



21st Century iClass Grant

Narrative 2017

1. PROJECT SCOPE OF WORK

The iClass (Independent Community Learning Academy for 100% Student Success) is an innovative extended learning model that provide student opportunity to increase their academic performance using a Project-Based Approach. It's a revitalization of education for students so that they can develop intellectually and emotionally. By using real-world scenarios, challenges, and problems, students gain useful knowledge and skills that increase during their designated project periods. The learning environment will promote critical thinking, problem solving, teamwork and self-management. Additionally, students have the opportunity to publicly display their work. Displaying their completed projects in the school and community gives the students the chance to grow their public speaking and presentation skills while explaining their project's outcome to individuals outside of the classroom and in the community.

Can you imagine becoming a parent teacher or having your community grocery store become an extended classroom? How about parents attending workshops located where they live, during convenient hours? The goal of the iClass Learning Center is to extend the reach, capacity and impact of education by developing independent learning environments in the students' schools, homes and communities during non-school hours. This project is an expansion of a successful model and this additional phase of iClass serves (180) 3rd – 5th graders attending (3) low-performing schools: Campbell Park Elementary, Fairmount Park Elementary, and Midtown Academy, and their families (Priority 1).

The safety and accessibility of each center is ensured by locating them on the school campuses, within certified classrooms and multipurpose rooms. The Program Design will engage students and family members in several project based learning (PBL) activities which utilize multi-media technology, hands-on activities and community partnerships. Sample PBL activities include, STEM activities (Robotics, Electrical Assimilations, Swift-Mud Water Quality environmental project, Museum of Science and Industry (MOSI), Science lab, Food Trust Bank Quality Food /Gardening Project and Community Development . In addition, iClass incorporates several Personal Enrichment activities beyond the PBL opportunities. These fun, collaborative

strategies include (Math thru Reading, iChoose Life Character Development and Life Skills, iDiscovery ,Thirsty for Reading, Real Men Read, and Health/ Wellness & Dance. The overarching goal is to increase Reading, Math, and Science proficiency while providing enriching activities to build the whole child and family.

2. EVIDENCE OF EXPERIENCE

A. Prior Experience . Over the past two years, Pinellas County Schools (PCS) has implemented several programs to increase student achievement and personal development; particularly, in low-performing schools. In 2011, the iClass (*Independent Community Learning Academy that fosters Student Success*) Learning Center was piloted in (3) low-performing elementary schools during non-school hours. This program revolutionized the manner in which students learned by erecting independent learning centers in their schools, homes and communities. The program was organized around three essential components: (1) using effective educational practices (2) eliminating student barriers to learning by addressing the health and well-being of students and families, and (3) engaging community members in the decision-making process which ensured that the learning center can improve and evolve through community collaboration. The academic components were Reading, Math, and iDiscovery (Science), and the enrichment activities focused on life skills and character building activities. In addition to the Florida Assessment for Instruction in Reading (FAIR) and the State Common Assessment for math, and the Florida Comprehensive Assessment Test, students were given a pre and post test to determine learning gains. The third cycle assessment data indicated that 87% of the students who participated 3 to 5 days per week were proficient in Reading (top indicator in reading), compared to the first cycle of only 18% of the students. For Math, 67% of the students improved by third cycle; the proficiency rate had increased from an average of 8% to 54%. Other successful indicators: discipline referrals decrease almost 50%, parent and teacher interaction increased based on the Duke University inventory scale, parent engagement increased 67%, and teachers reported that participating student attitudes had

positively changed during the regular school hours. The proposed project seeks to expand this model into four (4) additional **DA status** elementary schools. **(Priority 3)**

B. Leadership Capacity. The **District Level Director** demonstrates the capacity and experience to effectively implement the 21st Century grant. Dr. Valerie Brimm has 29 years of educational experiences, 22 of those years have been in administration. 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 successful and sustained families. The **Program Manager** brings a wealth of knowledge from the business and education world. His experience is building sustainable programs geared toward supporting low-performing students. He creates data systems that connect all components of the program. He works closely with the director to ensure program fidelity and success. His data analysis duties involve importing, cleaning, changing, validating or modeling data with the intention of drawing conclusions from the data for decision making purposes. The **Site Coordinator and Teachers** are highly qualified instructors, who will guide students, staff, and parents. In addition to current credentials, all staff will be required to participate in cultural competency training, technology training, curriculum training, and program training.

C. Community Collaboration and Partnerships. While developing this project, PCS engaged community partners that have mutual interests in the promotion and development of the 21st Century Community Learning Center (CCLC) plan. Pursuant to the ESEA SEC.4204 (b)(2)(C), and 4204 (b)(2)(H), a conglomerate of public and private partners were used to support the development, implementation, evaluation, and sustainability of the program. A strengths/needs assessment and segmentation analysis was conducted to provide and sustain a continuum of quality, effective services that, wherever possible, build on the work of other place-based initiatives. Additionally, a comprehensive, longitudinal data management system was shared

and accessible to all partners who agreed to support program needs and goals. Focus groups of parents, students, and community partners were conducted during the development stage of this project as well as their commitment of 5-10% of their time to serve and work diligently towards the sustainability of a quality program.

This consortium of partners include organizations and agencies who will provide community health and social services; child care providers (before and after care); volunteers, mentors, resources, and trainings. As implementation continues, additional partners will also be included that will support project-based learning activities, awards, and incentives. The iClass Learning Center project was presented to district personnel, parents, community members, and organizations for their support and approval.

Table 1: List of Community Partnerships and their Contribution

Name of Organization	Description of Services/Contributions	Documentation of support value of service or in-kind	Sustainability plan for partnerships
Pinellas County School District	Facility, Resources, Staff, Materials, Financial Support	In-Kind Services Approximate support of \$300,000	Seek additional resources, align to existing programs, solicit additional partners
Pinellas Enrichment Mental Health Services PEMHS	24-hour hotline, emergency screening and crisis intervention services for adults and children, community based program for children and families	In-Kind	On-going partnership that is shared with other agencies

Kimball Companies/ Pearson	Family Engagement Activities and Workshops for parents Common Core	In-Kind through Pearson Inc. with possible expansion. Pearson – in- kind for targeted schools	Memorandum of Understanding for initial program cost and agreement for expansion
Juvenile Welfare Board	Wrap Around Services, social services, and family support services. Expansion of early learning opportunities for families involved	Subsidized slots for after- school care, Aligned to existing resources Staff members in-kind	Interagency agreement and continued partnership due to shared vision and goals
R'Club	After School Care services for individuals not covered under the grant	Attendance logs and access to data system Value of per student care \$66 weekly	District Facility Use agreement, collaboration of shared vision for quality after care
Coordinated Child Care of Pinellas, Inc. (CCC)	Provide subsidized child care for low income families not covered under grant In-kind Staff members	Attendance logs and access to data system Value of per student care \$66 weekly	District Facility Use agreement, collaboration of shared vision for quality after care

YMCA	After School Care services for individuals not covered under the grant	Attendance logs and access to data system Value of per student care \$66 weekly	District Facility Use agreement, collaboration of shared vision for quality after care
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Note: Partner Letters of Support are located in Supporting Documents (Priority 3)

3. PROJECT NEED

Over the last three years, PCS has been experiencing a steady decline in student academic performance in high poverty elementary schools. The trend data is the worst among schools with large percentages of African American and Hispanic students. Coupled with the issues of poverty and low performance, parents of low-income families are unavailable to get engaged or lack the knowledge and resources to support their child academically. Similar to surrounding districts, PCS has reduced their operational revenue by 132 million dollars over the last 5 years, resulting in the closing of 8 schools. Moreover, the shift to community schools, due to Unitary Status, has created a high concentration of low-performing students in certain schools. Presently, the district is comprised of 126 schools, 74 elementary schools (K-5), 17 middle schools (6-8), 17 high schools (9-12), 5 Exceptional Education Centers, 1 Alternative Education Center, and 12 Charter Schools; six percent of the students are enrolled in Exceptional Education Student (ESE) programs. There are 102,469 students enrolled ranging from kindergarten to high school. The student population consists of 62% Caucasians, 19% African Americans, and 9 % Hispanic, 3.9% Asian, 5.1 % multiracial and 3% Native American. Fifty-four percent of the district student population is eligible for Free or Reduce Lunch. Compare this to the 86.9 % rate of the target schools. A review of FCAT data for the last four years indicates that reading and math proficiency have declined in the targeted schools and across multiple grade levels; there has been little to no closure of the achievement gap for

African American, Special Education, and ELL students over the 2008 to 2011 time frame. Not to mention, the increased rigor of the Common Core could have significant impact on the students' academic performance in the target schools and district wide. Based on a comparison of FCAT 2 and NAEP data, the district should prepare for reading and math proficiency declines of 26-40 percentage points in a Common Core test. This could result in a 50% increase in the number of students needing reading and math intervention, particularly in these targeted schools. Below, **Table 2** depicts the current, vulnerable state of the target schools. As clearly illustrated, each school has high poverty, high percentage of minority and ELL subgroup populations, and high percentages of students performing below proficiency on the Reading, Math and Science FCAT assessments.

Table 2: Needs of Target Population: Economic & Academic Data

	% of Free and Reduce Lunch	% of subgroups Minority/ELL	% Below Proficiency Reading FCAT level 1, 2	% Below Proficiency Math FCAT level 1, 2	% Below Proficiency in Science FCAT level 1, 2
Lealman	89.29%	50.51%/10.71%	54%	61%	64%
New Heights	84.09%	56.64%/14.41%	57%	68%	70%
North Shore	62.67%	39.24%/ 3.81%	42%	61%	69%
Pinellas Park	87.29%	48.60%/15.51%	59%	78%	65%

Data Source: Pinellas County Schools AAR, 2013 See Reference in Appendix A

As shown in **Table 3**, the target schools have not shown improvement in School Grade data over the past four years. Each school is listed on the 21st Century **DA school** list (Priority 3). The academic and enrichment activities were selected purposely to align with the student and

community needs. The iClass program design has proven successful with low performing students in poverty.

Table 3: Community Specific School Grades: Target Population

	2012	2011	2010	2009	DA Class. 2012-13
Lealman Ave	C	C	C	A	Prevent
New Height	C	C	D	C	Prevent
North Shore	C	C	C	A	Prevent
Pinellas Park	D	C	D	C	Focus

Data Source: Florida Department of Education 2012 and 2013 DA School list. (Appendix A)

Other risk factors and indicators such as low income (indicated by free and reduced lunch rate), generational poverty, and obesity are critical to student achievement. In the targeted communities (zip codes 33714; 33781), the percentages of households below the poverty level and young mothers, are disturbingly higher than the rest of Pinellas County and surrounding comparable districts. **(See Table 4).**

Table 4: Community Comparative Analysis Data (2012)

Indicator	Dade	Duval	Palm Beach	Pinellas	Florida	Target Zip Code 33714; 33781
Student Risk Factors						
Student						
Absenteeism Rate	7.2%	10.1%	6.4%	17.8%	9.6%	7.6
Student Suspension Rates	6.5%	8.2%	8.6%	7.4%	7.4%	6.8%
% Eligible Free or Reduced Lunch	63.4%	45.7%	44.1%	53.61	49.6%	86.9%

Juvenile Crime	7,137	4,201	5,179	4,990	96,515		
Obesity	23.9%	28%	21.7%	23.8%	48%		
Adult Family Members Risk Factors							
Live births per 1000 females 15-19 years old	34.9	47.6	35.3	41.5	40.7		43
% residents living at or below Federal poverty threshold	18.0%	11.9%	9.9%	10.0%	12.5%		19.2%
Unemployment Rate	9.3%	8.8%	8.8%	8.5%	7.1%		6.8%

Data Sources: References in Appendix A include State of Florida. Department of Education (2011-12); Pinellas County Schools, Florida. Department of Assessment, Accountability, and Research (2011-12),Elementary Dashboards; US Census Bureau American Fact Finder.

Based on the above comprehensive needs assessment, the iclass project elements are designed to focus on those populations with greatest needs (zip codes 33714; 33781). Accordingly, each Academic, Personal and Family Enrichment activity (Sections 6 & 7) is aimed at meeting specific identified needs, as outlined in table 5.

Table 5. Program Activity	Need/ Risk factor Being Addressed
Four Academic Enrichment Project Based Learning (PBL) in Reading , Math & Science & Strategies beyond PBL (Math thru Reading, Thirsty for Reading, & iDiscovery Science)	Low Academic Achievement; FCAT, School Grades; DA Status; Subgroup Achievement Gaps

Personal Enrichment: Collaborative partners providing Wrap Around Services: Lights, Food, Bill Payments, Dental Care, Crisis Personal Enrichment : Physical Ed, Health & Wellness, (PBL: Water Quality; Food Quality)	Disadvantages due to poverty (Basic needs); Need to help fill basic needs; pay electric bills, food for children, transportation, housing Obesity
Personal Enrichment: Character Development; Life Skills: iChoose Life, Real Men Read Mentoring Program	School Truancy; Suspension Rates; Juvenile Crime
Parent Academy: Curriculum and workshops equipping parents to be advocates for students; Provide skills in navigating school systems, help with homework	Family Member : High Poverty; Single Parent households; Parent surveys expressed need for assistance with understanding and navigating school systems, advocating for children, homework assistance
Parent Monthly Workshops To engage parents and families in student PBL presentations, findings, and celebrations	Working Families: workshops planned after typical work hours: In addition ,supplemental sessions with flexible hours; in home visits

The iClass Learning Center philosophy is the belief that all children regardless of the risk factors listed above, deserve to develop in an environment that encourages autonomy and personal responsibility. The program is designed so children of differing abilities and ages can learn from each other while developing the virtues of caring and compassion.

4. STUDENT SAFETY

The iClass Learning Centers will be located at school sites, which means all safety requirements are in accordance to School Board policy. The teachers and teacher assistants will be Pinellas County Schools employees, which means they will have all required background screening, Federal Bureau Investigation Fingerprinting, and meet all the hiring guidelines according to district's Human Resource Department. All volunteers will register and receive background screening; they must be approved prior to working with students. They must follow all PCS established policies and procedures.

Level II Background Screening Process

All volunteers who work with students unsupervised must have a Level II screening.

Unsupervised is defined as meeting with students without a school board official present. The procedure for Level II screening is documented on the Pinellas County Schools volunteer website: <https://www.pcsb.org/volunteers>. In summary,

1. Volunteers must register, receive an initial background check by the Office of Strategic Partnerships and be approved to volunteer according to Pinellas County School Guidelines. The initial background check process will take 48 to 72 hours.
2. FBI fingerprinting is required. Visit <http://www.ezfingerprints.com>, to set an appointment.
3. Approvals will be sent to the Office of Strategic Partnerships for processed.

Safety Plan Orientation

To ensure students, staff, parents, and community members are informed of the safety plan and procedures, an orientation will be held, which includes an explanation of all processes and procedures. The training will cover: (1) program requirements; (2) field trip process; (3) classroom information; (4) parent expectations and requirements; (5) reports/data systems; and (6) parent and community engagement. Students and parents will be required to sign a compact agreement that outlines all the above. The agreement is documentation that they are committed and will follow all processes and procedures. In addition, they will get a copy of the Code of Ethics indicating the philosophy of the iClass Learning Center. **Transportation –** Parents will be responsible for transporting the students from the iClass Learning Center site.

The target schools are considered community schools, which means the majority of the participants will be walkers. The teachers will be responsible for walking the students to the iClass Learning Center classrooms and the parents will sign them out when they are picked up. All enrichment activities that require transportation will be sponsored by the program and a permission slip must be signed by the parents. **Space Allocation** – all iClass will be located in the teachers' classrooms and school multipurpose rooms. These facilities meet all standards required by the Americans with Disability ACT (ADA).

Staff Certification and Licenses – all teacher staff must meet the hiring guidelines as prescribed by No Child Left Behind as it relates to working in Title I schools. All identified staff must agree to additional training, conferences with parents, and workshops. The teacher assistants must have passed the required district test or obtained 60 credit hours

5. COLLABORATION WITH SCHOOL

The iClass Learning Center staff will work collaboratively with school administrators, teachers, families, and students to develop the most effective learning model to assist each student in realizing 100% Student Success. The **collaboration plan** includes a personalized needs assessment for each child and family, and a personalized ongoing learning plan for each child. The following steps will be taken to ensure effective collaboration.

Table 6. Collaboration Plan: Activity	Timeline	Person(s) Responsible
Orientation with School Administrators	During Intake August 2013)	Program Manager, Site Coordinator
Student Selection & Orientation with Student, Families & Teachers	September 2013	Program Manager, Site Coordinator, Instructors
Individual Student Consultation to Establish baseline and target Assessment Scores; Personalized Learning Plan	1 st 2 weeks of Program	School Staff, iClass Staff, Students, Families

Ongoing Student Progress Monitoring & Evaluation: Selection of Individualized Student assistance areas. (Academic and Non-academic)	On going	Site Coordinator, School and iClass Instructors, Students, Families (facilitated by the use of iClass Database Tracking System*)
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*The iClass Database Tracking System is a case management system (PCS in-kind) that provides school staff and program personnel with the means to **collaboratively** track academic and non-academic student indicators, and monitor community resource referrals, while generating reports summarizing student progress. All stakeholders involved in the student's plan will have real-time, updated data that is readily accessible for diagnosis and collaborative planning. The iClass Program Manager will assume responsibility for all reporting, data collection, analysis and systems support.

There are definite benefits to having the Pinellas County School District as fiscal agent to the iClass 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. 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 (see **Table 1**). Each person involved in the iClass Learning Center will receive a program manual that includes all communicable materials. The manual includes schedules, strategies, and tools for communicating with regular **school day teachers** and **families of participating students**.

Reaching out to the **senior citizen** community requires building links and collaborations, developing greater involvement in schooling, and enhancing support for efforts to enable learning. Public and private community agencies, universities, colleges, organizations, facilities, businesses and professional organizations and groups, and volunteer service programs are all

candidates for outreach and recruitment of senior citizens. The iClass Learning Center will solicit community involvement and support in this endeavor. Additionally, iClass will participate in local community celebrations and cultural events designed to enhance community to school connections (orientations, open houses, performances, cultural and sports events, festivals, celebrations, workshops, and fairs).

6. ACADEMIC AND PERSONAL ENRICHMENT

Part A. 1. Project Goals as Related to program Funding Priorities.

In accordance with the 21st CCLC funding priorities, the iClass centers will provide a range of high-quality project based learning opportunities and personal enrichment activities that support standards- based student learning, while simultaneously meeting the needs of families of the attending students, during non-school day hours.

Part A.2. Project Objectives Table 7		Aligned Need/ Risk Factor
Objectives:		
1. Reading	75% of regularly participating students (attending the program 30 days or more) will show improvement in reading as demonstrated by such measures as report card, FCAT and Project Based Learning Artifacts	Low FCAT Scores, School Grades, DA Status
2. Language Arts	75% of regularly participating students (attending the program 30 days or more) will show improvement in language art as demonstrated by such measures as report card, FCAT and Project Based Learning Artifacts	Low FCAT Scores, School Grades, DA Status

3. Math	75% of regularly participating students (attending the program 30 days or more) will show improvement in math as demonstrated by such measures as report card, FCAT and Project Based Learning Artifacts.	Low FCAT Scores, School Grades, DA Status
4. Science	75% of regularly participating students (attending the program 30 days or more) will show improvement in science as demonstrated by such measures as report card, FCAT and Project Based Learning Artifacts	Low FCAT Scores, School Grades, DA Status
5. Personal Enrichment (<i>Character Ed, Violence Prevention; Service Learning</i>)	80% of the regularly participating students will develop character education and life skills, enhance self-esteem, and problem solving skills as demonstrated by teacher/ student surveys, pre/post behavior instrument, and student project-based artifact.	Juvenile Crime, Low Achievement, Poverty
6. Personal Enrichment (<i>Technology Ed. Program</i>)	75% of regularly participating students will increase in the ability to understand and apply technology, math, and science.	Achievement Gap, Low academic performance
7. Personal Enrichment (<i>iChoose Life, Real Men Read</i>)	70% of regularly participating students will show increased engagement in academic core areas by increased class participation and performance	Absenteeism, Suspension

8. Personal Enrichment <i>(Physical Ed/ Health; Dance; Sports; Service Learning)</i>	75% of regularly participating students will maintain a healthy body mass index or will improve their BMI as measured by pre, mid, and post height and weight measurements and student/parent nutrition surveys	Obesity, Poverty
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Part A.3. Description of Project Based Learning Activities. The iClass Learning Center has developed a unique Project-Based curriculum that will improve the academic achievement and Personal Enrichment of students and family members. Named **Project YES** (Youth Equipped for Success), the project-based curriculum architecture incorporates innovative strategies which emphasize learning activities that are long-term, interdisciplinary and student-centered. Unlike traditional, teacher-led classroom activities, students will organize their own work and manage their own time. The **Project-based Learning (PBL)** component of Project YES is comprised of 4 Projects, which occur as 4 week sessions, at various times throughout the year. (see table 8)

Table 8: Project YES- Academic and Enrichment Schedule

Project Based Learning (PBL)	Duration/ Dates	Frequency
Water Quality	4 weeks during October-November	5 days/week; 1.5 hours/day
Food Bank Trust : Quality Food	4 weeks during December-January	5 days/week; 1.5 hours/day
Community Development	4 weeks during February-April	5 days/week; 1.5 hours/day
Museum of Science and Industry: STEM mobile	4 weeks during May-June	5 days/week; 1.5 hours/day

Note: Personal Enrichment activities beyond PBL (Math thru Reading, iChoose Life, iDiscovery, Thirsty for Reading, Real Men Read Mentoring, Dance & Sport) will be incorporated throughout the curriculum (1.5 hours per day) to support overall academic & personal enrichment.

Project Based Learning Instruction will differ from traditional inquiry by its emphasis on student collaboration and artifact construction to represent what is being learned. The four proposed projects are 1) Water Quality 2) Food Bank Trust-Food Quality 3) Community Development and 4) Museum of Science and Industry (MOSI) STEM mobile lab .They are described in detail in the **Project Based Learning Forms** (Part B, Supporting Documents). Combined, these activities will enable students to utilize all core instructional disciplines (math, reading, science,) and personal enrichment skills in identifying and solving real community challenges.

Description of activities beyond the PBL: Math thru Reading –The iClass Learning Center will promote the learning of mathematics as an active, constructive process that integrates instruction based upon real world opportunities. The overall objective of teaching mathematics will be to help each child understand mathematical concepts, enabling them to become mathematically literate; **i Choose Life** – The 21st Century Learning Center will offer highly effective curriculum focused on social development, enrichment activities, and life skills to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development. For example, students will participate in a drug resistant skill training which is designed to build effective defenses against pressures to use tobacco, alcohol, and other drugs. **iDiscovery** – The 21st Century iClass Learning Center science program will emphasize a hands-on and minds-on approach to learning. Students will be actively engaged in the discovery process, often working in small groups. Experiences will provide students with opportunities to interact as directly as possible with the natural world in order to construct explanations about their world. This approach will

allow students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. The activities will complement the MOSI STEM mobile labs. **Thirsty for Reading-** The language arts curriculum incorporates reading, writing, listening, thinking, and speaking to achieve a balanced approach to literacy education. This balanced approach affords 21st Century iClass instructors the opportunities to cultivate higher level thinking skills and imagination in their students. The 21st Century iClass instructors using this integrated language arts curriculum will draw upon a broad spectrum of strategies such as phonemic awareness, fluency, vocabulary and comprehension designed to enable students to achieve optimum success. **Real Men Read Mentoring** will provide an added dimension to the reading program. With a high percentage of the students coming from single, female led households, the power of positive male role models and mentors is essential to their development. **Health & Fitness: Dance & Sports :** Body Works Trainers will build capacity by training volunteers to lead family fitness & nutrition programs. Students will engage in Health & Wellness through fun dance activities. **Sports:** Students will form RBI (Reviving Baseball in Inner-City) Baseball teams (funded through Major League Baseball foundation).

7. ADULT FAMILY MEMBER SERVICES

Table 9 . Adult Family Member Services Objectives		Aligned Population Need/ Risk Factor
9. Adult Family Member Services	50% of adult members of regularly participating students will show improved understanding of student curriculum and school processes.	Low income; Needed advocacy skills
10. Adult Family Member Services	40% of the adult family members of regularly participating students will participate in at least 2 program activities, as measured by sign-in sheets and/or attendance logs.	Low income ; Single parent households, Working Families

Description of program:

The iClass Learning Center project will incorporate the **P2ACC Parent Academy** (Preparing Parents to Advocate for their Children and Community). This framework is based on the concept of increasing parent engagement from the outside. This concept does not minimize the traditional form of parent engagement, but it takes parent engagement to another level. Studies have shown that low-income families become more engaged in their child's education when the activities and programs mirror the lens of their community (Clark, R., 1983). By "community" we mean, the neighborhood or places around the school, local residents, who live in the area and may or may not have children in the school, but have an interest in the welfare of the students and school, and local organizations that are based in the neighborhood. Through a collaborative approach, community partners will work to develop and implement this model throughout the communities in proximity of the targeted schools. **P2ACC** Parent Academy's mission is to prepare parents, families and community with the necessary tools and skills to support students academically, socially, and emotionally, while building a cornerstone to a healthier and safe community. P2ACC will focus on 3 key components: **Parent Education, School and Community Relations & Engagement/Involvement, Family and Community Resources.**

The **Parent Education Activities** model provides parents with the opportunity to attend workshops and trainings specifically designed for their student and community needs. The workshops will teach parents and community members how to analyze data on student outcomes to press for change and address school and district deficiencies; such items as low expectations, inequitable resources, high concentration of poor students in schools, and ineffective leadership and staff in schools. Additionally, workshops will be geared towards increasing family literacy in the areas **Policy, Laws, and Practice**. Activities are designed to increase parents and families capacity to plan, establish policy, and make decisions on local and state levels. The research states that when parents feel they have the power to change and control their circumstances, children tend to do better in schools. The workshops and trainings will be geared toward promoting families' connection with each other, teachers, and community

groups, and translating all communications with families into their home languages and provide an interpreter at meetings.

The **School and Community Relations** activities will transform the way teachers and school staff communicate with parents and the community. This shift will change the way parents and families feel about the school, teachers, and influence how they are involved in the educational life of their children. School staff will be trained along with parents to develop appropriate methods to teach their child and address their behavior. Increase staff development will be included to help school staff understand the environment, home and community in which the child's live. Such programs will include trainings that will take place in the **community and in the home**. In this paradigm shift, the parents will educate and train school staff during professional development opportunities as to how to best serve their families, make connections in the communities and they can get engaged in the community. Parent leaders will conduct house calls and neighborhood walks to identify the key issues in the neighborhood and school and contact school officials. Parents will be responsible for providing training for other parents and residents (**working families** who can't make scheduled meetings) of the community about how to navigate through the system and how to use systems to make key decisions.

With the **Family and Community Resources** component, collaborative partnerships with community groups and agencies will help support parent and family in a new way. The Juvenile Welfare Board has provided opportunities to support families and community members with early learning, child care, health care, mental health services, family literacy and family resources (food, electricity, transportation). Other agencies (Table 1) have partnered with the district to provide academic assistance to struggling students, family literacy, adult education, Family Crisis Intervention, and high school equivalency programs and job training opportunities.

8. EVALUATION

The proposed evaluation will be both formative and summative and will include multiple qualitative and quantitative methods and sources of data. **Formative** evaluation activities will allow for ongoing assessment of project implementation in order to identify problems

encountered, thereby identifying situations that need immediate attention, and generate recommendations, which may be useful in making necessary changes for program improvement. The **summative** evaluation will assess the effectiveness of program activities and services across the participating schools and populations and the extent to which project goals and objectives have been met. The evaluation will employ a mixed-methods approach that uses both qualitative and quantitative data sources, including reviews of project records (e.g., program attendance reports and implementation data); student report cards; observations of project activities; demographic and achievement data files (including FCAT 2.0, alternative assessment and CELLA data); locally-developed student, program staff and parent surveys; the 21st CCLC Teacher Survey; and interviews/focus groups with key stakeholders, including program staff and students. The external evaluator, Metis Associates, will collect student-level data (e.g., demographic, achievement, student survey and 21st CCLC Teacher Survey data) for all participants, not just those attending 30 days or more, in order to explore the relationship between intensity of program participation and improved student outcomes.

All data will be collected and analyzed according to a timeline that allows project staff to meet state and federal reporting deadlines. Metis will work with program staff to develop templates and systems for the collection of site-based data that will allow for streamlined methods of gathering and reporting data into the applicable databases and for sharing with state and federal (i.e., Learning Point Associates) evaluators upon request or during site visits. To the extent possible, Metis will align local instruments to state and federal instruments to reduce the burden on respondents.

To assess **Objectives 1-4 (Table 7 Academic Enrichment)** Metis will collect student report cards at the end of each semester to determine the percentage of students in grades 4-5 meeting grade level standards in reading, math and science, and to determine whether gains in report card grades were made from the first to the second semester. Metis also will analyze students' performance on the FCAT 2.0 examinations in reading and math (grades 4-5) and science(grade 5) to determine the percentage meeting state standards (i.e., performing at or

above level 3) in those subjects, and to determine whether performance level gains were made from one test administration to the next. In addition, by the end of each program year, Metis will merge program participation data with the student achievement files to determine whether program participation is associated with improved student academic outcomes. Findings from student and staff interviews and staff surveys also be used to inform these findings.

To assess **Objectives 5-8 (Table 7 Personal Enrichment)**, Metis will develop or assist program staff to identify an instrument(s) that can be used on a pre/post basis to examine the impact of program activities on participants' pro-social behaviors and awareness of healthy lifestyle choices. In addition, relevant items from the 21st CCLC Teacher Survey (to be completed by the regular school-day classroom teacher for each participating student) will be used to provide insight on changes in students' attitudes and behaviors over time. If necessary, the Teacher Survey will be modified to include items relevant to the objectives, and these items will also be included on the program staff and parent surveys in order to obtain their perspectives. All surveys will be administered in the spring of each program year. Teacher survey results will be merged with program participation data and analyzed to determine whether significant differences exist between regular and non-regular attendee.

Objectives 9-10 (Table 9 Adult Family Member Services) will be assessed through reviews of documentation (e.g., agendas and attendance sheets for family events, home visit logs) and analyses of parent survey and feedback form data. Metis will develop a brief feedback form to be administered at the conclusion of parent workshops to gauge parents' satisfaction with the offerings. In addition, the parent survey (also to be developed by Metis) will be used to determine any changes in parents' involvement in school activities and in their child's education. If necessary, Metis will develop or assist program staff to identify an instrument that can be used on a pre/post basis to examine the impact of program activities on parents' literacy or related educational skills that will enable them to better support their child's learning. Metis evaluators will work closely with program staff to ensure that all requirements of the State evaluation are addressed, including the completion of program reports in keeping with the required timelines.

Metis will analyze all data, assist program staff to complete the monthly attendance reports, mid-year and end-of-year data submissions, and will develop and submit the required formative and summative evaluation reports. Metis also will assist with the federally required PPICS data submissions in April and October of each year. Evaluation results will be provided with recommendations for program improvement during formative meetings with the program administrator, as well as meetings with the 21st CCLC Advisory Board and stakeholders (e.g., principals and staff) from the participating schools.

Evaluator Qualifications

Metis Associates, a national education research and evaluation consulting organization, brings the requisite skills and knowledge to provide high quality evaluation that will help refine, improve and strengthen the iClass 21st CCLC initiative. Over the 35 years of its corporate life span, Metis has acquired experience in evaluating a wide array of K-12 education programs, youth development programs, and prevention and intervention activities implemented in school and community settings. In particular, since the program's inception, Metis has served as the local evaluator for twelve 21st CCLC grants awarded to school district and community-based organization grantees in the New York City metropolitan area. Furthermore, Metis has direct experience working with multiple school districts in the state of Florida, including Broward County (a Magnet Schools Assistance Program [MSAP] grant) and Marion County Public Schools (a Readiness for Emergency Management in Schools [REMS] grant). Additionally, their work on other national programs, including EXCEerator and Global Classrooms, has included work in Pinellas, Hillsborough, and Duval Counties. Metis is headquartered in New York City, has offices in Philadelphia and Atlanta, and has staff located throughout the country. Three senior staff members are based in Florida (Hillsborough, Broward and West Palm Beach Counties), including in Tampa.

9. DISSEMINATION PLAN

The iClass Learning Centers will be effectively communicated to all stakeholders within the district and the community to promote awareness and sustainability. In an effort to improve

communication, in December 2009, PCS created a new department, Office of Strategic Communications (OSC) to coordinate internal communications and to market strategic plans, projects, activities and selected events within the school system and to the community at large. A key role of the office is to serve as a liaison between Pinellas County Schools and stakeholders, including parents, community based agencies and the business community to address issues and concerns regarding the communication and marketing of the school district's events and activities. This experienced staff has proven processes in place to ensure updated and timely dissemination of information. Case in point, in October 2012, OSC added a new link to the district's website dedicated solely to promoting district reform initiatives, like the iClass Learning Centers. This site has a dedicated staff, capable of updating information **daily**. Committed to reaching all stakeholders, the Office of Strategic Communications will disseminate reports, video clips, and press releases that highlight iClass Learning Center's researched-based practices and data-based results. Additionally, 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.

10. BUDGET

Pinellas County Schools is equipped with a highly regulated Human Resources Department that will be responsible for compliance with sound recruitment and hiring of highly qualified Directors, site coordinator, teachers and assistants for the iClass program. (Key Job Descriptions and Organization Chart in **Appendix B**). Appropriate professional development for all staff will be conducted as outlined in the proposal. Other funding sources will be combined with the 21st CCLC funding to make the most effective use of public resources. In kind and monetary contributions from PCS district, Major League Baseball grant, and Community Partners (Table 1) will be used. Due diligence was conducted by project designers to ensure that the activities of the iClass project are above and beyond those presently occurring in the schools, and the funding will supplement and support the current work. Having successfully managed multiple federal grants, the District Level leadership is well versed in supplanting

regulations and will use proven checks and balances to ensure that authorized activities of the iClass project do not supplant federal, state, local or non-federal funds.

Less than 5% of the budget is administrative (indirect costs + clerk). All other personnel duties entail face-to face student services. All other administrative needs, e.g. printing, facilities, office supplies, janitorial costs will be covered in-kind by Pinellas County Schools. An experienced external evaluator is budgeted to promote project fidelity. Less than five percent of the budget is devoted to this cost. The **Cost Analysis** Worksheet (Appendix B) provides documentation that proposed costs are Allocable, Allowable, Reasonable, and Necessary.