

2020-2021 Scope of Work

Agency Name: Pinellas CSD

Project Number: 520-2441B-1CEL1

Program Name: Prodigy Kids

3.1 Project Model Description

Expanded Learning Opportunities (ELOs)

Engaging Instructional Enhancements

Out of School Programming

Youth Development Programming

Health and Support Services

Physical and Mental Health Needs

Family Support Initiatives

Substance Abuse Prevention Programming

Families and Communities as Assets

Family Engagement Initiatives

Parent Engagement in Advocacy and School Decision Making

Community Service Learning

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

Students engage in Expanded Learning Opportunities in Core Academic subjects (reading, math, science and technology); Personal Enrichment (youth development, physical and mental health & wellness, and the Arts - music, dance, visual arts). Out of school time programming also includes homework assistance

and tutoring. Families of students participate in a variety of needs-based workshops and activities to improve literacy, advocacy skills, engagement and community service acumen.

3.2 Applicant's Experience and Capacity

Program Administration and Fiscal Management.

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

Leadership Capacity.

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

Program Implementation.

Pinellas County Schools has recognized experience in implementing successful 21st OLC programming. The district was awarded District Accreditation by AdvancED, a global leader on providing continuous improvement and accreditation services to school districts across the nation. This was a great opportunity to re-examine learning supports and barriers to teaching and learning. From an intervention approach

perspective, it was exciting to know that the existing 21st Century iClass after school program, that is presently in several elementary schools was deemed a comprehensive initiative that provides high-quality extended learning services to children and that it has revolutionized the manner in which students learned by erecting independent learning centers in their schools, homes and communities

(AdvancED, 2014).

Program Evaluations.

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

3.3 Needs Assessment

Stakeholder Consultation in program development.

While developing this program, PCS engaged community partners that have mutual interests in the promotion and development of the 21st Century Community Learning Center (CCLC) plan- Prodigy Kids. Included were the local school (Leadership staff and school improvement plans- SIP), impacted private schools, and community organizations. All community partners had a vested interest in the academic performance of marginalized students, and schools with high percentages of low-performing minority students.



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

Additionally, webinars, neighborhood forums, virtual meetings and conference calls were conducted to gather input and support.

Needs of Target Population.

The target schools were selected based on the low-academic performance and risk factors of minority subgroups, particularly African Americans. School Grades (trends from 2015 -2019) are mostly C's. In summary, these schools are Title I, 100% free and reduce lunch with a high minority subgroup population- average 65%. The percent of students below proficiency in core academic areas is disturbingly high (Reading 56%; Math 52%; Science 59%) . 100% are classified as economically disadvantaged, and 65% are at-risk of educational failure. Data Sources: FLDOE 2018-19 School Grades; PK-12 Education Information Portal, 2020



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Other Risk Factors:

Using an asset-based community approach, several agencies have partnered with the school district to identify five at-risk communities. Agencies include the Juvenile Welfare Board, Pinellas County Department of Health and Human Services, Justice and Consumer Services, Community Development, Economic Development, Code Enforcement, and Planning. The students attending the target schools reside in the five at-risk and impoverished communities. Risk factors observed within the schools include low academic performance, high-percentage of students of color, increased discipline issues, low percentage of adult education attainment, low family engagement, lack of health and wellness (physically, socially, and mentally), and a high percentage of single parent households. USCensus - Gale Business Demographic Now 2019 In addition to the student risk factors; the schools in these communities have higher teacher turnover, less experienced teachers. (PCS, Accountability and Research, 2019)

Strategically placing the 21st CCLC sites in these schools will help to combat the negative impact of these risk factors on regularly participating children.

Current Community Resources and plans to close the needs gap.

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



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(ELO), Family and Community as Assets (FCA), and Health and Support Services (HSS) Activity is aimed at meeting specific identified needs. This Need alignment is addressed in each specific Activity plan.

A few highlights are below:

1. Identified Need/ Gap: Low Academic Achievement; Low FSA Scores, School Grades; TS& I Status; Subgroup Achievement Gaps, Low family engagement, low family literacy scores, high unemployment.

Program Activities Addressing the Need/ Gap: Expanded Learning Opportunities(ELO) Engaging Instructional Enhancement-Food Bank; ELO Out of School Time- Field Trips; Family and Community as Assets (FCA) Family Engagement, Advocacy, Service Learning, Parent Academy, Mentoring

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

Program Activities Addressing the Need/ Gap: FCA Family Initiatives- Engaging African American Males; ELO Out of School Time- Africa; Health and Support Services (HHS) Physical and Mental Health- Social Emotional Learning.

3. Identified Need/ Gap: Certain subgroups have a disproportionate percentage of illness and disease related to unhealthy eating/ diets. The related personal enrichment activities will improve these habits, which will increase academic success for all participating students.

Program Activities Addressing the Need/ Gap: Health and Support Services (HHS)Physical and Mental Health- Healthy Eating Habits, Jump for Kids; FCA Family Support Initiatives- Equity Workshops, Community Service Learning.



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3.6 Staffing, Collaboration and Professional Development

3.6.a. Staffing and Collaboration

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

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

Collaboration.

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

The academic enrichment activities will be facilitated by certified teachers. Each site will have (3) certified teachers and (3) teacher assistants, and at least (2) staff members who are CPR certified. The staffing model will also include volunteers. Both certified staff and volunteers will be Level II background screened and cleared.



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3.6.b. Professional Development

For years professional development has focused on teaching, learning, and leading; but since the onset of the COVID-19 pandemic, professional development has become very fluid. In response, the Prodigy Kids 21st CCLC Professional Development plan has been designed to (1) align researched-based strategies with the program activities, (2) to be adaptable in consideration of these uncertain times.

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

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

A key component of the Professional Development Plan will focus on Social Emotional Learning. This will be accomplished using the Second Step Social Emotional Learning program. Second Step is a Collaborative for Academic, Social, and Emotional Learning (CASEL) approved research-based curriculum that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic learning environment by providing educators, students, families, and the larger community with tools to enable them to take an active role in the social-emotional growth of students. Topics will include bully prevention and child protection.



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Finally, professional development training will also focus on health and support services for families and community. Staff will be trained on how to partner with parent/families, particularly the most vulnerable - foster care and families of color. Using the Dual Capacity Building Family-School framework, the staff and families will be trained to ensure that engagement activities are connected to learning. The PCS social service department, along with the county health department, will train staff on managing COVID-19 related issues, emergency crisis, health and wellness, and mental health concerns.

3.8 Community Notice, Recruitment, and Dissemination of Information

Community Notice.

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

Dissemination Plan.

The 21st Century CCLC Prodigy Kids Centers will be effectively communicated to all stakeholders within the district and the community to promote awareness and sustainability. The PCS Office of Strategic



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Communications (OSC) is tasked with coordinating internal communications and to market program activities, projects, family engagement activities, and selected events within the school system and to the community at large. The Office of Strategic Communications will disseminate reports, video clips, and press releases that highlight program. All information will be uploaded to 21st Century website, and Facebook. Additionally, the Advisory Board and community partners will speak to the heart of the community, utilizing their person-to-person outreach mechanisms to inform families and reach untapped community resources. 21st CCLC Website is currently operational and easily accessible by typing in common key words into the search bar on the PCS District home page (for example afterschool. In addition, all partners and parents will be given a direct link during orientation. The website serves as a central information hub, accessible to all stakeholders. It contains information on curriculum, staff resources, parent resources, schedules, and policies and procedures. The site also contains links to the grant application and program evaluation reports. The Community Liaison will be responsible for updating the site with accurate and timely information.

Recruitment

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

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

Recruitment is done in several phases: Phase (1) – The 21st Century school staff identifies students in the lowest 25% achievement level. Emails are sent to students' parents informing them of the program objectives and how it will support their regular school day assignments. Phase (2) – To reach eligible private school students, private school principals were included in the development of the project design, and will receive continuous communication regarding referring, enrolling, and servicing their students.



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Phase (3) - To reach parents, 21st Century CCLC program administrators will work diligently to inform students and their parents of the initiatives, by setting up recruitment tables and booths at high-traffic sites in each school site (i.e., near drop-off and pick-up areas) and sending phone messages to families via the mass notification system. Additionally, the district has invested in an electronic flyer system, which will deliver recruitment flyers directly to parent's emails, as opposed to sending them home in children's backpacks, announcements will be done on school messenger (Fobo Calls). Phase (4) - To reach out into the community, the program administrators will provide marketing materials to the local recreation centers, churches, libraries and community organizations for ready dissemination to students and parents. Lastly, the target community has two actively engaged organizations (Juvenile Welfare Board's Neighborhood Council and Wrap around Services Collaborative) made up of a variety of community based organizations. Their mission is to identify community needs and align them to available resources. The 21st CCLC administrators will work closely with these organizations and leverage their community connections to recruit students and families. The Community Liaison will identify frequently attended neighborhood events (Little League Football, Community Health Fairs) and set up information tables to share with families as they gather.

Retention – 21st CCLC staff conducts home visits to build relationships and personally convey the programs benefits to parents; sends user friendly data and research on the academic benefits of regularly attending extend learning programs via phone calls, emails, and e-flyers. Lastly, 21st CCLC staff will partner with the regular school day teachers to leverage their parent connections and relationships to promote retention.



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3.9 Facilities

The 21st CCLC programs will be held on the campuses of the targeted Public Schools: Dunedin, Eisenhower, New Heights and 74th Street. Therefore, the submission of Childcare licensing is non-applicable. These facilities meet all standards required by the Americans with Disability ACT (ADA). The program will utilize the school's classrooms, music room, dance room, multi-purpose room, and outside area for physical activities. The school facilities are in a 2-4 mile radius of the targeted population; students are in walking distance of their home school. As the 21st CCLC center is housed in the student's home school, students and families are granted access via the regular school day processes and procedures. All students and families, including private school student and family attendees will be given clear instructions for facility access, during the program orientation.

3.10 Safety and Student Transportation

Safety

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

Background Screening. All volunteers will be registered and undergo the approved background screening prior to working with students. In order to protect the safety and security of students and staff, volunteers or non-school board employees shall not be allowed unsupervised contact with students unless approved in advance by the ISC or district staff. Volunteers who are allowed unsupervised contact with students shall first successfully complete a Level 2 background screening.



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Transportation.

All schools are community-designate schools, which means transportation is not provided to and from school. Parents will be responsible for transporting the students from the Prodigy Kids Programs. As the majority of students are “walkers”, parents must designate on an intake form, whether their student will walk home or be picked up by parent. Parents of students from private schools will be required to transport students to the sites.

Sign-In/Out Process

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

3.11 Sustainability

While developing this project, PCS considered key partnerships, with sustainability in mind. In addition to having mutual interests in low performing students and schools, and low-income families, many of the identified agencies offer programs that will leverage resources during the grant period and afterwards. To promote buy-in, the conglomerate of public and private partners were involved from the onset, meeting to discuss best practices, what works, community resources, and project needs. In addition to these community partners, the program Family and Community Assets activities will identify parent leaders to serve on the advisory board for the 21st CCLC Program. The Advisory board will meet quarterly, to collaborate on program implementation, evaluation and sustainability.



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Because this project has become part of a larger community initiative to revitalize the city's lowest performing schools, private partners and agencies are willing to extend resources and expertise for sustainability. Additionally, there are definite benefits to having the Pinellas County School District as fiscal agent to the 21st Century CCLC Prodigy Kids project. As evidenced by the Superintendent's letter of support, all District departments have been charged with contributing expertise in support of this project. For example, the PCS Director of Strategic Partnerships and Family and Community Relations provides district oversight of the project.



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Under her authority, all relevant federal, state, and local program resources will continue to be combined and coordinated to ensure the most effective use of resources, and same level of services for 3 years of the grant. Also, focus groups of parents, students, and community partners were conducted during the development stage of this project. Members of these groups also made verbal commitments to serve and work diligently towards the sustainability of a quality program.

Cohort 19 (2020-21) ELP RFP Scope of Work/Narrative Addendum

Agency Name: Pinellas CSD Project Number: 520-2441B-1CEL1
Program Name: Prodigy Kids

Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points including the section name and number.

This change includes: Additions ~~-Deletions~~ Both
The following items are incorporated as part of the Scope of Work:

3.2 Applicants Experience and Capacity

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

- Describe the outcome of all monitoring and audit activities related to program administration and fiscal management for the last two years (calendar years 2018 and 2019) including any corrective actions implemented, if applicable?
 - An audit was conducted this past year for 2018-2020 calendar years: The project numbers were 520-244B1-1CCC2 and 520-24441-1CCC3. The corrective actions were:

Submit copies of the Evaluator's contract for 2019-2020 – Completed
Submit written process and procedures for student attendance – Completed
Submit written policy for procurement and recordkeeping-Completed

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

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

administration of teacher, student and parent surveys, and assessment of student recruitment and retention levels.

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

3.3 Needs Assessment

- *Please describe the available afterschool services in the area. Are these services accessible to the targeted population?*
 - *St. Petersburg Food Bank – Accessible to 21st Century targeted student and family.*
 - *United Way Resource Center - Accessible to 21st Century targeted student and family.*
 - *FCS– Family and Community Resource Center - Accessible to 21st Century targeted student and family.*
 - *St. Vincent homeless shelter - Accessible to 21st Century targeted student and family.*
 - *Equity Center - Accessible to 21st Century targeted student and family.*
- *While the gaps were identified, but no specific plans to close the gaps in services were shared. What specific services are insufficient to meet the needs of the community?*
 - *Services to support families financially during COVID*
 - *Affordable Housing*
 - *Affordable Health Care*
 - *Dental/Hygiene Services*
 - *Transportation*
 - *Employment*

3.6 Staffing, Collaboration, and Professional Development

3.6a Staffing and Collaboration

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

collaborate weekly. School sites will be required to conduct virtual meetings weekly with program director and evaluator.

- *ISC, program director, and school leadership will meet monthly to discuss program operations.*

3.9 Facilities

- *Describe in detail, the facility including both the indoor and outdoor areas including size and amenities (e.g., eating area, library, basketball court) and how they would be used for the proposed program activities?*
 - *The 21st CCLC programs will be held on the campuses of the targeted Public Schools: Dunedin, Eisenhower, New Heights and 74th Street.*
 - *These facilities meet all standards required by the Americans with Disability ACT (ADA).*
 - *The program will utilize the school's classrooms, music room, dance room, multi-purpose room, and outside area for physical activities.*
 - *The cafeteria will be used for afterschool dinner and snack.*
 - *The basketball courts, playgrounds, library, and computer lab are accessible to 21st Century student's afterschool.*
 - *As the 21st CCLC center is housed in the student's home school, students and families are granted access via the regular school day processes and procedures. All students and families, including private school student and family attendees will be given clear instructions for facility access, during the program orientation.*
- *Include how students and their adult family members can access the facility(is)?*
 - *Students and families can access school building during regular school hours and afterschool planned events.*
 - *The school facilities are in a 2-4-mile radius of the targeted population; students are in walking distance of their home school. As the 21st CCLC center is housed in the student's home school, students and families are granted access via the regular school day processes and procedures. All students and families, including private school student and family attendees will be given clear instructions for facility access, during the program orientation.*

3.10 Safety and Student Transportation

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

3.11 Sustainability

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

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

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

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

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

Expanded Learning Opportunities (ELOs)	Health and Support Services	Families and Communities as Assets
Select at least three elements for your expanded learning program from each section.		
<ul style="list-style-type: none"> • engaging instructional enhancements • out of school time programming • youth development programming • college, career and citizenship programming • special populations programming; e.g., SWD or ELL 	<ul style="list-style-type: none"> • physical and mental health needs • family support initiatives • feeding programs • substance abuse prevention programming • crisis intervention and counseling programs 	<ul style="list-style-type: none"> • family engagement initiatives • home visits • adult education (ESOL, job training, GED) • community arts and cultural programming • parent engagement in advocacy and school decisionmaking • community service learning

INSTRUCTIONS

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

Expanded Learning Opportunities Objectives (ELOs)

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

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

Health and Support Services Objectives

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

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

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

- **Mid-Year Progress for each measure:** method for how quantitative change or progress will be assessed during the year allowing for mid-year reporting.
- **End-of-Year Performance for each measure:** method for how quantitative change in performance will be assessed at the end of the year.
- **Plan for obtaining data for each measure:** plan for when and how the data will be collected and who will provide the data.

Families and Communities as Assets Objectives

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

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

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

Agency Name: School Board of Pinellas County

Project Name: 21st CCLC ELP - Prodigy Kids

3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

Expanded Learning Opportunities (ELOs)

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

3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

Health and Support Services Objective 1

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

3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

Health and Support Services Objective 2

Objective Narrative (auto generated)	increase family support initiatives
Domain Area (select from dropdown)	Health and Support Services
Grade Group(s) Served (select from dropdown)	Elementary Only
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input checked="" type="checkbox"/> 3 rd <input checked="" type="checkbox"/> 4 th <input checked="" type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
Objective Assessment (auto generated)	80% of regularly participating students will increase their family support initiatives as measured by pre-, mid-, post-assessment.
Benchmark (select from dropdown)	80
Justify the Benchmark (600 characters or less)	In the absence of direct data to justify a lower benchmark, the proposed FLDOE benchmark of 80% will be adopted.
Program Element (select from dropdown)	family support initiatives
Participant Group (auto generated)	regularly participating students
Intended Program Impact for Each Measure (select from dropdown)	increase
Measure Category (select from dropdown)	pre-, mid-, post-assessment
Name of the Measure if unknown, provide details on the type. (250 characters or less)	Parent perceptual survey "Parent/Home Learning Survey" measures parent literacy skills, ability to support their child's learning at home, and
Plan for Mid Year Progress for Each Measure (600 characters or less)	<i>The parent survey will be administered between February 15- February 28, 2020. The mid-year data will be compared to the baseline data to determine if parents increase their literacy skills and capacity to support their child at home. The survey data is uploaded into EzReports. Based on comparison data, programmatic and data modifications will be</i>
Plan for End of Year Performance for Each Measure (600 characters or less)	<i>The parent survey will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine if students demonstrated improvement/growth. The survey data is uploaded into EzReports.</i>
Plan for Obtaining Data for Each Measure (600 characters or less)	<i>The program director is responsible for collecting the data from the survey data from parents and uploading the data into EzReports. The ISC and staff will assist with collecting the data at the school level. The electronic survey data is populated into an excel spread sheet. Collected data is reviewed by program director, evaluator, and school staff (ISC) to ensure</i>

3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

Health and Support Services Objective 3

Objective Narrative (auto generated)	increase substance abuse prevention programming
Domain Area (select from dropdown)	Health and Support Services
Grade Group(s) Served (select from dropdown)	Elementary Only
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input checked="" type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
Objective Assessment (auto generated)	80% of regularly participating students will increase their substance abuse prevention programming as measured by pre-, mid-, post-assessment.
Benchmark (select from dropdown)	80
Justify the Benchmark (600 characters or less)	Although students served in this grant come from impoverished and drug stricken communities in which drug prevention programs are limited, there is no data in previous 21st Century programs to justify a lower benchmark. The proposed FLDOE benchmark of 80% will be adopted.
Program Element (select from dropdown)	substance abuse prevention programming
Participant Group (auto generated)	regularly participating students
Intended Program Impact for Each Measure (select from dropdown)	increase
Measure Category (select from dropdown)	pre-, mid-, post-assessment
Name of the Measure If unknown, provide details on the type. (250 characters or less)	A knowledge-based assessment aligned to the curriculum will be administered. The assessment is designed to measure an increase in +
Plan for Mid Year Progress for Each Measure (600 characters or less)	The knowledge-based assessment will be administered between February 15- February 28, 2020. The mid-year data will be compared to the baseline data to determine if students increased in their knowledge of substance abuse and prevention of the use of drugs. The survey data is uploaded into EzReports. Based on comparison data, programmatic and +
Plan for End of Year Performance for Each Measure (600 characters or less)	The knowledge-based substance abuse assessment will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine if students demonstrated growth in knowledge of substance abuse/prevention. The survey data is uploaded into EzReports. +
Plan for Obtaining Data for Each Measure (600 characters or less)	The program director is responsible for collecting the data from assessment and uploading the data into EzReports. The ISC and staff will assist with collecting the data at the school level. The knowledge test data is collected and reviewed by program director, evaluator, and school staff (ISC) to ensure student success. +

3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

Families and Communities as Assets Objective 1

Objective Narrative (auto generated)	increase family engagement initiatives
Domain Area (select from dropdown)	Families and Communities as Assets
Grade Group(s) Served (select from dropdown)	Elementary Only
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input checked="" type="checkbox"/> 3 rd <input checked="" type="checkbox"/> 4 th <input checked="" type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
Objective Assessment (auto generated)	80% of regularly participating students will increase their family engagement initiatives as measured by pre-, mid-, post-assessment.
Benchmark (select from dropdown)	80
Justify the Benchmark (600 characters or less)	In the absence of direct data to justify a lower benchmark, the proposed FLDOE benchmark of 80% will be adopted.
Program Element (select from dropdown)	family engagement initiatives
Participant Group (auto generated)	regularly participating students
Intended Program Impact for Each Measure (select from dropdown)	increase
Measure Category (select from dropdown)	pre-, mid-, post-assessment
Name of the Measure If unknown, provide details on the type. (250 characters or less)	A student perceptual survey will be administered to measure their parents' engagement activities. Students will assess their parents' engagement a +
Plan for Mid Year Progress for Each Measure (600 characters or less)	The student perceptual engagement survey will be administered between February 15- February 28, 2020. The mid-year data will be compared to the baseline data to determine students perception as to whether their parents supported them at home, was engaged in school activities, e.g.. teacher conferences, and engagement activities .The survey data is +
Plan for End of Year Performance for Each Measure (600 characters or less)	The student perceptual engagement survey will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine students perception as to whether their parents supported them at home, was engaged in school activities, e.g.. teacher conferences, and engagement activities The survey data is +
Plan for Obtaining Data for Each Measure (600 characters or less)	The teachers and ISC are responsible for administering the survey to students. The program director is responsible for collecting the data from school staff uploading the data into EzReports. The data is collected and reviewed by program director, evaluator, and school staff (ISC) to ensure that parents are provided on-going opportunities to increase their +

3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

Families and Communities as Assets Objective 2

Objective Narrative (auto generated)	increase community service learning
Domain Area (select from dropdown)	Families and Communities as Assets
Grade Group(s) Served (select from dropdown)	Elementary Only
Student Grade Levels for Each Measure (select all that apply)	<input type="checkbox"/> PreK <input type="checkbox"/> K <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input checked="" type="checkbox"/> 3 rd <input checked="" type="checkbox"/> 4 th <input checked="" type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
Objective Assessment (auto generated)	80% of regularly participating students will increase their community service learning as measured by authentic assessment.
Benchmark (select from dropdown)	80
Justify the Benchmark (600 characters or less)	In the absence of direct data to justify a lower benchmark, the proposed FLDOE benchmark of 80% will be adopted.
Program Element (select from dropdown)	community service learning
Participant Group (auto generated)	regularly participating students
Intended Program Impact for Each Measure (select from dropdown)	increase
Measure Category (select from dropdown)	authentic assessment
Name of the Measure if unknown, provide details on the type. (250 characters or less)	Based on the community service learning project, a knowledge-based assessment will be administered to students to determined intended +
Plan for Mid Year Progress for Each Measure (600 characters or less)	The knowledge-based assessment will be administered between February 15- February 28, 2020. The mid-year data will be compared to the baseline data to determine if students increased in their knowledge of community service learning. The survey data is uploaded into EzReports. Based on comparison data, programmatic and data modifications will be +
Plan for End of Year Performance for Each Measure (600 characters or less)	The knowledge-based community service learning assessment will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine if students demonstrated growth in knowledge. The survey data is uploaded into EzReports.
Plan for Obtaining Data for Each Measure (600 characters or less)	The teachers are responsible for administering the authentic community service-learning assessment. The assessment will be administered between April 30 - May 14, 2021. The End-of-Year data will be compared to the baseline data to determine if students' knowledge increased. The director will upload the survey results into the EZ Report system. The +

3.4 EXPANDED LEARNING PROGRAM OBJECTIVES

Families and Communities as Assets Objective 3

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



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Activity Plan

Agency Name: School Board of Pinellas County, FL	Project No: 520-2441B-1CE11
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Activities				
Program Area	Program Element	ESSA Approved Activity	Type of Staff	Description of Activity
Expanded Learning Opportunities (ELOs)	ELO: engaging instructional enhancement	(1) academic enrichment learning programs, mentoring education	Teacher	<p>Activity. Food Bank Reading Activity/ Real – World Connection</p> <p>Need/ Research. Meichenbaum, one of the world’s leading experts on trauma and violence stated, “one thing is more important to traumatized children than anything else, a child’s ability to read”. Research shows that reading is the single predictor to overcome trauma and survive their circumstances (Meichenbaum, 2002). As many families and children had to rely on Food Banks during this pandemic, tying the reading activity to this real-world, relevant topic will encourage attendance.</p> <p>Objectives 70% of regularly participating students will increase their reading skills; fluency, comprehension and understanding of complex text.</p> <p>Strategies/ Staff. The certified teacher (reading specialist) will provide students with articles on the various food banks in their community. Using guided reading techniques, small-group reading designed to</p>

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			<p>provide differentiated student support, students will explore the various non-profit organizations. The duration of the activity is two weeks. Students will practice reading, research skills, collaboration, dialogue, and presentation skills. The project will conclude with a speaker from one of the Food Banks.</p> <p>Outcomes. As a result, students will gain insight into how Food Banks acquire the sustaining food donations. The lessons will develop students' understanding of complex text, vocabulary (meaning with the context of the passage), and comprehension.</p>
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Activity Plan

Agency Name: School Board of Pinellas County, FL	Project No: 520-2441B-1CELL1
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Activities				
Program Area	Program Element	ESSA Approved Activity	Type of Staff	Description of Activity
Expanded Learning Opportunities (ELOs)	ELO: out of school time programming	(7) cultural programs;	Contracted Service Staff	<p>Activity. Destination Africa</p> <p>Need/Research. Too often, the learning experiences of minority children are not reflective of their background experiences. To fill this gap for our most vulnerable target population (African Americans), this activity will use the culture of Africa as a backdrop for learning core academic subjects. In addition, enrichment activities (music, dance, and art) will use the “Lion King” theme to expose students to the culture of Africa, in way that is engaging and promotes continued participation.</p> <p>Objectives. 70% of regularly participating students will increase their reading skills; fluency, comprehension and understanding of complex text.</p>

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				<p>Strategies/Staff. The project duration is 8 weeks. Each weekly session is one hour. The Certified teacher will develop core academic lessons around African geography, geology and culture.; Contracted Dance teacher will expose students to African dance and music, and Art teacher from Woodson Carter Museum will conduct a virtual tour of African American Art.</p> <p>Outcomes. This activity will increase reading and science skills, a sense of belonging, increase their understanding of heritage, pride and excellence. It will give students an opportunity to express their emotions, share school experiences, and understand how to pivot around challenges that can impede learning.</p>
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Activity Plan

Activity Plan

Agency Name: School Board of Pinellas County, FL	Project No: 520-2441B-1CELL
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Activities				
Program Area	Program Element	ESSA Approved Activity	Type of Staff	Description of Activity
Expanded Learning Opportunities (ELOs)	ELO: out of school time programming	(13) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as 'STEM'), including computer science, and that	Integrated Services Coordinator	<p>Activity: iDiscover Hands-on PBL includes science experiments, exploratory education, and Field Trips. These field trip will align to the curriculum that is shared afterschool/summer. MOSI museum, Florida Aquarium, Lowery Park Zoo, and Glazier Museum are exploratory activities to increase the student's experience beyond the classroom.</p> <p>Need/Research: Research has indicated students, families and community members who are characterized as fragile, marginalized, or socioeconomically disadvantaged have limited experiences or trips that are connected to learning. Research indicates learning is more impactful if students can connect learning to real-life experiences. (Darling-Hammond, 2019)</p>

			<p>Objective: 70% of regularly participating students will improve in reading, science, and math.</p> <p>Strategies/Staff The Integrated Service Coordinators in collaboration with district staff will plan and facilitate the field trips for their designated sites. The Certified teachers will facilitate the lessons and connect the activities during the field trip to the lessons in class. Activity sheets and virtual lessons will be included to increase the students' interest and excitement for learning.</p> <p>Desired Outcome Students who participate will increase their knowledge and engagement in learning.</p>
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Activity Plan

Activity Plan

Agency Name: School Board of Pinellas County, FL	Project No: 520-2441B-1CELL1
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Activities			
Program Area	Program Element	ESSA Approved Activity	Type of Staff
Expanded Learning Opportunities (ELOs)	ELO: out of school time programming	(1) academic enrichment learning programs, mentoring education	Contracted Service Staff
			<p>Activity: Personal Enrichment Activity: Music- Keyboard</p> <p>Need/Research: According to the International Journal of the Learning Sciences (2017), of all the extra curriculum activities, students who engage in music training, at home or at school had higher average grades than students who did not engage in music. Another finding was students of color who participated in playing music had a significant higher-grade point average over their peers. As part of the out of school programming, the community stakeholders strongly suggested students' activities should include music, art, and dance that is reflective of their community. Keyboarding supports that request.</p> <p>Objectives: 70% of the regularly participating students will be able to identify components of the instrument, play melodies/patterns, use</p>

Nita M. Lowey 21st Century Community Learning Centers

				<p>proper instrument techniques, and read rhythmic music.</p> <p>Strategies/Staff: The 21st Century CCLC Prodigy Kids ISC and staff will work closely with the contracted service employee to coordinate the Personal enrichment activity- Keyboarding. The program is 24 weeks per site x 2 hours per week. As a culmination, parents/families will be invited to a music night in which students will demonstrate the desired outcome.</p> <p>Outcome: Increase students academic performance through their interests and participation in music.</p>
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Activity Plan

Agency Name: School Board of Pinellas County, FL	Project No: 520-2441B-1CELL1
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Activities				
Program Area	Program Element	ESSA Approved Activity	Type of Staff	Description of Activity
Expanded Learning Opportunities (ELOs)	ELO: youth development programming	(1) academic enrichment learning programs, mentoring programs, remedial education	Other - Community Partner	<p>Activity. Mentoring Program</p> <p>Need/Research. Evaluations of youth mentoring programs have provided evidence that high-quality, enduring relationships can lead to a range of positive outcomes for the young people involved. (National Mentoring Partnership, 2020) This is particularly true with youth of low socioeconomic status (our target population).</p> <p>Objectives. 70% of regularly participating students, matched with a mentor will increase their academic performance, decrease behavior incidents, increase positive affects in their daily lives.</p> <p>Strategies. Staff. Volunteer mentors will meet with students during Lunch , as “lunch pals”, and also afterschool. Program components will</p>

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				<p>include service learning, mentoring, academics -homework assistance and tutoring, mental health, social emotional learning, trade school, college and career preparation.</p> <p>Mentors and support services will be provided by the following partnering organizations: Raymond James, Men of Yesterday (AA males), Juvenile Welfare Board, Community Health Centers of Pinellas (CHCP), Children’s Mental Health Initiative at CHCP.</p> <p>All mentors must pass the background screening, and commit to meeting with their mentee once per week for 30 – 45 minutes, and attend mentoring training.</p> <p>Outcome. Partnering a student with a caring adult will increase student performance in core academic areas, provide motivation to stay in school, decrease the likelihood of skipping school or getting involved with substance abuse.</p>
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Activity Plan

Activity Plan

Agency Name: School Board of Pinellas County, FL	Project No: 520-2441B-1CELL1
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Activities				
Program Area	Program Element	ESSA Approved Activity	Type of Staff	Description of Activity
Families and Communities as Assets (FCA)	FCA: community service learning	(10) parenting skills programs that promote parental involvement and family literacy;	Contracted Service Staff	<p>Activity. Family Workshops/ Community-Service Learning</p> <p>Need/Research: The 7 Habits of Highly Effective Families (Covey, 1999), shows how and why to have family meetings, the importance of keeping promises, how to balance individual and family needs, and how to move from dependence to interdependence. Based on surveys, families have identified the need to sharpen these skills, to better empower their student learners.</p> <p>Objectives. 50% of families members of regularly participating students will increase family engagement, promote service learning and parent literacy.</p> <p>Strategies/Staff. The contracted service instructor/ coach will utilize Franklin Coveys 7</p>

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				<p>Habits of Highly Effective Families framework, to conduct workshops to build stronger families. Throughout the year, 8 workshops will be held, engaging children, parents, grandparents, and other family members in the community-service learning format</p> <p>Each month, one of the 7 habits will be shared, immediately followed by an action plan to implement a serving learning project. Parents will form cohorts and receive certification as they serve their schools.</p> <p>Outcome. Families will be equipped to “give back to their community”, while spending quality time with one another.</p>
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Program Area	Program Element	ESSA Approved Activity	Type of Staff
Families and Communities as Assets (FCA)	FCA: family engagement initiatives	(10) parenting skills programs that promote parental involvement and family literacy;	Integrated Services Coordinator
			<p>Activity: Professional Development Training for staff and parents on techniques and strategies to teach and engage African Americans males.</p> <p>Need/Research: Low academic achievement, high number of suspension rate, and highest number of Emotional and Behavior Disorder (EBD) placements. PCS Student Data 2019</p> <p>Objective: 70% of regularly participating students will improve in reading, science, and math.</p> <p>Strategies/Staff Integrated Service Coordinator will work with Cultural Competency, Equity, and Restorative Practice district staff to develop and facilitate training. Parents will participate in training but they will also have breakout sessions to discuss</p>

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				<p>their concerns with the educational system, relative to their male students. Families will also be able to request and suggest strategies to support their male students.</p> <p>Desired Outcome Increase academic achievement, decrease discipline concerns, and increase engagement in STEM, and community service and mentorship programs.</p>
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Program Area	Program Element	ESSA Approved Activity	Type of Staff	Description of Activity
Families and Communities as Assets (FCA)	FCA: family engagement initiatives	(1) academic enrichment learning programs, mentoring education	Contracted Service Staff	<p>Activity. Snapology Family Engagement</p> <p>Need/Research. Snapology is a digital and face-to-face program based on proven research; that childrens' best learning experiences come from actively designing, creating, interacting and inventing. In addition, Academic enrichment activities that involve the parent/family increases student academic achievement and family literacy.</p> <p>Objectives. 50% of families members of regularly participating students will increase family engagement, and student academic success in core subjects.</p> <p>Strategies/Staff. Snapology's flexible curriculum allows the specially trained contracted services staff to collaborate with</p>

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				<p>regular school day staff and families, to offer reinforcement during out of school time. The virtual STEAM activities incorporate student and family collaboration on designing projects using LEGOS. The Integrated Services Coordinator will provide families with LEGOS supplies for the “Pokemon Battle” interactive sessions.</p> <p>This activity is 6-8 weeks, for 1-2 hours per week.</p> <p>Outcome. Will encourage social skills and teamwork, while supporting learning gains in science, technology, engineering, art, math and literacy concepts.</p>
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Program Area	Program Element	ESSA Approved Activity	Type of Staff
Families and Communities as Assets (FCA)	FCA: parent engagement in advocacy and school decision making	(10) parenting skills programs that promote parental involvement and family literacy;	Integrated Services Coordinator
<p>Description of Activity</p> <p>Activity. Parent Academy Workshops</p> <p>Research/Need. Building parents/family capacity to advocate for their child, engaging in the decision-making process, and increasing their literacy skills are key components of the Dual Capacity-Building Framework for Family-School Partnerships. (Mapp, 2019)</p> <p>Objectives. 50% of families members of regularly participating students will improve literacy skills student advocacy and school choices.</p> <p>Strategies/Staff. The ISC will create workshops that are linked to learning, collaborative, interactive, relational, and developmental. Parents will be required to attend the monthly workshops and create plans using the knowledge they have gain. Parents will</p>			

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				<p>become active member of school-based leadership teams that discuss curriculum, budget, and programming. Parents will also promote the home visit project that is used to build relationships between teachers and parents</p> <p>The workshops will be one-hour monthly throughout the entire budget year. Survey will be created to evaluate the parents feedback.</p> <p>Outcomes. These activities will increase parenting skills, promote engagement, family literacy and advocacy.</p>
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Activities				
Program Area	Program Element	ESSA Approved Activity	Type of Staff	Description of Activity
Health and Support Services (HSS)	HSS: family support initiatives	(10) parenting skills programs that promote parental involvement and family literacy;	Contracted Service Staff	<p>Activity. Equity Workshops/ Advisory Committee</p> <p>Research/Need. The needs assessment identified a gap in family/parent self-advocacy skills in achieving equity of resources, particularly in the area of health and wellness.</p> <p>Objective. 50% of regularly participating student families will increase health and wellness literacy and resource equity.</p> <p>Strategies/Staff. The Equity Health Center staff (contracted) will work with identified parent leaders to develop monthly, one- hour workshops. These parent leaders will be responsible for addressing equity, health and wellness, and education. They will be tasked with recruiting other advisory committee members.</p>

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				<p>Each site will be responsible for 6-8 workshops on the topics of health and wellness education and equity.</p> <p>Outcomes. An improvement in parent literacy and advocacy skills, and equity in resources for families and communities. Moreover, the program will increase family engagement.</p>
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Activities				
Program Area	Program Element	ESSA Approved Activity	Type of Staff	Description of Activity
Health and Support Services (HSS)	HSS: physical and mental health needs	(12) drug and violence prevention programs and counseling programs;	Enrichment Specialist	<p>Activity. As a personal enrichment activity, the Second Step Social Emotional Learning curriculum will be used to address the social, emotional, and mental health impact of physical distancing.</p> <p>Need/Research. Amid the COVID19 pandemic, students, families, teachers, and communities are trying to manage their anxiety, fears, and emotions. Some families are struggling with grief, drug use, violence, and abuse.</p> <p>Objectives: 70% of regularly participating students will decrease stress, increase ability to manage emotions, decrease off-task behaviors and mistreatment of others.</p>

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				<p>Strategies/Staff. Second Step lessons will be taught by certified teachers. Lessons content includes emotional management, handling accusation, managing disappointment, managing anger, managing feelings from family member physical and drug abuse, and managing hurt feelings. This curriculum will be 25 weeks x 30 minutes per day and each site. Guest speakers from our community partnerships will share key strategies for use at school and at home.</p> <p>Desired outcome. Creation of an environment where students can work through challenging experiences, trauma, bullying, and social media stressors.</p>
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Activities				
Program Area	Program Element	ESSA Approved Activity	Type of Staff	Description of Activity
Expanded Learning Opportunities (ELOs)	HSS: physical and mental health needs	(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;	Contracted Service Staff	<p>Activity. Healthy Eating- Culinary Arts PBL</p> <p>Need/Research.</p> <p>Our target community has reported high levels of student obesity, lack of health care resources, high levels of heart diseases, and diabetes; unhealthy eating habits are contributing factors</p> <p>Objectives: 70% of regularly participating students will increase in the skill of making health food choices.</p> <p>Strategies/Staff. This nutritional education project offers a 5-week curriculum where; a) Students will practice making healthy food choices and b) Students will learn the fundamentals of nutritional cooking . The Culinary Arts Program staff (contracted</p>

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				<p>services) will create an awareness of career opportunities within the Food Service Industry.</p> <p>Outcome. Healthier food choices will result in a decrease of illness/ obesity due to eating habits.</p>
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Agency Name: School Board of Pinellas County, FL	Project No: 520-2441B-1CELL1
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Activities				
Program Area	Program Element	ESSA Approved Activity	Type of Staff	Description of Activity
Health and Support Services (HSS)	HSS: physical and mental health needs	(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;	Enrichment Specialist	<p>Activity: Physical activity is a key personal enrichment activity. “Jump for Kids” is an all inclusive physical health program that focuses on student attitude, behavior, wellness, fitness, self-efficacy, and life-long skills.</p> <p>Need/Research:</p> <p>Our target community has reported high levels of student obesity, lack of health care resources, high levels of heart diseases, and diabetes; unhealthy eating habits are contributing factors.</p> <p>Objective:</p> <p>70% of regularly participating students will decrease behavior, demonstrate positive attitudes (character development), and improve their physical activities, eating habits, and wellness.</p>

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				<p>Strategies and Staff:</p> <p>ISC, 21st Century staff, and the contracted service instructor will work closely with the regular school day physical fitness teachers to align activities to state and district standards. After school activities will include Project-based lessons and physical activities. Each site will receive 32 hours of instruction over a 16-week period.</p> <p>Desired Outcomes</p> <p>Improve behavior, increase knowledge in healthy eating, and fitness. Improve ability to self-regulate emotions, decrease bullying, and decrease in off-task behaviors.</p>
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Agency Name: School Board of Pinellas County, FL	Project No: 520-2441B-1CEL1
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Activities			
Program Area	Program Element	ESSA Approved Activity	Type of Staff
Health and Support Services (HSS)	HSS: substance abuse prevention programming	(12) drug and violence prevention programs and counseling programs;	Integrated Services Coordinator
<p>Description of Activity</p> <p>Activity: Substance Abuse Prevention Program</p> <p>Need/Research. Based on the community need assessments and the impoverished communities of the targeted student population, a substance abuse prevention program is needed. Research shows there is large disparities among economically disadvantaged youth as it relates to substance abuse. (Williams, 2011).</p> <p>Objective: 70% of regularly participating students will increase their knowledge of the negative impacts of drug and alcohol use.</p> <p>Strategies/Staff. The Integrated Service Coordinator will work with students who know someone who has experienced drugs, been incarcerated due to drugs, and/or due to risk factors that can lead to drug use. The</p>			

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				<p>Substance Abuse Prevention Program pairs students with an adult mentor, provides drug prevention lessons, and schedules guest speakers from the health community: Juvenile Welfare Board, Suncoast Mental Health Services, Children Mental Health Initiative and Pinellas County Schools. The activities will include animation, writing projects, storytelling restorative circles, mentoring sessions, group dialogue, and other activities that stimulate learning.</p> <p>Grade Level 3-5; 6-8 weeks, 1-2 hours per week, pers site.</p> <p>Outcome. Decrease the impact of drug and alcohol use on academic success</p>
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2020-21 Nita M. Lowey 21st CCLC Partners Table

Agency Name: Pinellas County School District		Program Name: Pinellas County School Nita M. Lowey 21 st Century CCLC Prodigy Kids Program			
Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Commitment
PEMHS – Personal Enrichment of Mental Health Services	CBO	Funds, In-Kind	2 Family Connection Navigators; 2 Mental Health Specialist to support students and connect families to resources to support stability.	Family engagement goals Reading, math, personal enrichment	YES 2020-2025
Community Health Center of Pinellas	HBO	In-Kind	Mentors, Physical and Mental Health and Wellness Education for students and families	Family Engagement Academic Goal Social and Emotional stability, Family development and support	Yes 2020-2025
Pinellas County School District - Food Service Department	SD	In-Kind	Snacks/Meals	Health and Wellness	Yes 2020-2025
Pinellas County School District 74th Dunedin Eisenhower New Heights	SD	In-Kind	Administrative Position Registration and Clearance of Volunteers and Tutors Facilities Use of Computers Database Tracking System FOCUS/Portal – student data system Communications	Academic Enrichment	Yes 2020-2025
Juvenile Welfare Board	CBO	In-Kind	Family resources Social Services family Support; Reading program support; neighborhood family centers	Family engagement goals	No

Surcoast	CBO	Funds	Mental health and Family Services to students and families in identified schools	Personal Growth Social and Emotional stability Family development and support	No
Girls Incorporated Inc.	CBO	In-Kind	Materials Mentoring Character Development	Academics Mentoring Character Development	Yes 2020-2025
Raymond James	FPO	Funds	Mentoring Program	Academics Mentoring Character Development	Yes 2020-2025
Center for Health Equity- Foundation for Healthy St. Pete	CBO	In kind	Resources and training on racial equity; Health and Wellness classes for families; meeting space	Health and Wellness Enrichment; Family Enrichment; Equity, Socioemotional Learning	Yes 2020-2025