

It's All About that BASS: **B**ringing **A**pplication to **S**truggling **S**tudents

5.1 Project Summary

Bay County, FL, which lies in the Florida Panhandle along the Gulf Coast. Its major industry is tourism, and many businesses rely heavily on the geographic location on “The World’s Most Beautiful Beaches” as well as the ecological resources provided by an extensive estuarine bay system and the resources within the Gulf of Mexico. Aside from a few manufacturing plants such as Berg Pipe and Oceaneering, an active shipbuilding enterprise, Eastern Marine, and some smaller corporations, Bay County is not home to large, multinational corporations. Its deep water port, Port Panama City, continues to increase its usefulness to Central America and South American trade with expectations for further expansion due to the expanding capacity of the Panama Canal to move larger ships through the Caribbean. The military is a huge investor in Bay County with the Naval Surface Warfare Center Panama City Division as well as Tyndall Air Force Base located here and providing many students to the district.

The k-12 educational needs are served by Bay District Schools, and many of its students are oblivious to any local career opportunities. Relatively few families, especially those in low socioeconomic circumstances, intersect with the above mentioned economic drivers nor their employees. This leaves students of all ages with little direction provided through Bay District Schools to help them understand what learning is valuable to their future and why that learning will prove valuable to them.

There are Both overarching **goals** for this project:

1. To provide hands-on, application learning in the areas of STEM to **students 6-8** in settings before and after school and during the summer that hooks them on science, technology, engineering and mathematics at an early age and continues to engage them as they move into higher grades.

2. To provide academic enrichment and conflict resolution training that motivate students to seek academic success and social compatibility, celebrate their learning and allow them to experience various career options that are open to them as they plan for their future.
3. To make learning, whether remedial or advanced in nature, fun and challenging, embedding STEM learning in activities that require using knowledge while assisting in acquiring that knowledge as necessary.

5.2 Needs Assessment

Need:

Bay District Schools lies in the Florida Panhandle along the Gulf Coast and includes the same geographic areas as Bay County, Florida, which covers 861 square miles of which 763 are land and 108 are water. Bay County is 36 miles wide and 44 miles long. The Bay School District serves a socio-economically diverse population of 26,865 students at 45 schools: 18 elementary, 6 middle schools, 5 high schools, 10 charter schools and 6 special purpose, adult, k-8 and k-12 schools. All schools are fully accredited by the Southern Association of Colleges and Schools. While Bay District students consistently score above state and national averages on state assessment tests, the ACT, and SAT, traditional public schools within the city of Panama City are struggling academically. Most of their students' scores on the 2014 FCAT were below the previous years' performance. Students within Census Tracts 16 and 17 in Panama City consistently score below state and national averages in English Language Arts and Math.

In these two communities, specific risk factors include high percentages of

- Poverty
- Unemployment
- Substance Abuse

- Violent crime
- Single parent households
- Grandparents raising grandchildren
- Incarcerated parents of school-age children

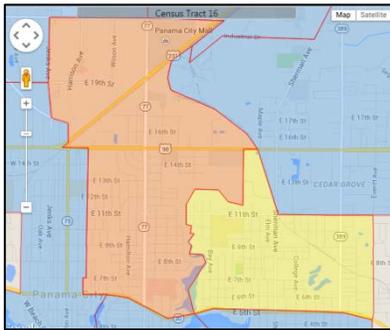
Thus, it stands to reason that the estimated 1,500 school-age children in these two communities have high rates of academic under-achievement. These two neighborhoods cover 3.48 miles and are home to 6,725 residents, which is 4% of the county's, and 18% of Panama City's population. The Glenwood neighborhood in Panama City is among the lowest income neighborhoods in America. It is on the Housing and Urban Development Qualified Census Tracts list. This neighborhood has an income lower than 93.3% of U.S. neighborhoods. With 41.5% of the children here below the federal poverty line, this neighborhood has a higher rate of childhood poverty than 84.1% of U.S. neighborhoods.

In 2014, an unprecedented spike in gun violence occurred between May and July. Over a nine-week period, there were seven murders by gunshot. Six of those murdered were black males between the ages of 17 and 25 and occurred in the city of Panama City, FL, the county seat, which has a population of 36,877. By year's end, there were 10 violent murders in Bay County, eight of them in Panama City and seven of those eight in Census Tracts 16 and 17. There were 32 people arrested or killed in the investigations

In response to the spike in violent crime, Bay District Schools partnered with the Bay County Sheriff, Panama City Police Department, City of Panama City, and Gulf Coast State College to form the LEAD Coalition and work collaboratively on systemic solutions to the crime. The Panama City Police Department has identified the 12 hot spots for weapons and 14 for drugs within the city. Of the total, 67% (8/12) of the weapons and 71% (10/14) of the drug hot spots

are in Census Tracts 16 and 17—neighborhoods more commonly known as Glenwood and Millville—where 70% (7/10) of the homicides occurred in 2014.

Census Tracts 16 (red) & 17 (yellow)



The district operates the Bay Base after school program at various schools; however, there is not a program at a school in that serves Glenwood and Millville. Bay Base is funded based on parent fees. In Glenwood and Millville, where the median income are just above \$21,000, the parents with children

cannot afford those fees. More often than not the children are left on their own or the older siblings are taking care of the younger ones with little or no adult supervision. In these scenarios, academic excellence is often not the emphasis.

In neighborhoods where criminal activity has designated it a “hot spot” by law enforcement, there tends to be a mix of socioeconomic factors contributing to the desperate situations in which the children are being raised. There is one after school program in this area, and it serves about 50 students. Census population estimates approximately 1,500 children in these two Census Tracts enrolled in school. These students desperately need the support from an After School Program that provides hands-on, application learning in the areas of STEM to hook them on science, technology, engineering and mathematics at an early age and continue to engage them as they move through the middle grades.

According to the Executive Summary Bay District Schools Page 8 AdvancED

Students in various subgroups continue to fall below state proficiency levels. To ensure that all students' needs in all subgroups are being met, Bay District Schools implements

instructional strategies specific to the subgroups' needs as well as individual student's needs within the specific subgroups. Students' needs are wide and varied. Although prior district improvement plans contained many strategies to assist all students, the district still fell short of AMO targets in all subgroups.

Two middle schools were selected to become 21st Century Learning Centers as part of the LEAD Coalition's Crime Prevention and Resource Coordination objectives. By connecting students' innate curiosity with a love of learning at an early age and guiding them in career exploration and goal setting, the youth will be exposed to opportunities literally down the street and around the corner that will help them develop a desire to succeed greater than the lure to the streets.

The Gulf Coast College Reach Out Program currently serves about 40 middle school students at Jinks and Everitt middle schools. They meet twice weekly for one hour a day. The After School Assistance Program is a 21st Century Learning Center that serves about 80 students at two sites, one of which is located in Glenwood. Given the program numbers, less than 20 percent of the school-age children in these two communities receive programmatic academic support beyond the school day. There is a great need here.

The LEAD Coalition held focus groups with non-profit organizations that offer After School and Summer Programs, a community forum, and focus groups with students at C. C. Washington Academy (an alternative middle school), Everitt Middle School and Rosenwald Alternative High School. Findings from these forums, focus groups and meetings resulted in the providing a before school Morning Music Motivation in the middle schools to start the day, incorporating Kingian Nonviolence principles and practices to shape the culture of the after school and summer programs, and the integration of job readiness workshops for parents and guardians at the sites to promote family literacy.

5.4 Applicant's Experience and Capacity

Although the LEAD Coalition is a new organization, its partners are well-established systems that have successfully operated federal and state grant programs within the community. While the five managing partners of the LEAD Coalition are Gulf Coast State College, Bay District Schools, the Bay County Sheriff's Department, the City of Panama City, and the Panama City Police Department, the lead agencies for the 21st Century Learning Centers are Bay District Schools and Gulf Coast State College.

Gulf Coast State College, fiscal agent of the LEAD Coalition, has administered numerous federal and state grants in its 58-year history. From receiving and executing grants from the Florida Department of Education, such as the Biology Partnership to various grants for improved and new campus facilities, GCSC maintains the staff and the expertise to oversee and successfully execute grants of all sizes. It is clear that obtaining grant funding is the first step in the grant process however, it takes a cadre of experienced staff to oversee the various grant requirements and to maintain the necessary records that track the progress of the grant as well as its success.

Gulf Coast State College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award certificates, diplomas, and associate degrees. This grant is submitted by Gulf Coast State College in order to support the LEAD Coalition and its mission of bringing resources into communities of need. This includes bringing additional academic resources and opportunities to the youngsters within these communities.

One of its current grants and a partner in this proposal is the College Reach Out Program Grant. The College Reach-Out Program (CROP) is a state-funded program designed to motivate middle school students to complete high school and continue on to post-secondary education. Gulf Coast State College's CROP serves Bay, Gulf, and Franklin counties and provides mentors

to students in danger of being unsuccessful in school. It provides a clear and firm connection between struggling students and successful adults who work to connect these students to a future that includes high school graduation and career planning.

5.5 Partnerships, Collaboration & Sustainability

The LEAD Coalition is composed of partnerships with the mission of finding solutions and bringing successes into the specific targeted areas of Panama City. The Bay County Sheriff's Department, Panama City Police Department, City of Panama City, Bay District Schools, Florida State University Panama City, Gulf Coast State College, Girls, Inc., Boys and Girls Club of Bay County, Panama City Marine Institute, Bay County Library System as well as local religious organizations are all active partners in the LEAD Coalition. Those same partnerships translate into expertise, ideas and actions that impact this project.

This project's success is predicated on a thorough understanding of not only what is needed for the success of these youngsters, but also on how best to deliver success to these students. These partnerships, which cover legal, academic as well as religious areas, lend great credibility and depth to this program and help ensure its success.

As this project matures, community resources will be focused and its success will make it a prime recipient of investment whether through additional grant funding, investment by political entities and/or business investment. Data will be collected to demonstrate the return on investment of this kind of endeavor, and that data will drive future investments.

5.5a Community Notice

The intent to apply for funding in general and the 21st Century Learning Centers grants, specifically, was announced at the LEAD Coalition focus groups, community forum and regular

meetings in April 2015. Additionally, organizations and agencies offering After School and/or Summer Programs were contacted directly via phone calls.

5.5b Collaboration with Private Schools

There are no private schools within the geographic location of the 21st Century program sites, Census Tracts 16 & 17 within the Panama City limits.

5.5c Partnerships

Bay District Schools will partner with Gulf Coast State College. Through the already established Memorandum of Understanding which formed the LEAD Coalition of Bay County, the Bay County Sheriff's Office, City of Panama City, and the Panama City Police Department are partners in this program. The Bay County Sheriff's Department School Resource Officer at each school will conduct classes and provide counsel to students in the 21st Century Learning Centers program. Additionally, the LEAD Coalition Managing Partners may:

- Assist in ensuring and implementing consistent communication among partners and stakeholders.
- Visit classrooms to support implementation efforts.
- Meet regularly with school principal to communicate accomplishments and identify areas for improvement.
- Provide site staff and partners with access to appropriate program and student-level data.
- Assist with research and evaluation activities including the collection and management of data

5.5 d Collaborations with Regular School Day

However, the evidence that students are struggling also begs the question of how engaging is the school day learning. This project will work closely with classroom teachers, utilizing lesson plans developed by the classroom teacher and dovetailing on those plans to extend that expected learning into the afternoon project. This project is intended to provide additional academic support to students who struggle. It is not intended to be an afternoon “camp” for students, but rather to be an extension of student learning that has taken place during the regular school day. The afternoon activities will engage students in hands-on, problem-solving activities that have students applying the learning received during the school day. The reality is that for these students, the school day has not delivered the learning necessary for success. This project’s goal is to deliver that learning and to ensure success as an extension of that day.

5.5 e Sustainability (see 5.5)

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Collaboration among these various partners is already underway through the LEAD Coalition. The project serves to further validate and enhance its impact on the targeted communities and learners.

5.6 Program Plan

Bay District Schools lies in the Florida Panhandle along the Gulf Coast. Major industry is tourism and many businesses rely heavily on the geographic location on “The World’s Most

Beautiful Beaches” as well as the ecological resources provided by an extensive estuarine bay system and the resources within the Gulf of Mexico. Aside from a few manufacturing plants such as Berg Pipe and Oceaneering, an active shipbuilding enterprise, Eastern Marine, and some smaller corporations, Bay County is not home to large, multinational corporations. Its deep water port, Port Panama City, continues to increase its usefulness to Central and South American trade with expectations for further expansion due to the expanding capacity of the Panama Canal to move larger ships through the Caribbean. The military is a huge investor in Bay County with the Naval Surface Warfare Center Panama City Division as well as Tyndall Air Force Base located here and providing many students to the district.

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These are the overarching **goals** for this project:

1. To provide hands-on, application learning in the areas of STEM to **students 6-8** in settings before and after school and during the summer that hooks them on science, technology, engineering and mathematics at an early age and continues to engage them as they move into higher grades.
2. To provide enrichment experiences that allow them to experience various career options that are open to them as they plan for their future.
3. To make learning, whether remedial or advanced in nature, fun and challenging, embedding STEM learning in activities that require using knowledge while assisting in acquiring that knowledge as necessary.

5.6.a: Target students

This project will target students who attend Everitt Middle School and Jinks Middle School.

School grades as assigned through the Florida Comprehensive Assessment Test and Florida Accountability System

School	2012	2013	2014	% FRL
Everitt Middle School	C	D	F	85
Jinks Middle School	B	C	D	86

Mobility, parent involvement, academic performance, behavior are all issues that continue to plague Everitt, and its school grade of F demonstrates its challenges. Jinks Middle School is similar to Everitt with a school grade of D and an 86% free and reduced population. Jinks students come from similar populations as Everitt and Patterson, and overcoming the challenges requires additional resources and effort.

The district will identify students in each of these schools using its Early Warning System matrix, that highlights students showing several warning signs which include course failure in language arts or math, level one score on statewide standardized assessment in English or math, attendance below 90%, one or more suspensions whether in school or out. Students who exhibit two or more of these indicators are carefully progress monitored by BDS and additional resources targeted to assist them.

5.6b: As described above, BDS already tracks students based on their exhibiting two or more of the early warning signs. This project will utilize that data to identify students who could most benefit from this project. The following process will be utilized to develop the final list of students who will be recruited into this project:

1. Create list of possible recruits based on initial early warning signs data through BDS
2. Meet with schools' teachers to get the teachers' perspective on what students could most benefit from this project
3. Meet with identified students' individual teachers and their parents to explain the project and the expectations for entry into the project as well as any parental requirements that are expected
4. Follow-up meeting with parents to answer any questions and to clarify expectations. Determine if parents are definitely onboard, passively onboard or not onboard.
5. Meet with faculty to do final cull of recruits
6. Get students officially enrolled in this project
7. Provide a kick-off event for students, faculty and parents for the project

5.6c Student Program Activities

Rationale: Children who grow up in poverty tend to have decreased verbal ability and achievement (Duncan & Brooks-Gunn, 1997). In the past, educators have adopted this “catch them up” mentality and exposed these children to enormous amounts of passive instruction on letter recognition and phoneme awareness practiced out of context (Helm and Beneke, 2003, 14). In many cases the children did indeed appear to be “caught up” with their peers, but later studies found that this intensive training did not help them gain in emotional and social growth, and therefore they did not maintain the same level of achievement as their peers. In order to build a solid foundation of literacy, teachers need to establish lessons with long-term benefits. Such experiences should allow for frequent and meaningful opportunities for teacher-child, child-teacher, and child-child conversations. Children should be encouraged to share their ideas, ask questions, and offer suggestions. When teachers value a child's ability to communicate, learning becomes more meaningful and therefore lays the groundwork for future

skills to be established. This project proposes to “lay the groundwork” for skills by having students **APPLY their learning** at every opportunity.

Time with students will be divided into thematic units related to STEM areas of study. Themes will remain consistent among the grades served in this project, however, the depth and rigor of the study of those themes will be based on developmental levels and levels of educational competence.

School year Themes:

First grading period: Acoustics and the mathematics and science of sound. This unit will have students learning what makes sound, how to make sound, how sound is changed and modulated based on certain variables.

Second grading period: Aeronautics and the physics of flight. Unit two will have students build aircraft and test their product, then adjust as necessary to improve performance. Students will build an airplane wing and use a wing tester to ensure air flow is sufficient for flight.

Third grading period: Our environment and the economy it supports. Students will work with microscopes and various collection devices to learn not only how this equipment operates, but also the worlds that are opened up by being able to view things that are very small or that live in areas not easily observable.

Fourth grading period: Robotics. Students will learn to assemble and to program robots.

Younger students will use the LEGO WE Do robots, older students the LEGO V3 edition of the Mindstorm robot, and students who are older and who master the LEGO Mindstorm will move to programming the VEX robots. Students will first learn to program the ‘bots and to successfully complete missions using their robot. Missions will be adjusted for complexity as youngsters become more familiar with their capabilities.

The Naval Surface Warfare Center, Panama City Division, has an entire department devoted to acoustics, so experts in this field will be readily accessible for enrichment activities. Students will use mixers, turntables and other commercial equipment used in the entertainment/music industry to create/change sound for production purposes. Gulf Coast State College has a degree in this area, and those students will be utilized to extend the learning in this area.

Students will compete with others to create the aircraft that flies the furthest using only lift.

Older students will work with remotely operated vehicles (drones and remotely operated airplanes) to study the effect of variables (wind, heat, cold) on aircraft performance. Students will work with flight simulators to practice actually flying aircraft. The physics of flight will be studied, whether using paper airplanes or more expensive aircraft and scientific principles introduced such as Bernoulli's Principle so students understand the complexities of moving things through the air. ECP, Beaches International Airport, will provide enrichment activities in the form of field trips during which students learn what careers are involved in moving the flying public from one location to another safely.

Third grading period: Our environment and the economy it supports. Students will work with microscopes and various collection devices to learn not only how this equipment operates, but also the worlds that are opened up by being able to view things that are very small or that live in areas not easily observable. Students will grow creatures such as worms , butterflies and beetles and follow their life cycles in addition to studying what sustains these creatures as they move through their life cycles. Bay County relies heavily on its environment to drive the local economies, and students must learn how sensitive these environments are and how they must be protected. They must also learn why it is important to protect them and the impact they have on the livelihood of many Bay Countians. Students will work with habitats and learn to identify the creatures that inhabit them. In addition, students will begin to understand the impact that weather has on habitats and to recognize signs of impending weather changes. NOAA will

provide petting tanks for students to learn more about sea creatures, and Florida State University STEM Institute will provide various items necessary to collect and study creatures in the marine habitat.

Fourth grading period: Robotics. Students will learn to assemble and to program robots.

Younger students will use the LEGO WE Do robots, older students the LEGO V3 edition of the MIndstorm robot, and students who are older and who master the LEGO Mindstorm will move to programming the VEX robots. Students will first learn to program the 'bots and to successfully complete missions using their robot. Missions will be adjusted for complexity as youngsters become more familiar with their capabilities. Robots are ubiquitous in our society, and our learners will begin to observe the various ways robots contribute to our daily lives. Policing now utilizes robots, for example, to examine abandoned packages for explosives, etc. Students will have the opportunity to talk to STEM professionals who use robots, who design robots and who program them. In addition to programming robots, students will compete using a process similar to BEST Robotics. As an extension of the robotics programming, students will begin to learn coding using various online tutorials. Nanthealth employs local programmers who can be utilized to assist in having students enjoy the opportunities that coding provides.

All activities and learning will be connected to the Florida Standards, and relatively unobtrusive formative assessments will be given

Summer Program: Each school site will provide an enriched learning environment four days per week for six weeks. Based on the integrated learning that took place during the school year, sites will focus on continuing the integrated learning that provides hands-on learning in STEM as well as a generous dose of art and music. Summer themes will include but not be limited to: weather, growing things, public speaking, aviation and unmanned aviation systems, energy and light. Each theme will be adjusted to be developmentally appropriate and designed to take

students from their current level of academic performance to ever higher levels. Reading and mathematics skills, as with the curriculum during the school year, will be embedded as a natural part of the problem-solving and teamwork these engaged learners will utilize for their activities. Attention will be paid to the level of complexity of activities so students work at higher levels of cognition or depth of knowledge.

A day in the life of a BASS student: Students will arrive at school by 7:55 a.m. and proceed to the cafeteria for breakfast. At 8:15 a.m. they will go to the chorus room across the hall for their Morning Music Motivation where the teachers will start the day with a short music lesson and singing. Students will engage in learning about music, the music of various cultures and genres of music. The Global Arts Society, a local non-profit organization, will come to each site for two weeks each quarter to teach lessons that correspond with the monthly academic theme. Using the arts as their medium, the mission of Global Arts Society is to educate, serve, bring awareness, and give voice to under-served communities and causes. Their programming transcends religion, creed, culture, and socioeconomic status, to impact education, elevate awareness, cultivate creativity, transform self-image, and enhance spiritual, mental and physical well-being. Global Arts may prepare students for their semi-annual performances at two of the monthly Family meetings.

After their Morning Music Motivation, the middle school students will proceed to class for the duration of the school day.

After the school day ends, students proceed to the 21st Century Learning Centers site location for an afternoon snack. After the snack, they proceed to their classrooms where they will be greeted by teachers. The first time block is for the students to do their daily Learning Journal entry by logging into FOCUS and checking their grades. Each student will have a program binder in which they keep their Learning Journal. They will then complete their homework with

tutors offering help as needed. Teachers and paras will review the grades and Learning Journal entries daily to provide consistent feedback to help students gain confidence and knowledge in how and why they have earned the grades that they have.

Not only will students be held accountable for their grades but will be assisted in how to communicate effectively with teachers to get the help that they need. The students will then transition to activity areas to either initiate new learning or follow up on learning already in progress. This might be continuing to build a working volcano begun a few days prior. It might be testing the volcano and then adjusting materials for a better outcome on the next test. Students will explain to others what worked, what did not work and perhaps why as well as how to improve performance. Students work in groups to assist each other in being more successful. Teachers guide students but do not tell them or lecture them on what they need to know. Practice, if necessary, is concise and brief and does not connect student to worksheets or remedial practice for hours on end. Practice becomes a means to an end, and not an end in itself.

At the end of the afternoon, students will be served dinner in the cafeteria. Bay District Schools will apply to the Child and Adult Care Food Program for funding to provide after school snacks and dinner meals in conjunction with these 21st Century Programs at each site. Both schools are eligible for funding given their percentage of Free and Reduced Lunch qualifying students.

A mainstay of this project's success will be the recruitment of educators who are the right fit for this community of learners. High expectations will be the mark for all students, thus teachers must be smart, creative and energetic with the resources to plan and to think "out of the box". These students get attention daily to help them with remedial skills and to catch them up as quickly as possible. This project will rely on building curiosity about the world around us and to generate enthusiasm about learning more about this amazing world and the science,

technology, engineering, art and mathematics that make it so amazing and that help us to make sense of it.

The statistics cited below are not new, nor are they unknown. However, how schools and districts have worked to overcome these statistics varies widely. Bay District has excellent teachers in excellent classrooms, but challenges for low SES families remain. This project, while mindful of these stats, relies heavily on the “fun factor”. Learning is FUN; STEM (STEAM) is FUN; working with your hands is FUN; working with your mind is FUN; working as a team and solving problems together is FUN; teachers are FUN; School is FUN!!

- Children’s initial reading competence is correlated with the home literacy environment, number of books owned and parent distress (Aikens & Barbarin, 2008). However, parents from low-SES communities may be unable to afford resources such as books, computers, or tutors to create this positive literacy environment (Orr, 2003).
- In a nationwide study of American kindergarten children, 36 percent of parents in the lowest-income quintile read to their children on a daily basis, compared with 62 percent of parents from the highest-income quintile (Coley, 2002).
- When enrolled in a program that encouraged adult support, students from low-SES groups reported higher levels of effort towards academics (Kaylor & Flores, 2008).
- Children from low-SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties (Aikens & Barbarin, 2008).
- Children with higher SES backgrounds were more likely to be proficient on tasks of addition, subtraction, ordinal sequencing and math word problems than children with lower SES backgrounds (Coley, 2002).
- Students from low-SES schools entered high school 3.3 grade levels behind students from higher SES schools. In addition, students from the low-SES groups learned less

over 4 years than children from higher SES groups, graduating 4.3 grade levels behind those of higher SES groups (Palardy, 2008).

- In 2007, the high school dropout rate among persons 16-24 years old was highest in low-income families (16.7 percent) as compared to high-income families (3.2 percent) (National Center for Education Statistics, 2008)

5.6d Adult Family Member Program Activities

Many of the parents in these two communities did not have pleasant, encouraging k-12 experiences and have not had high expectations for their own lives. They struggle to manage meager funds and may give very little thought to their own personal development. Yet, each spring, there are celebrations of adults who persevere through training programs and college degrees in an effort to attain better lives for their children. This 21st Century Learning Center will be a place where parents and guardians will be helped, too. At the orientation, everyone—parents and students—will take a brief assessment, such as a Myers-Briggs or True Colors type personality or a learning styles inventory, as a way to encourage parents and their children to know a little better how to relate to one another. This light-hearted, educational experience will open the door for the teachers to talk with the families about their career dreams, while the adult tutors get the information they need to plan the Monthly Meetings where parents can come and work on their goals, too.

Additionally, parents and guardians will be invited to participate in the Kingian Nonviolence Training that the teachers and staff will experience. The principles of nonviolence and reflection on the types of conflict and ways to address them will be valuable in establishing the culture of the 21st Century Learning Centers, so having the parents and guardians trained to be able to implement this approach at home will help to foster a culture of respect and healthy resolutions to conflicts that invariably will arise.

Each quarter, student participants in this project will have a culminating activity that showcases the learning that has taken place. This might be performances, demonstrations, displays or a variety of options. Parents will be invited to participate and their youngsters will be in charge of the afternoon/evening. Parent services will be available should parents have additional needs that can be met through this project or through local agencies. Parents will be invited to participate in each field trip or enrichment activity and extended family members are also part of these activities.

Parents in general are proud of their children and love to see their youngsters “strut their stuff”. This project will provide many opportunities for strutting and for families to have much to be proud of.

Family members who are in need of English Language Learner services will be connected through project staff to appropriate services, and project staff will remain up to date on district student services and will work closely with student services staff to ensure all parents are informed and encouraged to utilize available services.

5..6e Staffing Plan and Professional Development

Project staff will include:

- Program Director
- 2 site coordinators, one for each of the selected sites
- 1 data clerk
- 3 certified teachers at each of the sites
- 2 enrichment (music) teachers, one at each middle school site for morning curriculum
- Paraprofessionals to keep a 10:1 ratio of students to adults
- Adult tutors

This project is quite different from the typical after school program, and it requires educators with particularly specialized skill sets and content knowledge in STEM areas. Teachers will complete an application process and selection is not contingent on the teacher's daytime school assignment. All staff will complete four days' of training on selected curriculum, data collection and expected outcomes. Required state meetings will be an additional part of teacher development.

In addition to the team-building training, including Kingian Nonviolence and Lesson Planning workshops, 21st Century Learning Center teachers will be expected to attend district-wide Professional Development as selected by the Project Director and tied to the needs of the project. For example, CRISS training for learning strategies will be part of the PD as well as STEM PD hosted by Florida State University Panama City each summer will be utilized.

Florida's Professional Development Protocol will be followed.

5.6.f Program Site

Each of the program sites is the target schools themselves. Everitt and Jinks middle schools are constructed on similar floor and site plans. Both schools house multiple administrative and classroom buildings. The schools have well-stocked libraries, Smart Technology classrooms, a cafeteria and music and athletic facilities. The cafeterias will be utilized for meals, and the music rooms at the middle schools will be utilized for the Morning Music Motivation Before School Program. Both schools are safe environments and are enclosed by fences with protocols for entering and exiting the facilities. School office and/or program clerical staff will be in place during the program to grant family members accessibility to the school utilizing the schools' protocol for visitors.

5.6.g Safety and Student Transportation

Bay County School Board Policy is described in detail in Chapter 6 of the Board Book, Part 3, Student Transportation. Policies 6.301-6.313, p. 643 of the Board Book contain policies adopted by the school board to ensure that safety is paramount and describes what processes are in place to ensure student safety including staff screening, supervision, qualifications and professional development. Staff, both district and transportation are well versed in these policies, which are reviewed by the School Board on regular occasions.

Students will remain at their school site for project activities, so there will be no need to transport student among schools. Bay District Schools will transport students home at the end of the after school program. Field trips will follow established policy requirements.

5.6h Dissemination Plan

Upon receipt of notification of grant award, staff will hold a press conference to introduce to the public the staff of this project and the sites. In addition, the Bay District website will contain information on the project as it launches. A 21st CCLC website will be developed using local talent and will be maintained by project staff and updated monthly at the very minimum. The data clerk will have specific responsibility for the website.

School sites will host an open house for community members to come and examine the kinds of curriculum to be utilized, and to meet and question the staff. Project staff will also address the School Board on the outline of the project and its expectations.