; activities; enrollment and attendance; measures of academic performance; federal teacher impact surveys; student and parent satisfaction surveys; feeder school information; staff information; and partnerships. Recommendations for program refinement will be 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 to help inform evaluations.

The program will input information and data annually in the 21st CCLC Annual Performance Report federal data collection system. The Director of the program has previous experience inputting required data and reporting into the 21APR.

The program will use the evaluation to make modifications in the program activities, academic enrichment and tutoring services. The program will use evaluation results to re-allocate resources to the areas of need in order to achieve identified objectives.

Program evaluation results will be posted on the program website, available to parents and other stakeholders in program site offices. Results as well as program modification will be reviewed and discussed at the next family event. Results will also be shared with the school district in order to make needed changes within the program that align with school priorities.

The 21st CCLC program will make use of an external evaluator with demonstrated expertise in the proposed evaluation methodology. The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will serve as the external evaluator and will oversee all aspects of program evaluation, including formative, summative, and data reporting. Franklin County School District has a long-standing relationship with the two lead evaluators of CASPER. The first evaluator was a middle school teacher, who has been conducting evaluations of educational programs for over 14 years (with the past ten focused on 21st CCLC) and sits on the Executive Board of the Florida Afterschool Network (FAN - the developer of the *Florida Standards for Quality Afterschool Programs*). The second is the prior Director of Evaluation for the Statewide Florida 21st CCLC Administrative Team. Led by professional evaluators and a licensed psychologist, CASPER has overseen the evaluation of over 400 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted under the ethics and procedures of these professional organizations.

3.6.a. Statewide Standard Objectives

The academic objectives are intended to address the Franklin County School's low performance on the FSA and increase graduation rate. With integrated academic instruction led by certified teachers, daily homework help, and one on one tutoring the program anticipates that 70% of regularly attending students will increase or maintain reading, fluency, math and science scores. Since the district is low-performing, the percentages were chosen to reflect the academic levels of the program's target population, while still providing a challenging goal.

Academic Objectives in Core Subjects

Objective 1: Students will improve English Language Arts performance to a satisfactory or above or maintain an above satisfactory level of performance. 70% of regularly attending students (those attending 30 or more program days) will improve to a satisfactory grade or above or maintain a high grade across the program year as determined by report card grades, or program created Pre-K & K assessments. Students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C

Objective 2: Students will improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance. 70% of regularly attending students (those attending 30 or more program days) will improve to a satisfactory mathematic grade or above or maintain a high grade across the program year as demonstrated report card grades or program created Pre-K & K assessments. Students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C

Objective 3: Improve science performance to a satisfactory level or higher or maintain an above satisfactory level of performance. 70% of regularly participating students will improve to a satisfactory science grade or above or maintain a high grade across the program year determined by report card grades. Maintain an A/B grade or improve from a grade of C to B or a grade of D/F of C.

3.6.b. Objective for Academic Benchmarks

The Nest afterschool program will serve PreK- 8 grade, we will address objectives 1 and 2 of the academic benchmarks.

Objective 1: Third Grade Promotion Improve the third-grade promotion rate on Florida Standard Assessment (FSA) requirements. 50% of regularly participating students (those attending 30 or more program days) in third grade will achieve promotion based on their performance on the FSA.

Objective 2: Algebra 1 End-of-Course Exam: Improve the passing rate of the required Algebra 1 End-of-Course test for students enrolled in the course. 50% of regularly participating students (those attending 30 or more program days) enrolled in Algebra 1 will pass the Algebra 1 End-of-Course (EOC) exam.

3.6.c. Applicant-Specified Objectives

In addition to providing academic enrichment in math, reading and science the program will offer personal enrichment activities, as well as dropout, and college and career readiness. The program will offer adult family member programs that promote parental involvement and family literacy.

Objective 1 Personal Enrichment 1: Health and Fitness: Improve students' understanding and involvement in maintaining a healthy lifestyle. 60% of regularly participating students (those attending 30 or more program days) will improve understanding and participation in healthy lifestyle activities based on program developed Pre, Mid, and Post assessment and fitness logs.

Objective 2 Personal Enrichment 2: Visual Art: Improve students' involvement and understanding in Visual Arts activities including computer science and robotics % of regularly participating students (those attending 30 or more program days) will improve understanding and participation in Visual Arts activities based on program developed Pre, Mid, and Post assessment, journal/portfolio using a product rubric.

Objective 3 Dropout Prevention and College and Career Readiness: Improve students' involvement and understanding in preparing for college and/or career readiness. 60% of regularly attending middle students (those attending 30 or more program days) will improve their involvement and understanding of options available to them in areas of college and career readiness based on program developed Pre, Mid and Post assessment and product rubric.

Objective 4 family member performance objective: Improve adult family member involvement in their student's education. 50% of the regularly attending student (those attending 30 or more program days) will improve their involvement in their student's education based on a teacher surveys taken at end of the 1st 9 weeks, Midterm and End of year. Nest staff members will communicate with school day teachers to ensure that surveys are completed in effective and timely manner.

3.7 Approved Program Activities:

As the need's assessment shows, the students of Franklin County School need opportunities to receive tutoring and remedial education in areas of math, reading and science. Students will receive homework assistance daily, tutoring will be extended to those students identified by school day teachers and/or afterschool staff. Tutoring and remedial education activities will align with the State standards and the school day curricula to improve the students' academic achievement.

The Academic Activity Plans are designed for students to work in math, reading and science using hands on activities aligned to the school day curricula. Program will use Mango Math Games, Kidz Math, Crazy 8s Math Club, Scholastic LitCamp, and Kidz Science. The program will approach the school district about allowing middle school students to work for credit recovery during the out of school hours. Personal enrichment activities will include activities promoting healthy and active lifestyle including nutrition and physical activities, visual art as well as STEM.

The program will be partnering with the Health Department, the Sheriff's office, and counselors to provide programming to encourage the prevention of drugs and violence. Both Gulf and Franklin County Health Departments have agreed to provide programming about drug and tobacco use.

Adult Family Member services will include presentation to encourage active involvement in students' education, such as reading and math programs, and understanding the impact of technology and social media on children's academics and safety. Other programs will be developed based on a needs survey conducted on the initial adult family member program.

3.8 Applicants Experience and Capacity

Qualified leadership is in place to effectively implement the program, with current pastor Reverend Brightly and Project Director Melonie Inzetta.

Reverend Brian Brightly, will hold the role of the grant administrator, he is currently pastor of the Lighthouse Methodist Church on St George Island. Prior to coming to Franklin County, he pastored the First Methodist Church in Boca Grande. Prior to pastoring he held positions in children broadcasting for both PBS and NPR. He has served in the mission field in Russia. His focus is to provide needed services to the children of Franklin County. Reverend

Brightly has organized both daycare and accredited schools in Miramar and Lighthouse Point FL.

Melonie Inzetta has successfully managed the afterschool program for the Franklin County School District for 5 years. She has 11 years educational experience in Florida in middle school and adult education. Prior to her relocation to Florida she held a corporate position as Data Management Coordinator/Supervisor. She has managed the budget, maintained, the records and document submission required by the Grant. Melonie Inzetta will hold the position of the Project Director, responsible for submitting documentation for funding reimbursement as well as the day to day operation of the sites. As part of partnership the Project Director and UMC finance director will consult with the local school district finance department and accountant in developing policies and procedures in the areas of cash management, allowability, time and effort, procurement, travel, and record retention. Monitoring and audits during the years 2016-2017 show there were no negative findings. Staff has responded positively to all evaluation data to improve the program and the student outcomes.

As the program coordinator for Franklin County Schools, Melonie Inzetta has experience in using evaluation data to modify/improve program plans in order to ensure positive outcomes. The program director and CASPER have worked together on previous grant objectives to ensure that the program meets and/or exceed program objectives

Once the program is up and running, the program director will contact CASPER and schedule dates of site visits for formative evaluation. As soon as the results have been received, the program staff will meet in order to review and modify program offerings and intensity as identified in evaluation.

The UMC has a financial officer that will be included in the fiscal review of payroll and procurement of supplies. The program will employ a local accounting firm to oversee finances, conduct audits and manage payroll.

3.9 Staffing & Professional Development

Staffing numbers, qualification and training will be maintained to meet not only the student to adult ratios, (10:1 for academic enrichment and 20:1 for personal enrichment) but to ensure the success of the individual student and program. Each site will employ 2 certified teachers to supervise academic enrichment activities in Math English Language Arts, Science, homework and tutoring.

3.9.a. Staffing Plan

The Project Director will manage education programming and budget to ensure that the program meets responsibilities set in the grant. The Director will be responsible for collection and maintenance of data collection for objectives and evaluation

The program will employ the two Site Coordinators previously employed by the school district. The Site Coordinator will work closely with school-day teachers to identify student needs, assist with homework and share information. Both Site Coordinators have experience leading after-school program and working with children. The Carrabelle Site Coordinator is not only a long - term health aide at Franklin County School, she has worked at the Nest since 2010 where she held the position of Enrichment leader and Parent Liaison. Prior to working at the Nest, she worked for the Boys and Girls Club from 2008. The Eastpoint Site Coordinator has previously held various positions at the “The Nest” including enrichment leader, parent liaison and Site Coordinator. She is also employed at Franklin County Schools as the front office receptionist, but has held various positions including substitute, para professional, and attendance officer. Both Site Coordinators have experience planning lessons and activities, leading staff trainings and professional development and monitoring student achievement via pre-, mid- and post assessments.

There will be a Program Specialist to assist both Project Director and Site Coordinators to ensure that the program meets the needs of the students, parents, the school and the community. The Program Specialist will work with the Site Coordinators to ensure pre, mid, and post assessments are administered in a timely manner. They will, along with Site Coordinators communicate with school day teachers to encourage collaboration in improving students' performance as identified in the need's assessments. The Program Specialist that will assist with planning and writing PBL plans, as well as any special programming. They will ensure that the programs academic and enrichment activities align with the need's assessments and school day activities.

As a member of ACSI all employees will be required to clear a level II background check, through the Clearinghouse identified by DCF. All staff members will be required to take CPR and First Aid training leading to certification. This training will be offered to staff at no charge to them. All employee files will be reviewed quarterly to ensure that progress is being made on training and that files are up to date. In addition to all required training by DCF and ACSI, all teachers will be required to hold a valid Florida teaching certification. Employee files will be audited annually to ensure that all certifications are current. All teachers holding temporary certification will be flagged and a quarterly review conducted to ensure progress is being made is securing the Professional certification.

3.9.b. Professional Development

All employees will be required to complete 40 hours of training, consisting of Child Care Facility Rules, Health Safety and Nutrition, Identifying and Reporting Abuse and Neglect, Child Growth and Development, Behavioral Observation and Screening, and Understanding Developmentally Appropriate Practices – Preschool Appropriate Practices or School-Age Appropriate Practices. These are on-line courses presented by Florida Department of Children and Families. Employees will complete a minimum of 10 hours in-service training and recorded

on CF-FSP Form 5268. In addition, employees will train in Fire Extinguisher Training as well as CPR and First Aid certification. These two trainings will be conducted face to face by certified trainers.

The Project Director, Program Specialist and the two Site Coordinator will attend Florida Afterschool Alliance conference in the Fall of 2018. Information received at the conference will be presented to other staff members upon return.

3.10 Facilities

United Methodist Church Youth and Children's Center in Eastpoint. The facility has adequate classroom space, a cafeteria, a common area, playground area, and program office. Two rooms measuring 650 square feet each, two rooms measuring 504 square feet each, one room measuring 300 square feet. The common area measures 2970 square feet, and the cafeteria measures 2430 square feet for serving student snack/meals. The UMC has installed new fencing around the playground area. They have invested in new roofing to ensure the quality of the facility. The common area will be utilized for student performances and parent nights. The entrance is secure, and camera monitored, and is handicap accessible. The partnership with Franklin County School District includes the use of the Carrabelle Field house on the site of the former Carrabelle High School and is centrally located within the city. The facility has been remodeled to include Three classrooms, computer lab, a program office and area for serving meals/snack and common area, it also includes a large playground area. The building is easily accessible to students and parents, including safe parking areas. The UMC Youth Center is a member of Association of Christian Schools International (ACSI) and qualifies for a Child Care Religious Exemption from the Florida Department of Children and Families. An exemption has been requested and should be available by the August 31st deadline.

3.11 Safety and Student Transportation

Students in grades Pre-K-8 will be bused from the Franklin County School, using approved district buses and drivers, to both the United Methodist Church Youth and Children's Center and Carrabelle Fieldhouse. A staff member will be present at a secure location to check in students where the bus unloads, at both sites. Staff members will be assigned bus duty to ensure that students safely exit the bus and that all students assigned to the after - school program unload. The staff member will check the students in and direct them inside. The UMC Youth and Children's Center employs video camera to insure facility security both during and after student hours. The Carrabelle fieldhouse is a fenced area with limited access. Because both sites are centrally located within the Eastpoint and Carrabelle communities, parents will pick students up at the end of the program day, however due to the limited transportation and working hours of many of parents there will be after - school transportation supplied to students. For those students requiring transportation home after program house the program will contract with the school district transportation department to provide transportation. This service should increase not only student attendance but number of hours in attendance.

Both sites feature wheelchair accessible doors and bathrooms, no steps, and handicap accessible sidewalks and parking lots in compliance with the Americans with Disabilities Act (ADA).

The UMC Youth Center Nest places a premium on safety at our sites. All staff members (e.g., Site Coordinator, certified teachers, aides, parent liaisons, custodians and bus drivers) must pass a level two criminal background screening and 5-panel drug test, as required of all

school district employees. The background screening includes fingerprinting, in accordance with the Jessica Lunsford Act.

A parent liaison at both sites will oversee student check-out by parents and authorized persons. Parent and guardian information is collected at the beginning of the school year and that information is used to determine the person(s) allowed to pick up 21st CCLC students. The student application will also indicate whether a child is authorized by parents or guardians to walk home from the site.

The registration form will include photo media release permission requiring additional signature to ensure that no students image will be included in press release or social media without parent/guardian permission.

We will ensure safe transportation by utilizing district school buses and certified drivers for all off-site activities and field trips. All students must return signed parent permission slips before attending any off-site activity or field trip. Staff members will be assigned to groups not exceeding 15 students, and will conduct head counts before, during and after the trip.

All staff members will be trained in emergency procedures, with safety drills conducted at both sites during program hours. Site Coordinator will maintain drill records and post dates, times and results of drills performed. The program will utilize the Franklin County School District safety manual, with safe locations noted at both sites. All staff members will utilize two-way radios to facilitate student check-out and in the event of emergencies. The site will always have at least one staff member trained in CPR/First Aid present, to ensure this, a minimum of 3 staff members will be trained in CPR/First Aid at each site. The Site Coordinator will maintain and monitor CPR training certificates. Names of all CPR trained staff members will be posted in all classrooms as well as common areas.

3.12 Partnerships Collaboration and Sustainability

3.12.a Partnerships

The program is partnering with the school district food service to provide afternoon snack for afterschool as well as breakfast and lunch on full day programming (holidays, teacher work days and summer programming hours). School district partnering includes program facility in Carrabelle and transportation to and from the program during both school days and summers.

The program has received a verbal commitment from the Sheriff's Department to provide special visits and activities to educate our students in drug prevention, as well as possible career choices. We have also received a partner letter from Gulf County Health department to bring in programming in drug, tobacco and alcohol prevention. We have received letters of partnership with the Franklin County Health Department and Franklin County Community Health Improvement Partners. We are expecting a letter from the Franklin County Extension Office within days of the submission of the application. Even though we have not received letters as of today we expect several of the partners that have supported us in the past, such as the Carrabelle Arts Association and Eastpoint Citizens Action Committee. We have also reached out and requested partnership with several new organizations.

We are hoping to grow a partnership with Carrabelle Care's and Carrabelle Riverfront providing opportunity to visit the Carrabelle Museum, and participate in the Riverfront Festival. Fort Gordon Johnston has also extended invitation to visit the World War II museum. We are happy to reconnect with the Bring Me a Book organization to provide reading programs to our Pre-K – Kindergartens. We are also reaching out to the local civic groups and business for funding for working capital to fund items not covered under the grants, such as cooking projects. Those that have not submitted their partner letters will be added to the partners list as they come on board. Members of the UMC Lighthouse Church of St George Island have committed to volunteering to provide tutoring and special programs to our students.

The program will document volunteer services through sign-in sheets and invoices from the agency head noting hourly wage. Donations of goods will be documented on invoices by item

name, cost and quality. A partnership spreadsheet will be generated from these documents and maintained by the project coordinator. The project will maintain partnerships through phone calls, emails and the sharing of evaluation finds. Representatives from the various partnerships will be recruited for the advisory councils at both project sites.

3.12.b. Collaboration

The Project Director and Program Specialist will maintain report card grades, FSA scores, attendance and referral data, to use for progress monitoring and required reports. The project designated staff member, teachers and/or Site Coordinator will maintain communication with school day staff, and will share information on student progress via emails, presentations at school faculty meetings, and requests for survey information.

Prior to beginning a new project plan, the Site Coordinators will send an email to all teachers outlining the project and asking them how the project might further enhance classroom instruction. The teachers' comments will be incorporated in the plans whenever possible, and outcomes will be shared with teachers via email and the program website.

The program will also directly support classroom instruction by providing homework assistance time at the start of each program day. The program will also provide one on one tutoring for students identified by school day teachers and/or program staff in specific academic subject areas. Teachers, designated staff and project director will communicate student needs and expectations.

The program will share character education activities and work with school administration to improve student school behavior issues to reduce discipline referrals and increase attendance numbers.

The program will work with the school staff and administration to see that parents are kept up to date with school activities, programs and needs. The program will work with the school to increase parent/guardian/adult family member involvement. The Site Coordinators will

keep families informed of students' progress by sharing assessment scores and behavior updates via letters home and office visits.

The objectives are aligned with the risk factors outlined in the Project Need. Academic objectives are intended to address the Franklin County School's low performance on the FSA. With integrated academic instruction led by certified teachers, daily homework help, and one on one tutoring the program anticipates that 70% of regularly attending students will increase or maintain reading, fluency, math and science scores. Since the district is low-performing, the percentages were chosen to reflect the academic levels of the program's target population, while still providing a challenging goal. Percentages reflect those of the previous grant goals.

3.12.c. Sustainability

In preparation to sustain the 21st CCLC programing after funding ends the program will work with various resources in the community to ensure funds to continue programing to students. The program will establish an Advisory Board to ensure student, school and community involvement. The Board will consist of two parents, two students, one teacher from the Franklin County School PK-12, along with community members from both public and private sector. The board will meet four times per year to discuss the program needs, evaluation results, successful and not so successful project, and ideas on resources for sustainability in the future.

In addition to input from the Advisory Board, the Program Director, Pastor and other team members will work to solicit support from community members, both businesses as well private individuals. The program will also look for support in areas of large charitable organizations even through this will be difficult as we are a small remote rural area.

Section 4 Project Budget

The program is supported by several other school district funding sources that enhance our programs and provide quality professional development for our staff. Title 1, Title 2 and Title 6 grants pay teachers to provide academic tutoring at both program sites; pay for professional development for Franklin County teachers, whom we employ; and provide services for special education students who attend our sites. The district's food service program supports the program by providing after-school snacks, summer breakfasts and lunches, as well as cafeteria workers who prepare food for both program sites.

Funds available for the 21st Century programs supplement other district programs by providing high quality academic and enrichment instruction as well as homework assistance daily. The goals of the program support other district programs such as tutoring, which is aimed at increasing student performance on the FSA, and other school reading and math initiatives. Funds designated for the 21st CCLC program will not be used to supplant federal, state, local, non-federal funds or other projects of the UMC Youth Center. All the program staff will be paid entirely from 21st CCLC funds and these funds will not be used to pay staff salaries or materials for any other programs offered through the UMC Youth Center. The program will share their goals and objectives with the Franklin County School staff and actively recruit competent, dynamic teachers with experience teaching grades Pre-K-8. The program will strive to recruit teachers who can thrive in a project-based learning environment. The ideal candidate would be someone who can deliver core academic content while allowing students freedom to explore projects' driving questions in depth and create meaningful products. (Complete job descriptions and an organizational chart are included in Appendix B.)

The Budget Narrative Form (DOE101S) is attached. A cost analysis for all expenditures is included in Appendix B.