



**Delaware  
21<sup>st</sup> Century Community Learning Centers  
2015 Subgrant Application  
Cohort 13**

**SMART Academy**

**Highlands Elementary,  
Richardson Park Elementary  
Warner Elementary**

Malik Stewart  
**Malik.stewart@redclay.k12.de.us**  
Red Clay Consolidated School District  
**1502 Spruce Avenue  
Wilmington, DE 19805  
(302) 552 - 3772  
malik.stewart@redclay.k12.de.us**

**Community Partner(s)**

**Lead Person**

Lelia McCallum

**Achieve3000**

1985 Cedar Bridge Ave; Suite 3 Lakewood,  
NJ 08701

301-599-0604

**lelia.mccullum@achieve3000.com**

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**Section I: Executive Summary**

**4 points**

This information will be used to inform the public, including families, caregivers, students, school and program staff, the community and other stakeholders about this 21<sup>st</sup> CCLC subgrant application.

Briefly describe:

- a succinct vision and mission for the program,
- the key partnership organizations,
- the need for the program,
- the targeted students and family participants,
- the impact of the program, including unique design elements, objectives, strategies, activities, and other notable characteristics of the program,
- the location(s) and timeframe of the program.

*One page limit for this section*

The Red Clay Consolidated School District is seeking a grant to implement the SMART (Students Maximizing Achievement Relationships and Time) Academy with the objective of helping our “at risk” 3-5 graders increase their reading skills and to read at grade level. The Red Clay Consolidated School District, together with Achieve 3000, Nemours Health & Prevention Services, the Boys & Girls Clubs of Delaware, and Children & Families First will establish SMART in three high need elementary schools. SMART’s mission is to deliver a coordinated response to poverty’s impact on achievement and boost academic change; the vision is that SMART students read at or above their grade level – no excuses. SMART is based on the research on effective community based partnerships and reading instruction. Red Clay is requesting \$300,000 for extended day staff, contracted services, program-related professional development and to purchase the required software and materials.

Highlands, Richardson Park and Warner Elementary schools are three PreK-5th grade Title I schools in Wilmington, Delaware serving over 1400 (mostly poor and minority) students. Based on poor academic performance, both Highlands and Warner are priority schools and Highlands is an “action list” school. DCAS, DIBELS and NWEA results and discussions with support staff reveal student reading performance impacted by a variety of issues: learning disabilities, background knowledge, exposure or other economic-based difficulties. In addition, Wilmington’s crime and violence has become a national headline. All students qualify for free/reduced meals and many reside in these dangerous neighborhoods and are not allowed to play outside. Without the SMART opportunity to improve their reading skills, studies show that the students are more likely to be truant and drop out of school and generational poverty will continue.

The broad impact of SMART is to support a system of high achievement to (1) help schools achieve unprecedented success, 2) help families combat the cycle of generational poverty; and (2) extend success beyond the life of the grant. SMART students will improve their reading skills through utilization of the Achieve3000 assistive reading program. Students using this innovative reading system will increase their reading speed and comprehension, which will help them obtain classroom subject proficiency. In addition, families will increase their physical activity and healthy eating and will learn to use social-emotional learning (SEL) skills to improve behavior and lessen disruptions. Lastly, SMART will strengthen the capacity of parents and communities to care for their children in ways that promote well-being. SMART will provide services before and after school, on Saturdays, and during the summer

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with enrichment programs focused on STEM, the arts and family wellness. SMART will run Mon-Fri, 7:00 – 8:20AM and 3:50-6:00PM all year, SMART Saturdays once/mo. and a summer program 5 hours/day, 5 days/wk for 7 wks to support literacy and math school outcomes with enrichment and partnerships and is open to all families within the 3 attendance zones (including the non-publics) to serve 150 students in the before/after-school program and 100 in the summer.




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**Section 2 – Application Information**

|   |   |  |
|---|---|--|
| <b>Basic Information</b>  |   |  |
| Status Lead Agency and Fiscal Agent (please check)  |   |  |
| <input checked="" type="checkbox"/> School District <input type="checkbox"/> Private Non-Profit Agency <input type="checkbox"/> Private For-Profit Agency             |   |  |
| <input type="checkbox"/> Faith-Based Agency <input type="checkbox"/> Other (please explain):  |   |  |
| Lead Agency and Fiscal Agent: Red Clay Consolidated School District   |   |  |
| Address: 1502 Spruce Avenue   |   |  |
| City, State: Wilmington, Delaware   |   | Zip: 19805   |
| Telephone Number: (302) 552 - 3700  |   | Fax Number: (302) 998-   |
| E-mail Address:   |   |  |
| Federal Employee ID #:  |   | Child Care License # (unless exempt school):                                 |
| Past Or Current 21 <sup>st</sup> CCLC Subgrantee <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |   |  |
| Program Director:   |   | Fax Number:  |
| E-mail Address:   |   | Telephone Number:  |
| Subgrant Start Date:<br><b>May 1, 2015</b>  | Subgrant End Date:<br><b>April 30, 2016</b> | Amount Requested:<br>\$300,000   |
| Anticipated <b>School Year</b> Enrollment: 150  |   | Anticipated <b>Summer</b> Enrollment: 100                                    |
| Anticipated Average Daily <b>School Year</b> Attendance: 128  |   | Anticipated Average Daily <b>Summer</b> Attendance: 85                       |
| Anticipated total unduplicated number of students to be served 2015-2016 (30 days or more): <b>150</b>  |   |  |
| Total Cost Per Student Per Year: \$   |   |  |
| List the school district(s) this program primarily will serve: Red Clay Consolidated School District  |   | Please check as many as apply:   |
| Check the county(ies) this program primarily will serve: <input checked="" type="checkbox"/> New Castle <input type="checkbox"/> Kent <input type="checkbox"/> Sussex |   | <input type="checkbox"/> Establishment of a new program                      |
|   |   | <input type="checkbox"/> Expansion of an existing program                    |
|   |   | <input checked="" type="checkbox"/> Current 21 <sup>st</sup> CCLC Subgrantee |
|   |   | <input type="checkbox"/> New 21 <sup>st</sup> CCLC Subgrantee                |
| Activities will primarily serve students and/or their families attending schools with at least a 40% poverty rate   |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No          |
| Application reflects a partnership between school/school district and community agency  |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No          |

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**Section 2: Application Information**  
**Center Information**

| Center Name<br>(where services are provided) | Anticipated Number of Students to be Served by Center Site | School District of Target Student Population | School Building(s) Attended by Target Student Population | School Building Principal Printed Name and Signature*   |
|--|--|--|--|---|
| Highlands Elementary School                  | Enrollment: 40   | Red Clay Consolidated School District        | Highlands  | Robert Farr<br>          |
|  | Average Daily Attendance: 34                               |  |  |   |
| Richardson Park Elementary School            | Enrollment: 50   | Red Clay Consolidated School District        | Richardson Park  | Eric Mathis<br>          |
|  | Average Daily Attendance: 43                               |  |  |   |
| Warner Elementary School                     | Enrollment: 60   | Red Clay Consolidated School District        | Warner   | Chrishaun Fitzgerald<br> |
|  | Average Daily Attendance: 51                               |  |  |   |
|  | Enrollment:  |  |  |   |
|  | Average Daily Attendance:                                  |  |  |   |
|  | Enrollment:  |  |  |   |
|  | Average Daily Attendance:                                  |  |  |   |

\*Must have live signature

If space is needed to list more than 5 participating centers/ school, use additional copies of this page

**Services to be provided:** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Adult Family Member Involvement and Literacy<br><input type="checkbox"/> Attendance Recovery<br><input type="checkbox"/> Counseling Services<br><input checked="" type="checkbox"/> Dance/Drama/Fine Arts/Music<br><input type="checkbox"/> Entrepreneurial Activities<br><input checked="" type="checkbox"/> Health, Nutrition, Wellness<br><input checked="" type="checkbox"/> Mentoring<br><input checked="" type="checkbox"/> Reading/Literacy/Language Arts<br><input checked="" type="checkbox"/> Tutoring<br><input type="checkbox"/> Other –explain: | <input checked="" type="checkbox"/> Community Service<br><input type="checkbox"/> Cultural Activities/Social Studies<br><input type="checkbox"/> Drug and Violence Prevention<br><input checked="" type="checkbox"/> Expanded Library Services<br><input type="checkbox"/> Leadership<br><input checked="" type="checkbox"/> Physical Fitness, Recreation, Sports<br><input checked="" type="checkbox"/> STEM-Science, Technology, Engineering, and Math<br><input checked="" type="checkbox"/> Youth Development/Character Education |
|--|---|

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**Section 2: Application Information**  
**Center Operation**

| <b>Before-School Program</b>                               |  |  |   |
|--|--|--|---|
| Grade Level: 3 - 5   |  |  |   |
| Number of Weeks: 36  | Days per Week: 5                           | Hours/Session: 1.2                               | Total Hours of Operation per Year: 216                          |
| Number Paid Staff:   | Number of Volunteers:                      | Number of Sessions: 180                          |   |
| <b>Afterschool Program</b>                                 |  |  |   |
| Grade Level: 3-5   |  |  |   |
| Number of Weeks:<br><i>(Minimum of 30):</i> 36             | Days per Week:<br><i>(Minimum of 4):</i> 5 | Hours/Session:<br><i>(Minimum of 2):</i> 2       | Total Hours of Operation per Year: <i>(Minimum of 240):</i> 360 |
| Number Paid Staff:   | Number of Volunteers:                      | Number of Sessions: <i>(Minimum of 120):</i> 180 |   |
| <b>Summer Program</b>                                      |  |  |   |
| Grade Level: 3-5   |  |  |   |
| Number of Weeks<br><i>(Minimum of 7):</i> 7                | Days per Week<br><i>(Minimum of 4):</i> 5  | Hours/Session<br><i>(Minimum of 3):</i> 5        | Total Hours of Operation per Year <i>(Minimum of 90):</i> 175   |
| Number Paid Staff:   | Number of Volunteers:                      | Number of Sessions <i>(Minimum of 32):</i> 35    |   |
| <b>Weekend Program</b>                                     |  |  |   |
| Grade Level: 3-5   |  |  |   |
| Number of Weeks:<br>10                                     | Days per Week: 1                           | Hours/Session: 3                                 | Total Hours of Operation per Year: 30                           |
| Number Paid Staff:   | Number of Volunteers:                      | Number of Sessions: 10                           |   |
| <b>Total</b>   |  |  |   |
| <b>Total Number of Weeks: 43</b>                           | <b>Total Number of Sessions: 405</b>       |  | <b>Total Cost per Session: \$740.74</b>                         |
| <b><u>Grand Total Hours of Operation per Year: 662</u></b> |  |  |   |

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**Section 2: Application Information**

**Priorities:**

|   | Name of school  | Name of school  | Name of school   | Name of school   |
|---|---|---|--|--|
| <b>Absolute Priorities:</b>   | Highlands   | RPES  | Warner   |  |
| The school building to be served is eligible for Title I schoolwide programs (40% or higher poverty level).   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No               |
| The application reflects opportunities for families to actively and meaningfully engage in their children's education. (A component of this may include family member and caregiver literacy programs.)   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No               |
| <b>Competitive Priorities:</b>  |   |   |  |  |
| The application serves students who attend schools identified who have not met AYP or AMOs of the Flexibility Request (pursuant to section 1116 of Title I).  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No               |
| The application is submitted jointly by an LEA receiving funds under Title I AND at least one community-based agency.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No               |
| The application targets populations not currently being served in 21 <sup>st</sup> CCLC programs, either as the sole targeted group, or as part of the targeted population.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Population<br>AA, HIS, ELL,<br>Poverty | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Population<br>AA, HIS, ELL,<br>Poverty | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Population<br>AA, ELL,<br>Poverty | <input type="checkbox"/> Yes <input type="checkbox"/> No<br>Population |
| This application serves middle and/or high school programs for students in grades 7 through 12. (Other grades in the middle school configuration may also be included.)   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No               |
| This application targets students in the Appoquinimink, Colonial, Delmar, Indian River, and/or Lake Forest School District's geographic areas (in order to continue to offer geographical diversity to Delaware's 21 <sup>st</sup> CCLC program). | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No               |



**Section 3: Partnerships and Collaborations**

**12 points**

1. How will the program establish and maintain a partnership with the school staff, including aligning curriculum and activities, sharing information (such as academic levels and testing, behavior, and homework topics), and allocating, sharing, and storing space and resources? What data will be required from, used by, and shared between the program and the school?

SMART extends the school day to address the achievement and opportunity gaps for students. Planning: The planning team includes school leaders who are helping to design and deliver a program that aligns with school day learning and priorities. The school leadership will also fold SMART into the structures for data sharing and communication and the school plan will reflect the implementation of SMART as a mutually supportive strategy to meet their goals. The program will work closely with the nutrition department to provide children with USDA-approved meals. School staff will contribute to program enhancement by suggesting adjustments to academic learning activities during the revision of the school plan. Curriculum/instructional activities: SMART will receive the same professional development opportunities as the school in instructional and behavior supports so that practices will be ongoing (ex: with Warner using Responsive Classroom, the afterschool program staff would participate in training so that strategies such as "morning meeting" would be used throughout the school). Research has shown that it is critical to develop Schoolwide capacity to support students who require additional tiers of support by (a) providing training in Positive Behavior Support practices, and (b) forming collaborative relationships through both professional development and partnerships to support needs across all school contexts (Barrett, S., Eber, L, Weist, M. Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support). In addition, the Title I funded staff at each school will provide SMART with literacy and math enrichment activities. This will result in a program that provides continuity between school-day instruction and afterschool enrichment. (Ex: School day activities focused on vocabulary, comprehension and Next Generation Science goals will be complemented by afterschool activities where students can apply basic scientific principles, build models, create artistic masterpieces and draft poems and essays. Sharing information: SMART will contribute data to the Professional Learning Communities (PLCs) and to leadership team meetings. Discussions will help develop short-term objectives that align with program goals along with the steps necessary to reach them and monitor progress. SMART will become part of each school's building leadership team to provide data related to students in the program and their quantitative and qualitative outcomes and student group progress (especially ELA and Math growth), PBS tier movement (from intensive to strategic and strategic to basic; fall to spring), ability to engage in STEM investigation activities, attendance and behavior; activities related to connected services and exercise; and pupil opinions about the program and school, including changes and additional features they would like to see. Resources and space: The school will help SMART access existing partnerships and develop new ones with community based organizations, higher education, families, businesses, faith-based organizations, and others to enhance the program and the community. Resource partners will help provide invaluable community supports, services and academic and cultural enrichment for program participants to meet academic and social outcomes and develop the capacities of families (so that they can support their child). The after school and Saturday program will extend the time and opportunities for mental health, guidance and social services to be accessed. The school leaders and the afterschool program will collaboratively identify spaces and plan the use of the building. In addition to using the gymnasium, library, tech labs and playground, the

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classroom spaces will allow for enrichment activities (where opportunities exist, SMART will have designated spaces).

2. How will the program establish and maintain a partnership with families, including participation in the program, volunteering, serving on advisory boards, and creating a welcoming environment?

SMART will support each school's parent engagement program by removing barriers and having additional opportunities for connection. Participating families from each school will be invited to serve on the advisory board and will help with decision making and program evaluation. The sites will also help nominate parents for school and district councils and committees. SMART will create a welcoming environment by encouraging volunteerism, providing education opportunities and sharing effective parenting strategies. During registration and /or open house, SMART will share school information and encourage families to be involved with the school. The program will use opportunities like "Lights On" and cultural celebrations to recruit parent and community volunteers along with an asset survey to identify their gifts and provide other avenues to match time and talent and recognize family members for the support they provide. All activities are linked to goals for students in the school improvement plan and help foster an active learning community. Programs will include "coffee sessions" and Parent University opportunities to discuss activities as testing, homework, and reading programs. Translators will meet the needs of diverse linguistic and cultural backgrounds during school activities. The workshops will help parents strengthen students' reading skills and reading for pleasure at home, support math skills and implement effective behavioral strategies. In addition, partners such as Children & Families First will help the district engage community partners to hold opportunities, like registration and information nights and workshops in community churches and libraries, in comfortable/familiar surroundings.

3. How will the program establish and maintain a partnership with the community, including community members, community organizations and groups, and community cultural resources?

Through partnerships with local non-profit organizations, museums, social service agencies, community organizations, faith-based organizations SMART will deliver key supports and opportunities to students. Based on the identified needs SMART and the partner schools will invite community members to become part of the advisory group to support the program and work to secure long-term funding. Each identified community partner will be invited to participate in SMART program tours, "Lights On activities" and other welcoming occasions. Because the relationship is reciprocal, SMART will become a resource for its community thus enhancing the reputations of the schools and the partners. Recruitment happens in various formats: Local churches, such as those who attend the New Castle County Meaningful Consultation Meetings, have offered space for enrollment nights, parent meetings and service learning projects to expand program opportunities. Beyond the current partners, Red Clay Consolidated School District's Community of Interested Persons or CoIP meetings will discuss how can schools and community members share meaningful information to impact SMART students and their neighborhoods.

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*Memoranda of Understanding (MOU), though not legally binding, should describe clearly the specific commitments of staff, services, facilities, equipment, or resources provided by each partner, including estimating monetary value. The MOU should also document the process for the collection and sharing of required school-related indicators including school attendance and academic achievement.*

**Attach an MOU for each partner listed in “Section 3 – Partnerships and Collaborations” to this subgrant application.**

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**Section 3: Partnerships and Collaborations**

**Responsibility Checklist** – The principal, afterschool program director, and other partners should complete this checklist together.

| Task   | Responsibility of the Building Principal | Responsibility of the Afterschool Program Director | Responsibility of Another Partner (identify who) | Shared Responsibility (indicate how)  | Initials of Person(s) Responsible |
|--|--|--|--|---|-----------------------------------|
| Lead Program Advisory Committee, including recruiting students, parents/care givers, school staff, program staff, and community members. |  | YES  |  |   | MSS                               |
| Secure space for afterschool activities.   | YES                                      |  |  |   | CF<br>em<br>RA                    |
| Obtaining license from the Office of Childcare Licensing, if applicable.   |  | YES  | YES<br>RCCSD                                     | Prg. Dir & RCCSD will coord. the application process                        | MS                                |
| Inform classroom teachers that their classrooms will be used. (Don't forget classified staff, particularly custodians.)                  | YES                                      |  |  |   | CF<br>em<br>RA                    |
| Provide supplies and materials for afterschool programs (ex. paper, copier, books, computers, postage, laminator).                       | YES                                      | YES  | YES<br>RCCSD                                     | Schools will share resources, Title I and 21 <sup>st</sup> CCLC add support | MS<br>CF<br>em<br>RA              |
| Handle discipline issues that arise in the afterschool program.  | YES                                      | YES  |  | SMART will adopt school policy  | CF<br>em<br>RA                    |
| Communicate with parents about content of the afterschool program.   | YES                                      | YES  |  | Title I family nights   | CF<br>em<br>RA                    |
| Recruit students for afterschool programs.   | YES                                      | YES  |  | work w/ PLC and BLT to recruit  | CF<br>em<br>RA                    |
| Decide which activities will be provided.  | YES                                      | YES  |  | collab. plan  | MSS                               |

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|  |     |     |              |   |                 |
|--|-----|-----|--------------|---|-----------------|
|  |     |     |              | activities for schools                                  | cfem<br>A       |
| Involve school staff in curriculum and activity development.   |     | YES | YES<br>RCCSD | Faculty, BLT and PLC mtgs.                              | MS              |
| Hire and supervise afterschool program staff.  |     | YES |              |   | MS              |
| Register/orient participants for afterschool programs.   |     | YES |              |   | MS              |
| Communicate with classroom teachers and parents about homework.  | YES | YES |              | P-T confer; PLC mtgs.                                   | cfem<br>A       |
| Provide professional development for afterschool staff members.  | YES | YES | YES<br>RCCSD | align: RCCSD will prov conent PD and help ID ext day PD | cfem<br>A<br>MS |
| Manage the afterschool budget and submit budget reports to Delaware Department of Education (DDOE).    |     |     | YES<br>RCCSD |   | MS              |
| Collect fees from students and develop/ raise program funds.   |     | YES |              |   | MS              |
| Develop an evaluation framework; collect and analyze data; report evaluation results.                  |     |     | YES<br>RCCSD |   | MS              |
| Share information about the program with the school community, Board of Education, and general public. | YES | YES | YES<br>RCCSD | sch: conf, mtgs.; RCCSD: Bd mtg, EDTv, Prg: newsletters | cfem<br>A<br>MS |

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**Section 3 - Collaborations and Partnerships**

| <b>Collaboration and Partnerships Form</b>  |   |
|---|---|
| The 21st Century Community Learning Centers subgrants require a strong partnership between at least one school serving a high proportion of low-income students and one community-based agency. List each member of the partnership and give a brief description of what each agency has committed to the program. Check the appropriate box if the agency will receive funds from this subgrant. |   |
| Applicant Signature: <i>Lelia McCullum</i>  | <input checked="" type="checkbox"/> Will receive subgrant funds |
| Print Name: Lelia McCallum  |   |
| Agency: Achieve 3000  |   |
| Address: 1985 Cedar Bridge Ave, Suite 3; Lakewood, NJ 08701   |   |
| Phone #: 301-599-0604   | Fax#: 866-914-7554  |
| Email: lelia.mccullum@achieve3000.com   |   |
| Description of Commitment:<br>Provide research-based literacy intervention, data support and training; advisory board   |   |
|   |   |
| Applicant Signature: <i>Leslie Newman</i>   | <input checked="" type="checkbox"/> Will receive subgrant funds |
| Print Name: Leslie Newman   |   |
| Agency: Children and Families First of Delaware   |   |
| Address: 2005 Baynard Boulevard; Wilmington, DE 19802   |   |
| Phone #: 302-658-5177   | Fax#:   |
| Email: Leslie.Newman@cffde.org  |   |
| Description of Commitment<br>Provide community school program support, parenting training and social service supports   |   |
|   |   |
| Applicant Signature: <i>Mary Kate Mouser</i>  | <input checked="" type="checkbox"/> Will receive subgrant funds |
| Print Name: Mary Kate Mouser  |   |
| Agency: Nemours Health and Prevention Services  |   |
| Address: 2200 Concord Pike, Seventh Floor; Wilmington, DE 19803   |   |
| Phone #: (302) 298-7600   | Fax#: (302) 298-7755  |
| Email: mmouser@nemours.org  |   |
| Description of Commitment<br>Provide CATCH training and technical assistance  |   |
|   |   |
| Applicant Signature: <i>Rachel Kane</i>   | <input checked="" type="checkbox"/> Will receive subgrant funds |
| Print Name: Rachel Kane   |   |
| Agency: Boys & Girls Clubs of Delaware  |   |
| Address: 669 South Union Street   |   |
| Phone #: 302-658-1870   | Fax#:   |
| Email: Rkane@bgclubs.org  |   |
| Description of Commitment<br>Provide youth development programming and staff and coordinate tuition collection  |   |
|   |   |

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|                           |  |  |
|---------------------------|--|--|
| Applicant Signature:      |  | <input type="checkbox"/> Will receive subgrant funds |
| Print Name:               |  |  |
| Agency:                   |  |  |
| Address:                  |  |  |
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**Section 4: Program Management**

**56 points**

**Agency Background and Capacity**

1. Summarize the lead agency's mission, history, past performance, and promise of success in providing educational and related activities that will complement and enhance the academic achievement and positive student development of the targeted population.

The mission of Red Clay Consolidated School District is to deliver a quality education in a safe and secure learning environment where instructional services and programs meet the needs of our diverse student population. Since 1997, Red Clay has proven that it not only operates compliant 21<sup>st</sup> CCLC programs, but also uses additional funding to enhance and sustain the programming, especially with the targeted populations. In 1997, the district received funds to start the Project CHANCE program in the city of Wilmington, an early elementary (K-2 focused) program that has been sustained to this day with a combination of tuition, subsidy, school improvement funds and other resources. When the state provided "extra time" resources, Red Clay developed the CASA program at Conrad in 2003 to focus on low income, cultural and language minority children. This program provided extra help and enrichment for secondary school students. When the extra time funds were no longer available, the school used a variety of resources, with the support of the Federal Programs office to sustain the program. Al DuPont Middle school is the most diverse school in the state of Delaware as evidenced by the student accountability cells. AIMS created extended day programs focused on robotics exposure, leadership, volunteerism, and service learning along with academic support. Partnerships with community centers that serve high poverty and cultural and language minorities in Wilmington, such as Hilltop Lutheran and LACC, along with the Wilmington City Council and cultural groups (Christina Cultural Arts Center, Delaware Music School, the Grand), have partnered with Red Clay to provide learning and enrichment. These programs have been commended by Wilmington City Council and DE DOE in various reports (City Council Education & Youth Committee agenda and minutes, Quality Review, CSR, Focus School visits). In the summer of 2014, the lead agency used a continuation grant to provide enhanced transition activities for students entering Title I schools. In addition, Red Clay has used extended day programming as a vehicle for effective schools reform by implementing afterschool, summer and Saturday programming at Lewis and Marbrook Elementary and Stanton Middle – schools with high poverty, high minority and high ELL populations. The extended day programs were highlighted in public reports - Lewis and Marbrook each made adequate yearly progress (AYP) at least once over the past two years and did not show any major regressions in student performance and they along with Stanton exited turnaround status and Secretary of Education Mark Murphy stated that "These school communities should be proud of how their hard work has paid off for the benefit of their children."

2. Describe the capacity of the lead agency to manage the program successfully, including any past 21<sup>st</sup> Century Community Learning Center experience, successes and barriers. If in the past 21<sup>st</sup> CCLC grant administration there were barriers or problems, address how the program plans to address these for this subgrant.

Red Clay has the capacity to develop, manage and sustain SMART Academy, as evidenced by 17 years of successful 21<sup>st</sup> CCLC projects. In the late 90's, Red Clay participated in cohort 1, creating the Project CHANCE program targeting urban elementary school children. The district believes that this is one of Delaware's longest sustained programs. One of the benefits of the program is that the school



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programs have hired the extended day staff to work during the day! The district has continued with its successful projects, including "Off The Streets" which targeted urban, minority secondary school children and "Ready 4 K" to deliver prekindergarten readiness programming. In the summer of 2014, the lead agency used a continuation grant to provide enhanced transition activities for students entering Title I schools. The district team leading the grant includes Burton Watson, who oversees the "Off the Streets" efforts along with community connections, including leading the district's dropout prevention committees and the CoIP, along with supervising the visiting teachers and credit recovery. He is supported by Malik Stewart, who oversees Title I programs, the REaDy 4 K 21st CCLC grant, Project CHANCE and was formerly employed by foundations, Inc. – the creators of the Beyond School Hours Conference, as an extended day program administrator.

3. Does the lead agency have any audit findings? If so, please describe the situations that caused the audit findings and the documented actions that have cleared these findings. Attach copies of the audit findings and the documented actions that have cleared these findings.  
N/A No Audit findings

**Program Communication**

4. Describe the management and organizational structure of this 21<sup>st</sup> CCLC program, including advisory board membership that reflects the representation of all key stakeholders. Provide information about the advisory board's meeting schedule that will allow the program to accomplish its goals and objectives.

The organizational structure of SMART will reflect 21st century leadership practices - the knowledge economy, where the program thrives off of information flow and knowledge sharing to be successful. The following list includes key day-to-day employees of SMART and the lead agency: The RCCSD Liaison is the district administrator responsible for the overall program funding and support; and supervision the SMART Program Coordinator and the Advisory Council. The SMART Program Coordinator is responsible for leading all planning efforts, coordinating with partners and leading the planning of the day-to-day activities at the school site, including interacting with program providers, supervising program staff and volunteers, and facilitating transitions and data input. The SMART Advisory councils consist of partners who reflect the school populations and their needs or are the key to having the needs met. The Advisory includes 1) key representatives from each school (administrator and teacher leader/PLC lead) to provide a focus on the specific school population; 2) Children & Families First, a non-profit social services agency focused on improving the lives of those in need. CFFDE's experience as the lead agency for the Eastside Community Schools project (a project focused on building partnerships with schools, parents, grassroots groups, funders, to impact the severe poverty in the Southbridge and Eastside sections of the city) will help ensure that targeted children are nurtured and safe and families are strengthened through coordinated resources; 3) Nemours Health & Prevention Services - to provide a focus on practices and programs that allow children and families to live healthier lives, including helping children to be emotionally and physically fit, make healthy choices, develop good self-esteem and build strong bodies and strong relationships; 4) Boys & Girls Club staff – as providers of youth development programs and activities in targeted neighborhoods (Fram, Brown, Shortlidge, Maryland avenue), the BGC has developed relationships with the schools and will make programming to meet the enrichment needs of the children, discourage violence and

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substance abuse, and emphasize good citizenship and educational accomplishments; 4) Achieve3000 will help to review and explain the dramatic Lexile® reading gains and approaches to meet individual student reading needs and help strategize ways to help targeted students become independent readers; 5) SMART staff – including the Program Coordinator and representatives from the sites to discuss site-based successes and opportunities for growth; 6) Participating families – to provide first-hand accounts of the SMART experience and guide growth; and 7) RCCSD Liaison staff – to provide guidance on the 21st CCLC requirements and opportunities for sustainability. Representatives from this governing body will meet three times annually, and serve as fundamental decision makers and advisors providing non-binding but informed guidance to the program. The meetings are held to discuss program updates, needs, budget, and plan sustainability opportunities (migrant, tuition, licensing, etc.) and are facilitated by the RCCSD Liaison or designee. Sample meeting schedule would resemble the following: May/June: program update, summer program discussion, budget update; September: Summer update, school year extended day, USDA food program, staffing, enrollment management, budget, partnerships; Jan/Feb: Mid-year data and evaluation reviews, program schedule, partnership opportunities, DEDOE reports, program/budget needs or amendments, board recruitment, program closeout (funding); midyear needs assessment

5. Describe the program's communication goals and how the program will communicate effectively with families, school staff, and the community. Describe the plans to disseminate and market information about the program to appropriate populations.

To mirror the efforts of the Red Clay Consolidated, SMART Academy will have open, honest and ongoing communication with our communities and stakeholders. This is built on the belief that maintaining two-way conversations is essential for building relationships and sustaining growth. SMART will work with the district's Public Information Officer to ensure that our plan will 1) Provide opportunities for school involvement by stakeholders: faculty, staff, students, parents, legislators and community members (ex: SMART monthly integration into BLT, PLC and faculty meetings to support school improvement plan, report progress and discuss concerns); 2) expand programming by identifying community organizations that will partner with SMART to support student achievement and health. 3) Provide a focus and direction for messages/program decisions. The SMART program will communicate with relevant stakeholders, especially parents, to increase awareness of its unique program offerings and opportunities for enrollment, the schedule, accomplishments, and evaluations. This includes providing information for Meaningful Consultation meetings with area private schools. SMART will: continue to raise its profile and build alliances locally, nationally and globally; maintain readily available educational materials and differentiated talking points (e.g. FAQs, 21st CCLC highlights and facts) for all members of the community to use when discussing SMART internally and externally; have a link on the RCCSD webpage and each school's webpage and will continue to enhance its content and develop community-wide access digitally through additional means such as, school messenger, EDTV (Comcast 965) e-news and social media to improve all facets of communication; use "town hall" settings at schools and with community partners (houses of worship and libraries) to educate current and prospective parents on the value of the SMART program; provide the annual reports to parents, schools, legislators and communities in a friendly format to communicate academic progress, financial reports, community-related programs and input, and parent and student survey results by overall program and individual program site.

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6. Describe the policies and procedures that address participant recruitment, enrollment, attendance, behavior, and discipline.

When families register for SMART Academy they will receive a handbook that will outline policies and procedures – and emphasizes the alignment between the program’s actions and the school’s/RCCSD’s code of conduct and each school’s Positive Behavior Support (PBS) program. Recruitment/Enrollment: Enrollment: SMART academy will implement the following policy for recruitment – students must attend one of the three schools, or reside within the attendance zone of one of the three schools and attend a participating private school (one that through meaningful consultation has elected to participate). The strategies for recruitment will include the following: Open house for rising 3-5 grade families at each site focused on the program; recruitment and program nights/days in community houses of worship; postcards mailed directly to the homes of rising 3-5 graders; invitations to present at faculty and PLC meetings, along with the March and May CoIP meetings and RCPAC (Red Clay Parent Advisory Council); registration tables at each schools’ parent engagement activities; and electronic recruitment through EDtv and e-mail blasts. Registration dates and times will focus on the early spring (for the summer program) and the late summer/early fall and mid-winter (for the school year program) using evenings and weekends to accommodate working families. Program documents will be available in each school’s main office, the district office and on the respective webpages. All registration forms will be managed by Central Office and parents will receive a printable enrollment confirmation number (or waitlist number) at the end of the registration process. There will be a non-refundable registration fee due prior to enrollment. Enrollment Management will be maintained through the RCCSD Liaison’s office so that the proper adult:student ratio can be achieved and that the wait list can be created. Enrolled families will be invited to attend a welcome session (once in the summer and another before the start of school) where they will learn about the program structure, fees, calendar, discipline procedures and communication. Attendance: The policy will enforce families funding a space; the SMART Academy will work with the school for students who are chronically absent and in need of the services to encourage attendance. With the support of the school, the program will decide whether to continue to hold a space or to use the wait list within a 2 week period of unexcused absences (illnesses, vacation, etc.) To maintain an acceptable average daily attendance and offset chronic absences, the program will overenroll by 5 students. Behavior: To encourage positive behaviors, each program site will be trained in the school’s PBS model. SMART team members will receive training with and from the school’s PBS lead so that the extended day’s behavior management mirrors the day program. In alignment with the school success and priority school plans, the SMART program will use a character education block where the PATHS curricula will be used to teach and encourage positive behaviors that enable children to resolve conflicts peacefully, handle emotions positively, empathize and make responsible decisions. Discipline: In the event that children are having a difficult time meeting the program expectations, the following behavior plan will be implemented to help create the best possible environment and solutions for everyone: Minor offenses (ex: disrespectful attitude, personal space issues, refusal to complete tasks) – 1) Redirection - indicating they have a choice to follow directions or “take five” where they will sit apart from the group for five minutes, regroup and regain focus; 2) Take “five” - five minutes apart from the group to regroup and try again; 3) Try again tomorrow: If after a verbal warning and a “take five” the child is still not following directions, they will be asked to try again tomorrow (At this point, the student is not working on his or her activity and is distracting others). The child will be separated from the rest of the group with an educational activity until the program is over and there will be a parent conference. By using the “try again tomorrow”

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plan, we hope to create a calm and positive working environment for all students in the program, while assuring the child that they can come back the next day and try again. Major Offense (fighting, using abusive language, pulling the fire alarm, vandalism): The school and the family will be notified of the Code of conduct violation and a conference will be scheduled with the SMART Coordinator. The program will work with the school to administer the appropriate response for the action along with the needed follow up (ex: suspension from program, restitution for damage, along with counseling provided by the school or external partner). As needed, the collaboration may warrant a functional behavioral assessment and plan (conducted by the school's Problem Solving Team/counselor/support staff), complete with requisite training and follow up technical assistance for SMART team members. Continued involvement of the family and additional community or social supports may also be included in the plan for student success.

7. Describe how the community was given notice of intent to submit this application and how the community can view the completed subgrant application.

The community at large has been notified of the district's intent to apply for funds to implement SMART through the following means, winter 2014-15 CoIP meeting, Red Clay Advisory Council, Priority School public meetings (winter 2014 and 15), and the January 2015 meaningful consultation meeting with the New Castle County, Delaware private school leadership (these actions are included in the official meeting minutes). These sessions are open dialogue opportunities where potential partnerships can be formed. In addition, the completed grant application will be made available on the district webpage and copies of the document will be available on each school's webpage.

### **Equitable Access and Transportation**

8. Describe how equitable access to and participation in the 21<sup>st</sup> CCLC program for students, family members, and teachers will be ensured, including people with special needs. Describe how equitable access to and participation in the 21<sup>st</sup> CCLC program for students, family members, and teachers regardless of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, disability, age, genetic information, or veteran's status will be ensured.

Per district policy 1002 – Red Clay is committed to non-discrimination on the basis of any protected characteristic including race, gender, sexual orientation, religion, national origin, disability, age, marital status, genetic information, veteran status and all other legally protected characteristics. All employees and students are entitled to work and learn in an environment free of discrimination or harassment and Non-discrimination must be applied in all district operations and by all employees. To implement the policy, enrollment will be open to Red Clay students who reside within the attendance zones of the three targeted school sites. While there will be an earnest attempt to enroll targeted subpopulations, non-targeted student subpopulations will not be denied access. Programming will acknowledge diversity through activities, celebrations, and outreach efforts. SMART will collaborate with RCCSD to ensure that students requiring program modifications or accommodations will have their plans followed during extended day, either through training, program adaptations or staffing (ex: Targeted academic support for students with intensive academic needs (who need more structure due to special learning needs or special behavior needs), this includes parent and family programming. The location of the services and the access and participation in services will be ensured through scheduling and translation via the district's Offices of School Operations, District Services and English Language

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Learners. The SMART Coordinator and the RCCSD Liaison will conduct site visits to ensure equity for all participants. Lastly, the SMART Coordinator and staff will participate in the RCCSD's mandatory annual Special Services training for administrative staff members.

9. Describe how students will travel safely to and from the program, including between program sites and home. Tell which member(s) of the partnership is (are) responsible for scheduling transportation arrangements (including any contractual services) and which member(s) of the partnership is (are) responsible for the financial costs associated with transportation, even if it is an in-kind resource. The majority of the SMART Academy students will be children who attend one of the three targeted schools, Highlands, RPES or Warner. Students who attend participating private schools will be responsible for their own transportation to the site. Parents will be required to arrange pick up with the program; RCCSD does not provide transportation home from SMART Academy. For weekend, summer and special (trips) programs, the RCCSD will arrange, schedule and finance transportation for all participants.

### **Non-Public Schools**

10. Federal law mandates that non-public school administrators are consulted in a timely and meaningful manner during the design and development of the program. Describe how this was done with representatives of non-public schools who are based in the subgrant school(s) program service area. If there are no non-public schools in the program service area, indicate that. The Red Clay Consolidated School District participates in Meaningful Consultation meetings annually with the private schools that serve students from our attendance areas, with a concentrated focus on students who would normally have attended our Title I schools. The goal of the consultation process is to meet the education needs of eligible nonpublic school students. These meetings are scheduled to take place 3 times annually, and during the January 8, 2015 meeting, RCCSD presented the 21st CCLC opportunity. The discussion focused on the parameters of the grant, the eligible attendance zones and grades, the types of programming and services along with the timeline for submission. The private schools and RCCSD agreed to a program selection process that lists all of the eligible federal programs, formula grants and competitive, on one document with an explanation of each program and an area for selection (This selection process was previously agreed upon in earlier meaningful consultation meetings, and deemed by DE DOE monitoring to be compliant). During the selection of services for 2015-16, the schools will have the opportunity to select 21st CCLC, along with the other federal funds. It's worth noting that RCCSD's process has been lauded by the state – in 2014, the SEA asked the district to provide guidance to the Washington, DC Public Schools in the administration of services to non-publics.

**Attach an "Intent to Participate" form for each non-public school in the school(s) service area to this subgrant application.** (A non-public school "Intent to Participate" form for use is included in the "additional documents" for this subgrant application.)

### **Personnel**

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11. Describe the staffing for proposed activities and services, including brief job descriptions of key staff. Describe how highly qualified and effective people will be recruited and selected for these positions.
- The SMART Academy will require an Academy Coordinator, to oversee the day to day operations at all three sites, and program staff at each site to ensure the efficient delivery of activities. The Academy Coordinator will need to have a background in youth development and grant funded programs, preferably those operated in concert with public schools. A key partner, the Boys & Girls Club of Delaware, will provide the extended day staff at the program sites, ensuring that the youth programming is evidenced-based, meets OCCL ratio requirements and is focused on grades 3-5. In addition, the district will work with each school to hire 3 SMART Academic Champions (1/grade level) to focus on the highest need children, leverage school resources, and assist in aligning SMART with the Common Core, access to student records and grades. To recruit staff, the district will post the Academy Coordinator position on its site and to the extent necessary within local and national non-profit recruitment sites. In recruiting Academic Champions, the RCCSD will post the positions within the 3 targeted schools – and in higher performing district Title I schools (Lewis, Marbrook and Mote) as needed.
- SMART ACADEMY COORDINATOR:** is responsible for the day to day operation of all aspects of the 21st CCLC schools sites. Reporting to the RCCSD Liaison, they will participate in staff recruitment, training and will directly supervise staff required for successful delivery of the SMART Academy 21st CCLC program. They will be responsible for responsible for planning activities, supervising staff and volunteers, collecting data and completing 21st CCLC reporting requirements, conducting student needs assessments and ensuring the successful day to day operation of the program and the needed student progress anticipated. They will form relationships with school teams, communities and resources to secure and leverage partnerships required for overall success. Under the direction of the RCCSD Liaison they ensure continuous improvement to the programs, registration, attendance, climate, and all activities required for daily successful and safe operation of the program at each campus.
- SMART ACADEMIC CHAMPION:** Reporting to the school principal and RCCSD Liaison, The SMART AC must be 1) considered highly qualified as of their most recent evaluation; 2) a recent grade level leader or member of the BLT; and 3) recommended by the building administrator and 2 current school families. The AC helps ensure that children are receiving the additional support that they need through increased curriculum alignment, KidBiz3000 lessons, improved school-afterschool communication and better student-teacher relationships. They provide small group support and provide data related to student achievement in the day and the program. They champion the program during the school day, especially within their PLC.
- BOYS & GIRLS CLUB STAFF:**
- SCHOOL SITE DIRECTOR:** The School Site Director has delegated responsibility for program development, staff and volunteer supervisor, building safety, fundraising, marketing, community assessment and membership recruitment that has the end result of creating and maintain a well-rounded, well organized School Site Childcare Program. The program will be in compliance with the Office of Childcare Licensing and Delaware STARS requirements and will meet the needs of the school community. The program will be delivered by a highly qualified staff, supportive of the Boys & Girls Club of DE policies and procedures.
- EDUCATION DIRECTOR:** Under the limited guidance of the Site Director, the Education Director has delegated responsibility for program development, part-time staff and volunteer supervision, building safety, fundraising, marketing, community assessment, and membership recruitment. The Education Director will develop a fun, age-appropriate curriculum that meets the needs of the students and links the afterschool program with the classroom curriculum.

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**SENIOR YOUTH WORKER:** Under the supervision of the School Site Director and Education Director, the Senior Youth Worker is responsible for assisting with the development and effective operation of a quality school age childcare program that complies with current Delaware rules for School-age centers. In addition to the requirements for the SMART Academy Coordinator and AC (to ensure that Highly Effective staff are present), the district will work with the Boys & Girls Club to ensure that staff are highly effective and meet the needs of each building.

12. Describe how the program will encourage and use appropriately qualified individuals to serve as volunteers.

SMART will use a variety of methods to encourage volunteerism to support the program. Direct services: **MENTORS** - SMART will recruit volunteer mentors from district and other area high schools, corporations (through its partnership with Children's & Families First) and strategic partners (CoIP, city of Wilmington) to develop 1-on-1 relationships with the students; **TUTORS**- work with recent retirees and area high schools to have National Honor and Junior Honor Society students help provide tutoring support under the direction of the AC. **SUPPORT SERVICES**- Volunteers can assist in creating the Lights On Afterschool Marketing and Events; Designing Program flyers; creating bulletin boards and displays. The use of students as volunteers coincides with RCCSD board policy 8010 – where students are encouraged to be used as volunteers in the educational program and useful community services. Volunteers will be required to undergo background checks and must be with students in the presence of SMART staff.

13. Describe the policies and procedures for background checks and other safety and security measures being implemented for the program.

**BACKGROUND CHECKS:** As an entity under Red Clay Consolidated, SMART Academy is charged with the responsibility to protect the health and safety of all enrolled students and to protect the property of the Board of Education. To help meet this responsibility RCCSD requires a criminal background check during the hiring process (before the individual starts working with staff or children). The information is reported to Human Resources and the hiring manager (in this case, the District Liaison and SMART Coordinator). The information becomes part of the staff file to support OCCL licensure. All new employees and also volunteers are required to complete a background check as a condition of employment. Current district employees who work in an associated program (ex: Academic Champions) are not required to have additional background checks. **SAFETY:** The program will practice emergency drills in accordance with the school and OCCL regulations so that students and staff are prepared. School sites have video surveillance and require an Office of School Safety-approved badge to enter the building. Buildings are protected with swipe card access points. Families of students will only be permitted to pick up children if they are 1) identified on the emergency form and 2) produce a state-issued photo I.D. All staff will participate in First Aid/CPR training as a condition of their employment and the activity areas will maintain basic first aid kits and supplies. Medication will only be administered by the school nurse or family member. SMART Coordinates with each school's nurse and nutrition staff to ensure that the student medical and allergen needs are met. Student attendance is taken upon arrival and then again within the club areas. Accidents are documented with an incident/accident report (automatically uploaded into a system that is seen by the school and RCCSD administration) with a copy going to the school nurse. Lastly, when there are school emergencies

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(closures, weather delays), the program will coordinate with RCCSD to ensure families are safe upon entering school property.

14. Provide a professional development plan for staff and volunteers.

Staff education and development are integral to SMART Academy achieving high program quality and, ultimately, to providing successful programs that result in positive outcomes for youth. Knowing this, RCCSD will provide learning opportunities for afterschool staff that support them in providing high-quality services. Sessions will be delivered by RCCSD staff, partners (Achieve 3000, Boys & Girls Clubs, Nemours) and external contractors (foundations, Inc.) via in-person, conference workshops and online. The sessions will be hands-on to equip an effective expanded learning time programs.

(Spring) May-June: Achieve 3000; CATCH, Project Based Learning, First AID CPR

(Summer) July-August: PATHS social emotional learning (PBS), Special Services, Aligning with the school day

(Autumn) October-November: Common Core Supports for ELA, Math and STEM, Afterschool Essentials, Remaking Homework Time (staff and volunteers), mentoring training (volunteers)

(Winter) February: Beyond School Hours – Effective extended day supports, STEM for all, mentoring training 2 (volunteers)

**Office of Childcare Licensing**

15. Indicate which type of arrangement the program will operate to meet Delaware Office of Child Care Licensing Requirements:

Pursue a license through OCCL. The program must have a license if the lead agent is a non-school agency, OR if any of the 21<sup>st</sup> CCLC sites or programs will be located in places other than public school buildings, OR if the program plan as part of sustainability to use Purchase of Care.

PLEASE NOTE: If a 21<sup>st</sup> Century program is located in a public school (or schools) where the community-based agency is the lead agent of this subgrant, then that public school (or schools) MUST BE LICENSED by the Delaware Office of Child Care License

**OR**

Obtain an exemption from OCCL. This can only be obtained if 1) the public school is the lead agent of this subgrant AND 2) all 21<sup>st</sup> Century program sites are located in public schools in that school district or charter school.



**Section 5: Program Design**

**76 points**

**Needs Assessment**

Identify the target population, method of determination of need, recognize root causes, and provide supporting data as evidence.

Use poverty information, academic achievement data, and other relevant data sources to detail the need.

|   |
|---|
| Target Population: Students   |
| Needs: <b>Attendance</b> (identify specific areas, if possible): Large portion of student population have been identified as McKenny - Vento students. Difficulty contacting parents of students attending these schools to coordinate services for students to attend. Students at lower levels lack of attendance is due to parents difficulty in making transition from daycare facilities to full day kindergarten programs. A small percentage of upper level students are required by parents to provide daycare services to their younger siblings. Imclement weather is a barrier for kindergarten through 3 <sup>rd</sup> grade students who are required to walk to school as part of the regular school feeder patteren.                             |
| Input Method (survey, focus group, program inventory, interviews, etc.): Parent interviews, phone conference interviews, analyze school attendance reports, Visiting Teacher and Behavioral Interventionist/Assistant Principal interviews. Information gleaned has provided the direction needed to address student needs based on the root causes.  |
| Root Causes: causes for poor attendance at the three elementary schools for this proposal are (1) chronic illness due to lack of medical insurance or poor health habits (2) lack of understanding of parents on the impact of regular school attendance and student outcomes, and (3) lack of school connectedness by parents and students.  |
| Data: School level attendance reports. Visiting Teacher interviews with parents. Assistant Principal/Behavioral Interventionist interviews. Program data from previous 21 <sup>st</sup> Century Grant program and phone conference with Program Coordinator of existing 21 <sup>st</sup> Century Grant.   |
| Data Sources: one on one interview information gathered by Visiting Teachers with reference to students who are excessively absent i.e., 10 days or more absent per year.   |
| Desired Program Outcomes: improve student attendance through participation in out of school time programming. It is expected that identified students will attend school unless sick as the activities provided in the afterschool 21 <sup>st</sup> Century program will serve as an incentive for student attendance (min. 90% attendance). Additionally, it is expected that student performance in reading fluency and reading comprehension will increase due to students actively working in the Achieve 3000 reading program. Our past experiences have shown that students who participate in 21 <sup>st</sup> Century Programming are referred less times to the main office for behavioral issues and are making better decisions to remain in school. |

|  |
|--|
| Target Population: Students  |
| Needs: <b>Academic</b> (identify specific areas, if possible): Students attending the three schools in this proposal are facing structural deficits and are in need of programming experiences to support the regular school day instruction. Over 30% of these students have been identified as students with an IEP which presents challenges with meeting assessment requirements by the state. Additionally, Based on poor academic performance, both Highlands and Warner are priority schools and Highlands is an "action list" school. By |

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regulations, the schools require additional resources and time to address the barriers to achievement. Data shows our students have difficulty in the area of comprehension, Lexile level growth and vocabulary (based on state and locally developed tests and teacher running records); also, students in these buildings lack knowledge of foundational math facts and therefore have difficulty in the area of number sense. Data shows a negative trend in this area of performance. Improvement in supporting ELA and math instruction will improve overall performance across all grade levels. There needs to be a building wide focus on all effective strategies.

Input Method (survey, focus group, program inventory, interviews, etc.): Interviews with the school principal. Analyzing school assessment data and classroom probes implemented through RTI. Interviews with Behavior Interventionist/School Assistant Principal, school librarian, Reading Specialist and coordinator of 21<sup>st</sup> Century Grant program. Data received from various school leaders will enable the academic staff to tailor instruction to meet the individual and unique needs of students enrolled in the program. Through collaboration with school teachers, program staff will be able to effectively support instruction through additional practice sessions or by providing activities that allow students to look deeper into real world problems and delve deeper into course work.

Root Causes: Over half of student population do not attend a daycare provider due to the financial condition of the parent(s). 100% of the students attending the schools in this proposal are eligible for free and reduced price meals based on poverty and USDA guidelines; indicating that the financial condition of parents preclude students from receiving educational services prior to entering the traditional elementary school program. Additionally, the financial conditions of parents are a barrier for students to participate in out of school programs outside the school. A structure is needed for general and extended day to regularly collaborate on instruction and professional development; Students enter school with a lack of background knowledge, specifically in the area of literacy, needed for success and lack the time needed to practice skills to increase overall reading levels in the area of fluency and comprehension and to impact math (much of which requires efficient literacy skills).

Data: F/R lunch data indicates that 100% of students receive federal assistance; Only 11- 16% of 3rd graders showed proficiency in the fall (49% of Warner students who piloted Achieve 3000 showed growth in the winter of 2014). Of schools with less than 80% of students at Benchmark/Core, Warner (29% pts.) and Richardson Park (24% pts.) had the least increase in the percentage of students at Benchmark/Core from fall to spring (inadequate progress) in kindergarten when compared to all traditional K – 5 schools. 1st gr: Highlands (22%), Richardson Park (26%), and Warner (41%) are schools with 20% or greater of students at Intensive. Less than 40% of students scoring Intensive in the fall improved at all 3 schools; less than 50% of students scoring Strategic in the fall improved in Richardson Park and Warner and less than 90% of students scoring Benchmark/Core in the fall sustained their level in the spring at Richardson Park and Warner. In all 3 schools, the percentage of 2nd graders meeting growth targets was less than the district average. At Highlands and Warner, less than 30% of students scoring 25th percentile or below in the fall showed improvement in the spring.

Data Sources: District Level Title 1 Data; DIBELS; DCAS; NWEA; Scholastic Reading and Math Inventories; RTI screener; I-Tracker Pro; Achieve3000 Lexile report; attendance reports

Desired Program Outcomes: Students participating in the afterschool programs and Achieve3000 Reading Program will significantly improve their reading performance (min 10% growth on SEA assessments and SRI/SMI; doubled Lexile Growth (Avg. at least 500 Lexile level/40 sessions). As a consequence of improving reading ability students will improve their performance in mathematics, science and social studies as

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indicated in the students' report card, where the anticipation is that pupils will either meet or exceed the standard in each area. Moreover, less students will be required to participate in a district level summer school program (for academic help) as a result of attending the seven week summer program supported by 21<sup>st</sup> Century Grant funding.

Target Population: Students

**Needs: Afterschool Programming, Activities, and Scheduling** (identify specific kinds, such as sports, arts, personal, and/or social development, etc.; days of the week, hours, how many weeks, school-year, summer): In these high needs schools, there's minimal exposure to STEM. With minimal experiences, students like these (high poverty schools) often don't pursue STEM fields because they don't perform well in STEM subjects in later grades and lack a STEM "identity" (i.e. often students' idea of what scientists look like doesn't match them culturally because of exposure and experience). The current schedule provides limited opportunities to keep students engaged in STEM activities. High poverty families have less exposure to and may be less likely to access afterschool sports; arts opportunities that build interest are also less likely to be available to low-income households. Red Clay Title I school students experience an opportunity gap when trying to access the district's top tier schools (ex: audition to apply to CCSA, Conrad or Wilm. Charter). The most common family structure found in children of poverty in our city schools is families led by young, single, working mothers and as a result, students need access to a safe place after 3pm and on weekends when many incidents of violence occur in these neighborhoods. The gap in time between the end of the day and when parents arrive home from work is a concern in Wilmington due to the potential dangers and risky behaviors that take place after school. With students in school 5 days/week there's a need for supportive programming during these days (5 days before and after school) along with extended weekend hours to support family learning. Parents need an awareness of evidenced-based programs to help enhance their skills. Students need a positive environment where they can build their social and emotional skills alongside trusted adults. Many families reside in "food deserts" and unsafe neighborhoods that impact their current lifestyle habits related to proper nutrition and exercise.

**Input Method** (survey, focus group, program inventory, interviews, etc.): Program data review, surveys, BLT and PLC Meetings; HKD (Healthy Kids DE) data and reports; Town Hall meetings, Priority School planning Sessions; scheduled weekly meeting between the program coordinator and the school principal or designee. Quarterly surveys (parents/students) to ensure that students needs are met and that programming is interesting and that staff have positive interactions with students throughout the school year.

**Root Causes:** When considering the financial condition of families coupled with the lack of academic experiences prior to and upon entrance into the school students are further behind their peers in academic performance at other schools. Moreover, the environmental conditions of these students support the need for students to have an afterschool program instead of playing on the streets of their neighborhoods. Structure is needed for general and extended day to regularly collaborate on instruction and professional development; Access to quality arts education and specific sports (golf, fitness lessons) are prevented by the economic costs and transportation to facilities; Wilmington's rate of violence is more than quadruple the national average as city consistently has one of the 5 highest homicide rates in the US (with shooting deaths occurring in the attendance zones of these schools periodically). Disadvantaged students lack relationships that bring them in contact with the social and educational community structures to enhance the social milieu required to achieve educational and career goals.

**Data:** Choice data shows minimal Highlands, RPES and Warner students are accepted to Cab/Conrad annually

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| <p>as compared with more affluent RCCSD elementary schools; Delaware School Climate Survey: both Richardson Park and Warner are a ½ standard deviation below the DE average. Wilmington’s rate of violence is 1,625 incidents/100,000 residents; in 2010, all victims but one was a Black male; Science schedule: 30 minutes every other day, math: 60 minutes daily; Art/music: 45 minutes of large group (over 22 students) once/week;</p>   |
| <p>Data Sources: Wilmington News Journal; December 14, 2014 Newsweek; PAR report; DE School Climate Survey; Choice data; HKD report; elementary school schedules; interviews with principal and Assistant Principal/Behavioral Interventionist</p>   |
| <p>Desired Program Outcomes: Students will learn how to make better decisions as a responsible young person through participation in programming provided through this 21<sup>st</sup> Century Grant proposal. Also, students will be more civic minded and show school connectedness through active participation. It is hoped that as fitness levels- students behavioral decisions are in compliance with the classroom and school rules (the literature points to students with ADD/ADHD showing behavioral improvements once they have improved their overall health and fitness levels). Provide families with the supports they need to help them be happy, healthy, and successful in school, life and career. Impact childhood obesity and other health issues related to minority families and urban children. Foster academic and socio-emotional support for children and families; Complement learning under the Common Core and help prepare children for whatever their future may hold for them, and help them to thrive in all aspects of their life. Ensure that children have access to the arts and are able to benefit from all the arts have to offer; Give more youth a chance to discover an interest in STEM, and an aptitude that could lead to opportunity gap closure in choice secondary schools and STEM degrees and careers</p> |

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| <p>Group: Students, Family Members, including Parents, Caregivers, Siblings</p>  |
| <p>Needs: <b>School Connectedness, Family Literacy, Family Engagement and Well-Being</b></p>   |
| <p>Input Method (survey, focus group, program inventory, interviews, etc.): NEED: Students at these schools are increasingly at risk for typical urban-related health challenges. To be at their best academically, families need access to health, fitness, and lifestyle education experiences that contribute to positive well-being. Adult caregivers require skills to better support students at home (data supports this - Parental involvement is a more significant factor in children’s academic performance than the qualities of their school); School change requires a wider set of ‘educators,’ with proven strategies to provide unlimited chances to learn. INPUT METHOD: RCCSD parent surveys administered at each school, Parent University surveys are administered at the end of each session; Healthy Kids Delaware report review; informal parent discussions; meetings with Communities of Interested Persons and HKD; Strengthening Families Program discussions;</p> |
| <p>Root Causes: Family literacy programs viewed/delivered through a deficit lens; Students enter school with a lack of background knowledge, specifically in the area of literacy, needed for success and lack the time needed to practice skills to increase overall reading levels in the area of fluency and comprehension and to impact math (much of which requires efficient literacy skills); Low adult literacy skills inhibit the ability to help the child; the attendance zones are in areas where access to affordable, healthy food options (especially fresh fruits and vegetables) is restricted or nonexistent due to the absence of grocery stores within convenient travelling distance; making it difficult to locate foods that are culturally appropriate (ex: dietary restrictions, such as lactose intolerance, gluten allergies, etc.); Poverty and access to developmentally appropriate information impair family decision-making and growth;</p>                    |
| <p>Data: 29% of teachers feel that parents are influential decision makers in the three schools and only 26.2% of</p>  |

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teachers feel that parents support teachers contributing to student success (TELL-DE); as reported in the average scores, Part I School Climate Scale, 2009 through 2014- all 3 had concerning ratings in the area of school-wide student engagement (Highlands (2.76); RPES (2.90); Warner (2.90); 37% of children ages 2 through 17 are overweight or obese - suffering increased risk for chronic illnesses, absenteeism and poorer academic outcomes than their normal-weight peers.

Data Sources: TELL-DE; Delaware School Climate Survey (Staff Version) Summary; Nemours; RCCSD parent engagement survey.

Desired Program Outcomes: Provide families with the supports they need to help them be happy, healthy, and successful in school, life and career. Impact childhood obesity and other health issues related to minority families and urban children. Foster academic and socio-emotional support for children and families; Complement learning under the Common Core and help prepare children for whatever their future may hold for them, and help them to thrive in all aspects of their life. Stronger social capital in families, improved student school readiness, grade level reading, and appropriate progress on academic and social behavior indicators are seen. Families who receive training will use parenting skills, and parent education programs will impact school needs with parents/community members as educational partners. As parents and their children are engaged and connected to the school, barriers will be alleviated to allow for further interaction and engagement in developing policies that govern the school and how resources are distributed across the school. In addition, further support will be given to the afterschool program as parents and their children become ambassadors to 21<sup>st</sup> Century Grant experiences. As a consequence, a shift in thinking of school as a safe haven coupled with being part of the decision making process will develop buy in by parents and caregivers.

Group: Program Staff

Needs: **Professional Development** (identify topics): Literacy: targeting reading comprehension. Workshops that give insight on how to effectively provide 21<sup>st</sup> Century programming for students ages 5 years to 10 years of age; Achieve 3000 online program and analyzing data to inform instruction; Foundations, Inc: Aligning with the School Day; Supporting Literacy in Afterschool; STEM for All; Remaking Homework Time; Social Emotional Learning: Responsive Classroom/PBS; PATHS; Health/Wellness: CATCH

Input Method (survey, focus group, program inventory, interviews, etc.): Group Survey of staff. Program coordinator and staff will identify specific days according to the school calendar that will be used for professional training (ongoing approach to ensure that program staff are providing the correct academic interventions as tutors); program observations; student focus groups/town halls to review activities for meaningfulness, engagement and interest.

Root Causes: Some staff lack experience working with school-aged students; Afterschool staff members responsible for facilitating literacy, SEL and STEM learning often have little or no teaching expertise to support these efforts; effective afterschool programs need to align to regular day to impact students in ways that increase overall reading and math levels; Part time staff need job-embedded professional development opportunities tailored to address specific needs of the student populations they served; Staff require experience to expertly implement evidenced based programs and strategies (Achieve3000, CATCH, etc.); Staff members will need to learn new activities that center on positive interesting experiences for young students ensuring that activities are meaningful to the needs of students.

Data: Qualitative information gleaned from interviews and group meetings; Part I School Climate Scale, 2009

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through 2014- all 3 had concerning ratings in the area of school-wide student engagement (Highlands (2.76); RPES (2.90); Warner (2.90); Choice data shows minimal Highlands, RPES and Warner students are accepted to Cab/Conrad annually as compared with more affluent RCCSD elementary schools; Delaware School Climate Survey: both Richardson Park and Warner are a ½ standard deviation below the DE average. Wilmington's rate of violence is 1,625 incidents/100,000 residents; in 2010, all victims but one was a Black male; Science schedule: 30 minutes every other day, math: 60 minutes daily; Art/music: 45 minutes of large group (over 22 students) once/week; Based on poor academic performance, both Highlands and Warner are priority schools and Highlands is an "action list" school. By regulations, the schools require additional resources and time to address the barriers to achievement. 2013 DCAS: Only 11- 16% of 3rd graders showed proficiency in the fall; DIBELS: Of schools with less than 80% of students at Benchmark/Core, Warner (29% pts.) and Richardson Park (24% pts.) had the least increase in the percentage of students at Benchmark/Core from fall to spring (inadequate progress) in kindergarten when compared to all traditional K – 5 schools. 1st gr: Highlands (22%), Richardson Park (26%), and Warner (41%) are schools with 20% or greater of students at Intensive. Less than 40% of students scoring Intensive in the fall improved at all 3 schools; less than 50% of students scoring Strategic in the fall improved in Richardson Park and Warner and less than 90% of students scoring Benchmark/Core in the fall sustained their level in the spring at Richardson Park and Warner. NWEA MAP Grade 2 (RIT-Rausch Unit) fall to spring growth: In all 3 schools, the percentage of 2nd graders meeting growth targets was less than the district average. At Highlands and Warner, less than 30% of students scoring 25th percentile or below in the fall showed improvement in the spring.

Data Sources: Information gathered from staff work meetings and past experiences of program managers and coordinators; DE School Climate Survey; Priority School plans, Action School plan; DCAS, DIBELS; NWEA; Scholastic Reading and Math Inventories; Achieve3000 data report

Desired Program Outcomes: A shared responsibility for the total development of students and collective responsibility for students' success; an increased understanding of the content that teachers teach and the roles they play in helping all students achieve expectations; more satisfaction, higher morale, and lower rates of absenteeism; Staff will become more cohesive and will effectively plan and implement activities that enhance 21<sup>st</sup> Century skills and meet student needs. STUDENTS: Homework completion; lower rates of absenteeism; greater academic gains in literacy and STEM subjects; Students will improve physically and become more civic minded.

Group: School Staff and Program Staff

Needs: **Program Connectedness, Communication** (identify areas): **CONNECTEDNESS:** In order for the program to thrive and make a difference in student lives, staff must develop supportive relationships with a variety of stakeholders; Respectful relationships between the school-day and afterschool staff are necessary to create foundation that allows staff to trust each other, plan together (teams), share a common vision, and responsibility for student success; **COMMUNICATION:** Two-way communication and inclusive practices are paramount for success; Schools and programs must share time and information (time to meet, staffing, messaging) to support success; It is imperative that school staff, especially that teachers of student participants and school leaders support the purpose, implemented activities and the overall 21<sup>st</sup> Century Grant Program grant. Staff need to know the benefits of having a cohesive and comprehensive after school program along with the components that address the needs of children participating.

Input Method (survey, focus group, program inventory, interviews, etc.): Staff interviews related to prior experiences with extended day and 21<sup>st</sup>CCLC to support the essential need for health communication among

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| the school and after school program staff; Informal evaluation and end of year discussions reveal successes/needs related to school/program communication.   |
| Root Causes: Collaboration and team building are not components in most teacher training programs; afterschool staff members responsible for facilitating literacy, SEL and STEM learning often have little or no teaching expertise or experience to support these efforts; current afterschool efforts aren't strongly aligned with the regular day in ways that impact academic; Staff are focused on their individual outcomes/performance to satisfy all components of DPAS II; inconsistent practices (behavior and communication) lead to divisiveness; After school is viewed as day care (instead of value-added resource). |
| Data: Qualitative data from past staff discussions have shown there is a gap in communication between the two staffs serving students; Based on poor academic performance, both Highlands and Warner are priority schools and Highlands is an "action list" school. By regulations, the schools require additional resources and time to address the barriers to achievement-including inclusive planning teams; as reported in the average scores, Part I School Climate Scale, 2009 through 2014- all 3 had concerning ratings in the area of school-wide student engagement (Highlands (2.76); RPES (2.90); Warner (2.90);        |
| Data Sources: Past Program Manager and past program coordinator end of year/end of program discussions; Priority school plans; action school plan; School Climate Survey   |
| Desired Program Outcomes: SMART Academy staff included in School level planning, events and meetings; newsletters and school/program communications (written) that are cohesive; Teacher/program informal interviews that verify positive reciprocal relations; program bi-weekly letter/announcement to ensure that staff have the opportunity to read about and support the activities of the after school program.  |

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| Group: Community (including city or town council members, faith-based leaders, business leaders, etc.)   |
| Needs: <b>Program Connectedness, Communication</b> (identify areas): whereas Red Clay School District students are not governed by the Mayor of the city of Wilmington nor the Council members of the city of Wilmington, elected officials are not directly connected with students and their parents regarding school/district level experiences- there is a need to connect elected officials in the city of Wilmington with schools that reside within the city limits; Collective communication is needed among schools, community agencies and city government regarding school level and afterschool programming that deal directly with parent engagement and student performance. Students at these schools are increasingly at risk for typical urban-related health challenges- Too often families that are enrolled in and qualified to receive Medicaid are assigned providers that are beyond a reasonable travel distance for families dependent on public transportation; To be at their best academically, families need access to resources and experiences that contribute to positive well-being and they need to be safe after 3pm and on weekends and require the support of a caring adult; Wilmington's dangerous neighborhoods need a collective response to combat challenges related to violence, children display signs of Post-traumatic stress disorder (PTSD); Parents need an awareness of evidenced-based programs to help enhance their skills; partner agencies report poor health conditions among the students they serve and an overwhelming number of families in the attendance areas are at risk of developing or already suffer from chronic diseases (such as asthma, obesity, diabetes, hypertension, and other cardiovascular disease like symptoms), as well as chronic depression, and low self-esteem; Students need a positive environment where they can build their social and emotional skills alongside trusted adults. |
| Input Method (survey, focus group, program inventory, interviews, etc.): Small group discussions with members of the Wilmington City Council Education & Youth Committee; discussions with the CoIP membership and Red Clay Parent Advisory Council; Priority School meetings in RCCSD and in Wilmington City  |

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| Council have revealed concerns related to schooling and community needs; Attendance Zone meetings; .   |
| Root Causes: At times there is a distrust between parents, school leadership, and elected officials; Lack of understanding the impact of each groups challenges (knowledge of the current educational landscape; knowledge of civic issues) impacting partnerships to help students; Perceptions of minority and urban students as well as students educated in city schools; support to schools by civic or community groups is often well intentioned, but fragmented and not aligned to school needs;   |
| Data: Anecdotal data derieved from various and many conversations with members of city council, parents, and school board members indicate that the distrust is real and needs to be addressed; reviews of proposals for support to the targeted schools from civic groups and other contractors; discussions with school staff members related to contracts and community supports; meetings with city council.   |
| Data Sources: City of Wilmington Council members discussions, school board member interviews, and small group parent/care giver interviews; School Success Plans and Focus School grants; DOE mini grants; RFPs  |
| Desired Program Outcomes: It is hoped that through (1) effective communication with all stakeholders support for 21 <sup>st</sup> Century programming can be realized, and (2) that effective partnerships will be developed and grown over the course of program implementation and (3) stakeholders will learn to collaborate and enhance programming that meets the needs of students, parents, and community centers to build a better community; and that a response mirroring (4) the evidenced-based achievement zones/promise neighborhoods can be realized. |



**Goals, Objectives, and Strategies – Goal #1 - School Year**

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| <b>Goal #1: Improve school attendance and increase academic achievement of participating students in one or more academic areas.</b>   |  |
| <b>School Year</b> Program Start Date: August 31, 2015   | <b>School Year</b> Program End Date: June 10, 2016 |
| Site(s): Highlands Elementary, Warner Elementary, and Richardson Park Elementary   |  |
| <b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #1:   |  |
| <u>Objective</u>   | <u>Target</u>                                      |
| 1. ELA & math proficiency or growth  | 1. at Std or above                                 |
| 2. increase rdg comprehension/lexile   | 2. 500 Lexile Level                                |
| 3. improve pupil attendance  | 3. 90% school attend.                              |
| 4.   |  |
| <b>Performance Indicators:</b>   |  |
| 1. Number of participants who improve attendance and classroom performance; and/or who decrease disciplinary action or other negative behaviors.   |  |
| 2. Number of participants who improve in class participation during school and homework completion.  |  |
| 3. Number of participants who improve on classroom grades and state assessments in English Language Arts and Mathematics.  |  |
| 4. Other: Number of parents who can support children as students outside of the school setting   |  |
| <b>Data to Measure Progress:</b>   |  |
| <ul style="list-style-type: none"> <li>• Attendance Records</li> <li>• Discipline Records</li> <li>• Teacher Survey including               <ul style="list-style-type: none"> <li>○ Class participation</li> <li>○ Homework completion</li> </ul> </li> <li>• State Assessment in English Language Arts and Mathematics</li> <li>• Classroom grades in English Language Arts and Mathematics</li> <li>• Other: Regular attendance of parents attending informational meetings.</li> <li>• Number of students participating in community service.</li> </ul> |  |
| <b>Scientifically-Based Strategies:</b> Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #1.  |  |
| 1. RESPONSE TO INTERVENTION-Small group instruction improves academic performance in literacy, numeracy, and behavior management whereby techniques and strategies are appropriately applied;  |  |
| 2. KIDBIZ3000®-powerful, proven, differentiated online literacy instruction solution for grades 2-5 that reaches every student at his or her Lexile®/reading level using high-quality, non-fiction content based on each student's reading level.  |  |
| 3. Parent engagement workshops focused on at-home supports- families have a major influence on their children's achievement in school and through life.  |  |
| 4. When all stakeholders are involved in collaborating and developing comprehensive plans/programs there is support to the success of the program.   |  |
| <b>Cite research or other evidence that supports these strategies:</b>   |  |
| 1. American Institutes for Research, National Center on Response to Intervention. (2010). Essential components of RTI: A closer look at Response to Intervention.  |  |

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2. Moldauer, B. Stories of Closing the Achievement Gap through Community Engagement, National Education Association, 2009
3. Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
4. Edward Lambert Jr. (2010) Beyond the Bully Pulpit: The Mayor's Role in Dropout Prevention
5. Achieve3000 National Elementary School Lexile Study

How will implementing these strategies lead to the achievement of Goal #1? What changes will they bring about with the participants that will ultimately lead to improved attendance and academic achievement of participants?

By attending and participating in programming that is supportive of the academic day program and provides small group support for learning, students will demonstrate an improved understanding of content and improved awareness of skills needed to read fluently and for comprehension. Students will significantly improve their ELA and Math performance (with a minimum 10% growth) and double Lexile reading level gains. Also, there will be demonstrated growth as measured by report card grades and students will be less likely referred for the district's mandatory academic summer program (as a result of SMART Academy). Additionally, as a result, students will increase their school attendance, self esteem and their belonging to the overall school program and will attend school at a much higher rate. KidBiz3000 closely aligns with objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career with personalized learning tailored to each student's reading level, enabling all students to make continual progress and improvement. Student-centered afterschool programs support student success by providing new experiences for youth who are yearning to explore their own interests in a safe, supportive learning environment. Per the research by Dr. Karen Mapp of Harvard University, high-quality programs and school reform efforts will be more effective if they engage families.

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**Goals, Objectives, and Strategies – Goal #1 - Summer**

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| <b>Goal #1: Improve school attendance and increase academic achievement of participating students in one or more academic areas.</b>  |  |
| <b>Summer Program Start Date:</b> June 22, 2015   | <b>Summer Program End Date:</b> August 8, 2015 |
| Site(s): Highlands, Richardson Park and Warner Elementary Schools   |  |
| <b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #1:  |  |
| <u>Objective</u>  | <u>Target</u>                                  |
| 1. Incr interest&part in STEM   | 1. 75% STEM interest                           |
| 2. ELA prof or growth   | 2. 10% Lexile level gain                       |
| 3. Increase math skills   | 3. 10% pre/post test growth                    |
| 4. Increase appreciation for community through service projects   |  |
| <b>Performance Indicators:</b>  |  |
| 1. Number of participants who improve attendance and classroom performance; and/or who decrease disciplinary action or other negative behaviors.  |  |
| 2. Number of participants who improve in class participation during school and homework completion.   |  |
| 3. Number of participants who improve on classroom grades and state assessments in English Language Arts and Mathematics.   |  |
| 4. Other: Number of parents who support students in service learning activities.  |  |
| <b>Data to Measure Progress:</b>  |  |
| <ul style="list-style-type: none"> <li>• Attendance Records</li> <li>• Discipline Records</li> <li>• Teacher Survey including               <ul style="list-style-type: none"> <li>○ Class participation</li> <li>○ Homework completion</li> </ul> </li> <li>• State Assessment in English Language Arts and Mathematics</li> <li>• Classroom grades in English Language Arts and Mathematics</li> <li>• Other: Attendance records for students and parents following through service learning activities.</li> </ul> |  |
| <b>Scientifically-Based Strategies:</b> Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #1.   |  |
| 1. Small Group Instruction: students will grow as readers and in math.  |  |
| 2. AchieveSummer: specially tailored intensive (software-based) summer support to help struggling readers progress.   |  |
| 3. learn and complete at least one service learning activity addressing a community need.   |  |
| 4. students will receive high quality arts experiences over the course of the summer.   |  |
| 5.  |  |
| <b>Cite research or other evidence that supports these strategies:</b>  |  |
| 1. Shumer, R., & Druckenfield, M. (2004) Service-learning: Engaging students incommunity-based learning. In J.Smink & F.P. Schargel (Eds.), Helping students graduate: A strategic approach to dropout prevention.  |  |
| 2. Eisner, Elliot W., and Michael D. Day, eds., Handbook of Research and Policy in Art Education, Mahwah, N.J.: Lawrence Erlbaum Associates, Inc., 2004   |  |
| How will implementing these strategies lead to the achievement of Goal #1? What changes will they bring about with the participants that will ultimately lead to improved attendance and academic achievement of  |  |

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participants?

As students are involved in service learning and quality arts education they are able to develop perceptions that allow them to look at the world, especially their local area, more carefully with a caring and nurturing attitude. As a consequence, students will be more civic minded and support others in need. Also, families will have the supports they need to help students be happy, healthy, and successful in school, life and career (addressing childhood obesity and other health issues as well as academic supports and recreational options). These strategies foster academic and socio-emotional support, complement learning under the Common Core and help prepare children for whatever the future holds for them, allowing them to reach their given purpose. SMART will ensure that children have access to the arts and STEM and are able to benefit as more youth a chance to develop interest and talents that could lead to opportunity gap closure in choice secondary schools and the pursuit of (once unthinkable or unreachable) degrees and careers.

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**Goals, Objectives, and Strategies – Goal # 2 – School Year**

**Goal #2: Increase school connectedness of participants, including families, caregivers, and school teachers and staff.**

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| School Year Program Start Date: August 1, 2015 | School Year Program End Date: June 10, 2016 |
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Site(s): Highlands, Richardson Park and Warner Elementary Schools

**Measurable Objectives:** Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #2:

| <u>Objective</u>                 | <u>Target</u>                       |
|----------------------------------|-------------------------------------|
| 1. Involve families in literacy  | 1. TELL-DEL % increase              |
| 2. participate in healthy living | 2. 75% use healthy strateg          |
| 3. Access sw supports            | 3. Avg rating of 3: DE Climate Surv |
| 4. Engage in community service   |                                     |

Performance Indicators:

1. Number of Parent/Caregiver and Family meetings, phone calls, and correspondence.
2. Number of School Teacher and other staff meetings, phone calls and correspondence.
3. Number of Family Engagement Opportunities.
4. Other: Number of parents who are engaged in the site programming and number of students who are involved in community service will represent at least 20% of the population.

Data to Measure Progress :

- Parent/Caregiver and Family Attendance and Sign-In Records
- Parent/Caregiver Communication Log
- School Communication Log
- Family/Caregiver & School Teacher Surveys
- Other: Regular attendance of parents attending informational meetings.
- Community service projects (completed projects, surveys and logs).

**Scientifically-Based Strategies:** Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #2.

1. Strengthening Families Program (SFP): a family skills training program designed to increase resilience and reduce risk factors for behavioral, emotional, academic, and social problems in children.
2. Family Habits for Healthy Lifestyles includes tools and resources needed to increase parental confidence to manage lifestyle-specific child behaviors. It increases parent knowledge of the importance of healthy eating and physical activity.
3. Response to Intervention has shown great promise with improving academic performance in literacy, numeracy, and behavior management whereby techniques and strategies are appropriately applied.
4. School-based parent engagement using research-based strategies to share with parents concerning students' language and literacy skill development in the areas of creating a home learning environment, phonics and phonemic awareness, vocabulary development, fluency, and comprehension.
5. All Your Parents (AYP): systems-change approach to allow teachers, leadership teams and parents to work together to embed parent involvement into the everyday school environment.

Cite research or other evidence that supports these strategies:

1. American Institutes for Research, National Center on Response to Intervention. (2010). Essential components of RTI: A closer look at Response to Intervention.

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2. Will Dobbie and Roland G. Fryer, "Are High-Quality Schools Enough to Close the Achievement Gap? Evidence from a Bold Social Experiment in Harlem," Harvard University, April 2009, p. 10
3. Edward Lambert Jr. (2010) Beyond the Bully Pulpit: The Mayor's Role in Dropout Prevention
4. National Center for Family Literacy. (2012). Toyota Family Literacy Program overall program outcomes 2011-2012. Program summary report. Louisville, KY: National Center for Family Literacy.
5. Blank, M., Melaville, A., & Shah, B. (2003). Making the difference: Research and practice in community schools. Washington, DC: Coalition for Community Schools, Institute for Educational Leadership

How will implementing these strategies lead to the achievement of Goal #2? What changes will they bring about with the participants that will ultimately lead to increased school connectedness?

Provide families with the supports they need to help them be happy, healthy, and successful in school, life and career. Impact childhood obesity and other health issues related to minority families and urban children. Foster academic and socio-emotional support for children and families; Complement learning under the Common Core and help prepare children for whatever their future may hold for them, and help them to thrive in all aspects of their life. Stronger social capital in families, improved student school readiness, grade level reading, and appropriate progress on academic and social behavior indicators are seen. Families who receive training will use parenting skills, and parent education programs will impact school needs with parents/community members as an educational partner in the school reform process. By attending and participating in programming that is supportive of the academic day program, students will increase their self esteem and their belonging to the overall school program and will attend school at a much higher rate.

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**Goals, Objectives, and Strategies – Goal # 2 - Summer**

|  |   |
|--|---|
| <b>Goal #2: Increase school connectedness of participants, including families, caregivers, and school teachers and staff.</b>  |   |
| Summer Program Start Date: June 22, 2015   | Summer Program End Date: August 8, 2015 |
| Site(s): Highlands, Richardson Park and Warner Elementary Schools  |   |
| <b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #2:   |   |
| <u>Objective</u>   | <u>Target</u>                           |
| 1. Involve families in literacy  | 1. 75% help pupil w acad                |
| 2. participate in healthy living   | 2. 75% inc. aware- health               |
| 3. Access sw supports  | 3. 75% use healthy strateg              |
| 4. Engage in community service   |   |
| <b>Performance Indicators:</b>   |   |
| 1. Number of Parent/Caregiver and Family meetings, phone calls, and correspondence.  |   |
| 2. Number of School Teacher and other staff meetings, phone calls and correspondence.  |   |
| 3. Number of Family Engagement Opportunities.  |   |
| 4. Other: Number of parents who support students in service learning activities.   |   |
| <b>Data to Measure Progress :</b>  |   |
| <ul style="list-style-type: none"> <li>• Parent/Caregiver and Family Attendance and Sign-In Records</li> <li>• Parent/Caregiver Communication Log</li> <li>• School Communication Log</li> <li>• Family/Caregiver &amp; School Teacher Surveys</li> <li>• Other: Attendance records for students and parents following through service learning activities.</li> </ul> |   |
| <b>Scientifically-Based Strategies:</b> Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #2.  |   |
| 1. Families will learn and engage in at least one literacy learning activity during the summer months.   |   |
| 2. Family Habits for Healthy Lifestyles includes tools and resources needed to increase parental confidence to manage lifestyle-specific child behaviors. It increases parent knowledge of the importance of healthy eating and physical activity.   |   |
| 3. All Your Parents (AYP): systems-change approach to allow teachers, leadership teams and parents to work together to embed parent involvement into the everyday school environment (recruiting parents for leadership teams).  |   |
| 4.   |   |
| 5.   |   |
| <b>Cite research or other evidence that supports these strategies:</b>   |   |
| 1. Will Dobbie and Roland G. Fryer, "Are High-Quality Schools Enough to Close the Achievement Gap? Evidence from a Bold Social Experiment in Harlem," Harvard University, April 2009, p. 10  |   |
| 2. Edward Lambert Jr. (2010) Beyond the Bully Pulpit: The Mayor's Role in Dropout Prevention   |   |
| 3. National Center for Family Literacy. (2012). Toyota Family Literacy Program overall program outcomes 2011-2012. Program summary report. Louisville, KY: National Center for Family Literacy.  |   |
| 4. Blank, M., Melaville, A., & Shah, B. (2003). Making the difference: Research and practice in community schools. Washington, DC: Coalition for Community Schools, Institute for Educational Leadership   |   |
| How will implementing these strategies lead to the achievement of Goal #2? What changes will they bring  |   |

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about with the participants that will ultimately lead to increased school connectedness?  
Provide families with the supports they need to help them be happy, healthy, and successful in school, life and career. Impact childhood obesity and other health issues related to minority families and urban children. Foster academic and socio-emotional support for children and families; Complement learning under the Common Core and help prepare children for whatever their future may hold for them, and help them to thrive in all aspects of their life. Stronger social capital in families, improved student school readiness, grade level reading, and appropriate progress on academic and social behavior indicators are seen. Families who receive training will use parenting skills, and parent education programs will impact school needs with parents/community members as an educational partner in the school reform process. By attending and participating in programming that is supportive of the academic day program, students will increase their self esteem and their belonging to the overall school program and will attend school at a much higher rate.



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**Goals, Objectives, and Strategies – Goal # 3 – School Year**

|   |   |
|---|---|
| <b>Goal #3: Increase the capacity of participants to become productive adults.</b>  |   |
| School Year Program Start Date: August 31, 2015   | School Year Program End Date: June 10, 2016 |
| Site(s): Highlands, Richardson Park and Warner Elementary Schools   |   |
| <b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #2:  |   |
| <u>Objective</u>  | <u>Target</u>                               |
| 1. Target student growth  | 1. 75% STEM/Arts interest                   |
| 2. Enrich via STEM/arts exp   | 2. 10% inc. SEL behaviors                   |
| 3. Contribute to community  | 3. 1 compltd comm svc prj                   |
| 4. Social-Emotional Learning and growth   |   |
| <b>Performance Indicators:</b>  |   |
| 1. Number of high quality educational and enrichment opportunities provided by this 21 <sup>st</sup> CCLC that help build lifelong skills in areas such as nutrition and health, art, music, technology, and physical education, literacy, science, and other areas: _____                    |   |
| 2. Other: Number of SEL lessons provided  |   |
| 3. Number of community service projects completed   |   |
| <b>Data to Measure Progress :</b>   |   |
| <ul style="list-style-type: none"> <li>• Attendance Records</li> <li>• Participant Surveys/Focus Group Discussion</li> <li>• Number of Sessions</li> <li>• Program Schedules</li> <li>• Other: Students participating in service learning activities (surveys, projects, journals)</li> </ul> |   |
| <b>Scientifically-Based Strategies:</b> Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #3.   |   |
| 1. Students will learn and engage in at least two service learning activities during the school term.   |   |
| 2. Students will receive high quality arts experiences over the course of the course of the school term.  |   |
| 3. Students will have STEM experiences and explore careers within science, technology, engineering and mathematics and make connections to the regular day.   |   |
| <b>Cite research or other evidence that supports these strategies:</b>  |   |
| 1. Shumer, R., & Druckenfield, M. (2004) Service-learning: Engaging students incommunity-based learning. In J.Smink & F.P. Schargel (Eds.), Helping students graduate: A strategic approach to dropout prevention.  |   |
| 2. Eisner, Elliot W., and Michael D. Day, eds., Handbook of Research and Policy in Art Education, Mahwah, N.J.: Lawrence Erlbaum Associates, Inc., 2004.  |   |
| 3. McCarthy, Kevin. 2002. "Building an Understanding of the Benefits of Participation in the Arts." Unpublished proposal submitted by the RAND Corporation to the Wallace-Reader's Digest Funds.  |   |
| 4. Building a Science, Technology, Engineering and Math Agenda." 2007. National Governors Association Center for Best Practices, p. 12.   |   |
| 5. Successful K-12 STEM Education: Identifying Effective Approaches..." Op. cit., p. 18. & Roberts, Julia L. Fall 2009. "Talent Development in STEM Disciplines: A Golden Opportunity for Specialized Secondary Schools." NCSSEMST Journal, 15:1, pp. 17-19.                                  |   |
| How will implementing these strategies lead to the achievement of Goal #3? What changes will they bring about with the participants that will ultimately lead to becoming productive adults?  |   |

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As students are involved in service learning and quality arts education they are able to develop perceptions that allow them to look at the world, especially their local area, more carefully with a caring and nurturing attitude. As a consequence, students will be more civic minded and support others in need. Provide families with the supports they need to help them be happy, healthy, and successful in school, life and career. Impact childhood obesity and other health issues related to minority families and urban children. SMART will foster academic and socio-emotional support for children and families by complementing learning under the CCS and preparing children for their futures via exposure to STEM, arts and civic projects. Ensure that children have access to the arts and are able to benefit from all the arts have to offer; Give more youth a chance to discover an interest in STEM, and an aptitude that could lead to opportunity gap closure in choice secondary schools and STEM degrees and careers

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**Goals, Objectives, and Strategies – Goal # 3 – Summer**

|   |   |
|---|---|
| <b>Goal #3: Increase the capacity of participants to become productive adults.</b>  |   |
| Summer Program Start Date: June 22, 2015  | Summer Program End Date: August 8, 2015 |
| Site(s): Highlands, Richardson Park and Warner Elementary   |   |
| <b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #2:  |   |
| <u>Objective</u>  | <u>Target</u>                           |
| 1. Inc part in STEM   | 1. 75% STEM/Arts interest               |
| 2. Inc part in Arts   | 2. 1 Svc Learning prj completed         |
| 3. Contribute to community  | 3. 10% inc. in SEL behaviors            |
| 4. Social emotional learning  |   |
| Performance Indicators:   |   |
| 1. Number of high quality educational and enrichment opportunities provided by this 21 <sup>st</sup> CCLC that help build lifelong skills in areas such as nutrition and health, art, music, technology, and physical education, literacy, science, and other areas: _____                    |   |
| 2. Other: Number of SEL lessons provided  |   |
| 3. Number of community service projects completed   |   |
| Data to Measure Progress :  |   |
| <ul style="list-style-type: none"> <li>• Attendance Records</li> <li>• Participant Surveys/Focus Group Discussion</li> <li>• Number of Sessions</li> <li>• Program Schedules</li> <li>• Other: Students participating in service learning activities (surveys, projects, journals)</li> </ul> |   |
| <b>Scientifically-Based Strategies:</b> Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #3.   |   |
| 1. Students will learn and engage in at least one service learning activity during the summer.  |   |
| 2. Students will receive high quality arts experiences during the summer program.   |   |
| 3. Students will have STEM experiences and explore careers within science, technology, engineering and mathematics.   |   |
| Cite research or other evidence that supports these strategies:   |   |
| 1. Shumer, R., & Druckenfield, M. (2004) Service-learning: Engaging students in community-based learning. In J. Smink & F.P. Schargel (Eds.), Helping students graduate: A strategic approach to dropout prevention.  |   |
| 2. Eisner, Elliot W., and Michael D. Day, eds., Handbook of Research and Policy in Art Education, Mahwah, N.J.: Lawrence Erlbaum Associates, Inc., 2004.  |   |
| 3. McCarthy, Kevin. 2002. "Building an Understanding of the Benefits of Participation in the Arts." Unpublished proposal submitted by the RAND Corporation to the Wallace-Reader's Digest Funds.  |   |
| 4. Building a Science, Technology, Engineering and Math Agenda." 2007. National Governors Association Center for Best Practices, p. 12.   |   |
| 5. Successful K-12 STEM Education: Identifying Effective Approaches..." Op. cit., p. 18. & Roberts, Julia L. Fall 2009. "Talent Development in STEM Disciplines: A Golden Opportunity for Specialized Secondary Schools." NCSSMST Journal, 15:1, pp. 17-19.                                   |   |
| 6. Kim, J. (2004). Summer reading and the ethnic achievement gap. Journal of Education for Students Placed at Risk, 9 (2), 169-188.   |   |

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How will implementing these strategies lead to the achievement of Goal #3? What changes will they bring about with the participants that will ultimately lead to becoming productive adults?

As students are involved in service learning and quality arts education they are able to develop perceptions that allow them to look at the world, especially their local area, more carefully with a caring and nurturing attitude. As a consequence, students will be more civic minded and support others in need. Provide families with the supports they need to help them be happy, healthy, and successful in school, life and career.

Impact childhood obesity and other health issues related to minority families and urban children. SMART will foster academic and socio-emotional support for children and families by complementing learning under the CCS and preparing children for their futures via exposure to STEM, arts and civic projects. Ensure that children have access to the arts and are able to benefit from all the arts have to offer; Give more youth a chance to discover an interest in STEM, and an aptitude that could lead to opportunity gap closure in choice secondary schools and STEM degrees and careers; The variety of experiences will challenge the SMART children, develop their talents, keep them engaged, and expand their horizons.

**Section 6: Program Delivery**

**36 points**

**Youth Development Practices**

1. Describe how the program will create a warm and welcoming environment. Provide any policies, procedures, and background information that will influence this practice.  
RCCSD will create an atmosphere that welcomes parents, students and others as partners in its development and survival. You will find SMART team members standing at the entrance to the program areas greeting both students and their parents to let them know they are wanted and welcomed. Staff members are the first point of contact when people call or visit, and that it is extremely important that they're calm, pleasant, and professional at all times. Staff will maintain a neat area/space – organized and decorated to foster cooperation and acceptance. SMART will maintain an information area (table, bulletin board) to communicate information, news articles, announcements, and photographs of recent events. The area will include a volunteer sign-up sheet and recruit parents to be SMART Ambassadors. Smart Ambassadors are parents who are willing to be called by any other parent who has a question (focused on families who are new to RCCSD). With many new families arriving at various times in all three schools, the Ambassadors List serves a warm welcome and makes calling other parents and neighbors very easy. SMART will also schedule several "family night" activities each year in as part of each school's calendar. Staff will create and deliver personal invitations for the Advisory Council to highlight the value of the time commitment from so that teachers, partners and parents. The SMART main office hours will be posted along with the days and times that the Coordinator is at each school. The program will provide translations of printed material and making available translators for all languages spoken in the schools. SMART will consider diverse family needs and preferences when scheduling meetings and school events; and offering child care, coordinating with the schools to provide transportation, and refreshments for participating families and offer flexibility for registration, program tours and orientation (on-line options, telephone options, day and evening hours, etc.).
2. Describe how the program will build supportive relationships and opportunities for students to belong. Provide any policies, procedures, and background information that will influence this practice.  
As RCCSD has observed in over 17 years of operating 21st CCLC's, a great program is a place where children want to be and stay; connected children avoid the obstacles to success (absenteeism, substance use, and fighting etc.). The Center for Disease Control defines School Connectedness as the belief by students that adults and peers in the school care about their learning as well as about them as individuals. To reflect this, SMART seeks to hire a corps of caring adults and volunteers to foster caring student–staff relationships and improve peer to peer relationships. Adults will challenge students to participate and to succeed in activities that help them appreciate one another. Personalized learning (Achieve3000) accomplishments will be communicated to the school, advisory and families and celebrated. SMART will reflect a positive school environment, characterized by caring and supportive interpersonal relationships; opportunities to participate in activities and and norms, goals, and values (achieved through PATHS). The program's structured social emotional learning program will help to promote connectedness and emotional well-being, academic achievement, and connectedness to the school climate (Zins & Elias, 2006 Zins, J. E., & Elias, M. J. (2006). Social and emotional learning. In G. G. Bear & K. M. Minke (Eds.), Children's needs III: Development, prevention, and intervention (pp. 1–13). Bethesda, MD: National Association of School Psychologists.). The use of effective classroom management techniques and a tiered, non-punitive

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response to behaviors will help to value the pupil. The weekly SEL lessons will also help in students' attitudes about school, behavior, performance on state achievement tests, and school climate in general. SMART will work with students, faculty, staff, and parents to identify program adjustments and empower students to communicate openly through the survey and focus group processes (for students to give in-depth evaluations of the program and staff).

3. Describe how the program will support positive behaviors. Provide any rules, guidelines, plans, and background information that will influence this practice.

SMART Academy will align its behavioral plan to the changes being made in the day schools. In using the PATHS curriculum children will show significantly improved social problem solving, emotion regulation, self-control and a reduction in aggressive/disruptive behaviors. To further support students' efforts to manage their own behavior and assure academic achievement, proactive, positive behavior support systems will promote pro-social behavior and respectful learning environments. The PATHS Club will be provided for every SMART Academy scholar. This curriculum encourages the teaching of the behaviors and gives students the opportunity to practice and internalize them. The PBS system adjusts to support the student through school-wide expectations for behavior that are clearly stated, widely promoted, and frequently referenced. Interventions and strategies teach and reinforce the expectations that the SMART Academy demonstrates respect, responsibility, and safety and that these behaviors are supported with generous positive adult/teacher/staff attention and other kinds of reinforcements as a response to positive behaviors, especially specific behavior expectations identified by the school and mirrored in the program. Predictable responses to behaviors that do not align with the expectations are tiered and provide opportunities for students to reconsider their behaviors (ex: Take 5, Try Again Tomorrow, Conferencing), with the ultimate goal of developing a nurturing climate and culture. The staff receive training in the responses so that they are delivered consistently. For the most egregious issues - consequences are not focused on being punitive; but give the student a chance to learn and to accept responsibility for the choices made. The consequences are provided on a continuum matched to the intensity of the misbehavior and align with the school district's code of conduct. Parents and adult volunteers are introduced to the PBS strategies (including the PATHS curriculum lessons) in parent orientation sessions which describe the behavior expectations and system of behavior support, in community meetings, the program handbook, during volunteer trainings, through the newsletter, and via communication between home and SMART for individual students. Universally (Tier 1), SMART will teach all students the PATHS curriculum through a club setting and post the expected behaviors. There is positive reinforcement for all and consistent consequences and rewards. In the 2nd tier, students would have opportunities to consider their behaviors, be able to take 5 or "try again tomorrow." In addition they would learn to atone for the situation and possibly have a conference. In tier 3, the program has greater collaboration with the school counselor and support staff, and the resulting supports may include a behavior assessment (performed by the school), increased collaboration with school support staff (including training on how to best address the behaviors via a plan), parent and community supports. All efforts are aimed at helping the child improve.

4. Describe how the program will provide youth engagement opportunities and offer students choices. Provide any strategies, procedures, and background information that will influence this practice.

SMART Academy will develop a program that has at its core a safe and supportive environment, as a result of its policies and hiring practices and training for staff, along with its management program and PBS

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efforts and academic programs to support student growth. Through small group activities, youth will partner with adults to participate in activities and choose solutions to problems that foster their sense of belonging, give them time to set goals, plan and reflect. STAFFING: RCCSD will be hiring staff with expertise in (BGC) creating engaging learning opportunities, (Teachers with) subject area expertise. Staff development, regular meetings with the SMART team and integration into the school leadership and learning communities will increase program quality. Staff will have opportunities to discuss program decisions and operations and make suggestions for improvement (decision-making v. "top-down"). PROGRAMMING: Structured greetings, transition activities (reflecting morning meeting used in responsive classroom practices in the schools) and healthy meals will provide the impetus for the remainder of the program day. To truly be successful, SMART provides experiences that meet youth interests, give them chances to experience success and stretch them (growth). The SMART Scholar Block includes: Homework time that promotes independent learning, study skills, time management, and relationship building; small group tutoring with highly effective, content experts by grade level, and Achieve (3000) After School with differentiated online literacy instruction tailored to each student's individual reading skills. Content is thematic (ideal for after school) and tailored for independent learning and engagement. In addition to the school-based staff, volunteers will provide small group support and mentoring – both focused on the student and their development. CLUBS: The proposed clubs are focused on exposing at-risk populations to problem solving, team building and individual enrichment by helping to close the opportunity gap that many children and youth from underserved and underrepresented communities face. STEM clubs that incorporate First Lego League activities and Club Invention to build teamwork, curiosity and inquiry; Health related programming through CATCH Kids Club with theme-based lessons related to movement, individual practice, educational games, goal setting, and hands-on snack preparation (in an inclusive setting), Reading Basketball Assoc. (RBA), Running Club and Fluency Futbol (activities that promote reading for interest along with team sports), and Zumba kids – a dance fitness activity with age-friendly routines that break down the steps, add games, activities and cultural exploration to make fitness fun; After School Arts Program to build an appreciation of the through artistic and cultural activities that teach skills, nurture creativity, encourage collaboration, through new and sometimes life-changing experiences; Leadership and Project Based Learning via Foundations, Inc.'s evidenced-based program which uses activities that have kids guessing, jotting, puzzling, and playing, Leadership clubs to teach youth leadership skills, engaging all emerging leaders at all emotional and academic levels, and Service Learning Projects to help improve the school communities; Transition activities that give children to access educational software, games, journals or quiet reading time. These choices are also designed to align with the findings from a January 2015 report from the Afterschool Alliance which states that "offering a selection of activities has the dual advantage of drawing young people to the program and introducing them to a new subject or interest they may not have otherwise been exposed to." Student surveys will also help to gauge the efficacy of the program schedule and club offerings.

5. Describe how the program will provide students with opportunities for authentic decision-making. Provide any strategies, procedures, and background information that will influence this practice. Promoting student voice is essential providing an opportunity for children to have a say about issues and decisions that affect them, learn new skills, have fun and develop a closer connection to the program and school community. With this data, the program can better reflect their needs. SMART Academy will do the following: THE LISTENING PROJECT: 4 times a year, program staff and volunteers will convene focus groups at each SMART site and interview youth about their perception of their school, the program and their

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neighborhood along with what it would take to feel empowered, valued and successful in their life. The data will be shared with the Advisory and with each school's leadership team prior to the development of the school plan; STUDENT SUGGESTIONS: Students will be able to provide anonymous suggestions and comments regarding the program, a particular topic (ex: trips) and the team; SERVICE LEARNING: With the guidance of team members and volunteers, students will identify issues affecting the school community and brainstorm ways to address the selected issue and implement the actions; SMART TOWN HALLS: Two times annually, SMART schools and families will hear how pupil feedback influenced program decisions.

6. Describe how the program will provide students with opportunities for youth leadership. Provide any volunteer processes and background information that will influence this practice.

SMART will connect leadership activities to the school curriculum by providing literacy and presentation experiences and also create parallels to program improvement. SMART seeks to empower the next generation of leaders with the right resources and adult allies to support them. Through the following efforts, SMART will cultivate agents of change and provide opportunities for every child: AMBASSADORS LEADERSHIP INSTITUTE: 5th grade group - With the support of a community agency, students will participate in activities, workshops and a book study all designed to maximize their natural talent and make a positive difference in their schools and communities. They will read "The 7 Habits of Happy Kids" and learn about leadership from guests speakers and provide input into transition activities (into middle school). The program will also meet one Saturday/month; 3rd – 4th grade group: Using the book Building Everyday Leadership in All Kids, SMART will use a club to teach leadership skills to all students regardless of emotional and academic levels. LIGHTS ON COMMITTEE: Students will be able to sign up to participate in creating a program for the annual Lights On celebration. They will assist with marketing, event design, and implementation and will take the lead as program hosts; DISCUSSIONS: In addition to the SMART Town Halls, students will invite elected officials and civic workers to their program sites to discuss issues (crime, funding for education, housing, etc.). Young leaders will leave with the ability to work together with diverse groups of people, including adult allies to support their leadership development to take action for the good of the school and community.

7. Describe how the program will make time for reflection ( that is "careful thought or consideration of an idea or event, with the intent of making change or focusing on improvement"). Provide any methods, procedures, and background information that will influence this practice.

Reflection offers SMART Academy the opportunity to consider the impact of our programming against the intended outcomes – formative discussions and observations that can influence program improvement. Using monthly team meetings, SMART staff will be able to review and respond to both practice and research and its impact on the learning environments and makes appropriate accommodations. PRACTICES: During the meetings, staff will review the goals/purposes of the activities and clubs, the implementation and the impact on students, what the students took away and what the adult took away and what they'd do differently; RESEARCH/ARTICLE/CONFERENCE: What are the best practices and how do they impact the student and the environment? How can they be replicated? What are the implications? SMART staff will also review information from Student suggestions, SMART Town Halls, and Listen To Us as they consider program enhancements. While providing opportunities for program news, the formative discussions help the team to engage in self-assessment, receive feedback, mentoring and/or support from a colleague and critically analyze approaches to youth development and family engagement.



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| <b>School Year Program Schedule</b> |  |                               |                          |                        |                      |
|-------------------------------------|--|-------------------------------|--------------------------|------------------------|----------------------|
| # of Weeks: 37                      |  | # of Sessions: 180            |                          | Start Date:<br>8/31/15 | End Date:<br>6/10/16 |
|                                     | <i>Time</i>  | <i>Activity</i>               | <i># of Participants</i> | <i># of Staff</i>      |                      |
| <b>Monday</b>                       | 7:00 - 8:20  | Check-in                      | 75                       | 4                      |                      |
|                                     |  | Achieve-BizKids3000           | 25                       | 3                      |                      |
|                                     |  | Board Games                   | 25                       | 3                      |                      |
|                                     |  | Tutoring/computers            | 25                       | 3                      |                      |
|                                     |  | Breakfast                     | 75                       | 4                      |                      |
|                                     | 4:00-4:15  | Snack                         | 150                      | 8                      |                      |
|                                     | 4:15-4:45  | Homework/Tutoring             | 75                       | 4                      |                      |
|                                     |  | Achieve-BizKids3000 (3-5)     | 75                       | 4                      |                      |
|                                     | 4:45-5:30  | Achieve-BizKids3000 (3-5)     | 75                       | 4                      |                      |
|                                     |  | Small Group Support           | 50                       | 3                      |                      |
| Inventions                          |  | 25                            | 2                        |                        |                      |
| 5:30-6:00                           | Dinner   | 150                           | 8                        |                        |                      |
|                                     | Transition activities (games, literacy, open Recreation) | 150                           | 8                        |                        |                      |
| <b>Tuesday</b>                      | 7:00 - 8:20  | Check-in                      | 75                       | 4                      |                      |
|                                     |  | Achieve-BizKids3000           | 25                       | 3                      |                      |
|                                     |  | Board Games                   | 25                       | 3                      |                      |
|                                     |  | Tutoring/computers            | 25                       | 3                      |                      |
|                                     |  | Breakfast                     | 75                       | 4                      |                      |
|                                     | 4:00-4:15  | Snack                         | 150                      | 8                      |                      |
|                                     | 4:15-4:45  | Homework/Tutoring             | 75                       | 4                      |                      |
|                                     |  | Achieve-BizKids3000           | 75                       | 4                      |                      |
|                                     | 4:45-5:45  | PATHS (30 minutes - 2 groups) | 75                       | 4                      |                      |
|                                     |  | LEGO (30 minutes - 2 groups)  | 75                       | 4                      |                      |
| 5:45 - 6:00                         | Dinner   | 150                           | 8                        |                        |                      |
|                                     | Transition activities (games, literacy, open Recreation) |                               |                          |                        |                      |
| <b>Wednesday</b>                    | 7:00 - 8:20  | Check-in                      | 75                       | 4                      |                      |
|                                     |  | Achieve-BizKids3000           | 25                       | 3                      |                      |
|                                     |  | Board Games                   | 25                       | 3                      |                      |
|                                     |  | Tutoring/computers            | 25                       | 3                      |                      |
|                                     |  | Breakfast                     | 75                       | 4                      |                      |
|                                     | 4:00-4:15  | Snack                         | 150                      | 8                      |                      |
| 4:15-4:45                           | Homework/Tutoring  | 75                            | 4                        |                        |                      |
|                                     | Achieve-BizKids3000                                      | 75                            | 4                        |                        |                      |

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|                 |   |   |          |        |
|-----------------|---|---|----------|--------|
|                 | 4:45-5:45   | CATCH (30 minutes - 2 groups)<br>ARTS (30 minutes - 2 groups)         | 75<br>75 | 8<br>8 |
|                 | 5:45-6:00   | Dinner<br>Transition activities (games, literacy,<br>open Recreation) | 150      | 8      |
| <b>Thursday</b> | 7:00 - 8:20   | Check-in  | 75       | 4      |
|                 |   | Achieve-BizKids3000   | 25       | 3      |
|                 |   | Board Games   | 25       | 3      |
|                 |   | Tutoring/computers  | 25       | 3      |
|                 |   | Breakfast   | 75       | 4      |
|                 | 4:00-4:15   | Snack   | 150      | 8      |
| 4:15-4:45       | Homework/Tutoring   | 75  | 4        |        |
|                 | Achieve-BizKids3000   | 75  | 4        |        |
| 4:45-5:45       | Mentoring/Leadership (2 groups)                                       | 75  | 5        |        |
|                 | Foundations curriculum (2 groups)                                     | 75  | 4        |        |
| 5:45-6:00       | Dinner<br>Transition activities (games, literacy,<br>open Recreation) | 150   | 8        |        |
| <b>Friday</b>   | 7:00-8:20   | Check-in  | 150      | 8      |
|                 |   | Achieve-BizKids3000   |          |        |
|                 |   | Board Games   |          |        |
|                 |   | Tutoring/computers  |          |        |
|                 |   | Breakfast   |          |        |
|                 | 4:00-4:15   | Snack   | 150      | 8      |
| 4:15-5:15       | Zumba (2 groups)  | 75  | 4        |        |
|                 | Service Learning (2 groups)   | 75  | 4        |        |
| 5:15-5:45       | Running/RBA   | 75  | 4        |        |
|                 | Board games, arts activities  | 75  | 4        |        |
| 5:45-6:00       | Dinner<br>Transition activities                                       | 150   | 8        |        |

**Summer Program Schedule**

|               |                   |  |                          |
|---------------|-------------------|--|--------------------------|
| # of Weeks: 8 | # of Sessions: 35 | Start Date:<br>6/22/15                                     | End Date:<br>8/7/15      |
|               | <i>Time</i>       | <i>Activity</i>  | <i># of Participants</i> |
| <b>Monday</b> | 7-8               | Check-in<br>Board Games<br>Tutoring/computers<br>Breakfast | 100                      |
|               | 8-9               | Morning Meeting  | 50                       |
|               |                   |  | <i># of Staff</i>        |

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|                  |       |   |          |        |
|------------------|-------|---|----------|--------|
|                  |       | PATHS Lesson  | 50       | 5      |
|                  | 9-10  | AchieveSummer<br>ELA Enrichment                                 | 50<br>50 | 5<br>5 |
|                  | 10-11 | CATCH<br>Technology   | 50<br>50 | 5<br>5 |
|                  | 11-12 | Lunch, Recreation, dismissal                                    | 100      | 10     |
| <i>Tuesday</i>   | 7-8   | Check-in<br>Board/Camp Games<br>Tutoring/computers<br>Breakfast | 100      | 10     |
|                  | 8-9   | Morning Meeting<br>PATHS Lesson                                 | 50<br>50 | 5<br>5 |
|                  | 9-10  | Achieve Summer<br>Math Enrichment                               | 50<br>50 | 5<br>5 |
|                  | 10-11 | Zumba<br>Technology   | 50<br>50 | 5<br>5 |
|                  | 11-12 | Lunch, Recreation, dismissal                                    | 100      | 10     |
| <i>Wednesday</i> | 7-8   | Check-in<br>Board/Camp Games<br>Tutoring/computers<br>Breakfast | 100      | 10     |
|                  | 8-9   | Morning Meeting<br>PATHS Lesson                                 | 50<br>50 | 5<br>5 |
|                  | 9-10  | Achieve Summer<br>ELA/STEM Enrichment                           | 50<br>50 | 5      |
|                  | 10-11 | Camp Inventions<br>Lego Summer-Bricks 4 Kids                    | 50<br>50 | 5<br>5 |
|                  | 11-12 | Lunch, Recreation, dismissal                                    | 100      | 10     |
| <i>Thursday</i>  | 7-8   | Check-in<br>Board/Camp Games<br>Tutoring/computers<br>Breakfast | 100      | 10     |
|                  | 8-9   | Morning Meeting<br>PATHS Lesson                                 | 50<br>50 | 5<br>5 |
|                  | 9-10  | Achieve Summer<br>Math/STEM Enrichment                          | 50<br>50 | 5<br>5 |
|                  | 10-11 | FAME<br>CATCH   | 50<br>50 | 5<br>5 |
|                  | 11-12 | Lunch, Recreation, dismissal                                    | 150      | 10     |

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|               |       |   |     |    |
|---------------|-------|---|-----|----|
| <i>Friday</i> | 7-8   | Check-in<br>Board/Camp Games<br>Tutoring/computers<br>Breakfast | 100 | 10 |
|               | 8-9   | Program Trip  | 100 | 10 |
|               | 9-10  | Program Trip  | 100 | 10 |
|               | 10-11 | Program Trip  | 100 | 10 |
|               | 11-12 | Program Trip<br>Lunch and dismissal                             | 100 | 10 |

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**Section 7: Evaluation**

**40 points**

1. What is the “data collection system” for the program? How will “data to measure progress” indicated in Section 5 Program Design be collected, reviewed, and analyzed?  
The Red Clay Consolidated School District uses the Data Service Center (DSC) as its repository for data collection, information processing and reporting. DSC is able to customize existing applications to meet the needs of the program. Student data is entered into I-Tracker Pro where SMART Academy will be identified as an intervention (this is a process RCCSD similarly used for Supplemental Educational Services from 2009 – 2012). I-Tracker can account for attendance, grades, Standardized Test Reporting for state and other local assessments. DSC has also helped to create a standardized survey document which they tabulate and then produce a report (ex: parent workshop, student survey, etc.). Along with historical student assessment profiles and progress graphs, teachers and administrators can obtain valuable information about student educational progress and needs. In conducting a formal evaluation of program impact, the District’s Office of Research and Evaluation will aid the District Liaison in analyses of data to determine the impact various practices, programs and services have on student achievement. Data will be disaggregated by school, grades, ESEA subgroups, and be analyzed to determine the relationship between the interventions (attendance in summer, school year programs and participation in related clubs and performance (ex: Achieve 3000 and Lexile performance and ELA growth) and the outcomes. Achieve 3000 will also produce the “Race to 1300 Lexile Report.” Which we will use to determine the trajectory of participants in being college ready and beyond (to succeed in college and beyond students need to achieve a Lexile level of 1300 by the time they finish high school). The report shows the key strategies (that are the focus of student lessons) and the gap between where students’ Lexile levels are today and where they need to be in order to succeed in college and in various careers. The information will be shared with the school during Faculty, BLT and PLC meetings and with the SMART team during the monthly meetings. Quarterly and summative data will be communicated to families, the advisory and to community partners.
2. What is the proposed timeline for collecting data to establish continuous and overall assessment of progress on program objectives and their targets?  
Spring 2015 – Grant approval, Research request submitted to the Office of Research and Evaluation  
August 2015 – Summer student and parent surveys and Achieve Data  
September 2015 - Achieve3000 July/August report; Average Daily/monthly attendance; (in 2016) Town Hall data  
October 2015 – Fall Registration data, Pre Survey (participant teachers and families); Achieve3000 September Report; Average Daily/monthly attendance  
November 2015 - Achieve3000 October report; Average Daily/monthly attendance; behavior data (referrals/incidents)  
December 2015 – Collection of 1st quarter report grades; 1st SMI and SRI (Reading and Math); Average Daily/monthly attendance; Achieve3000 November report; Fall/winter surveys (tutors, partners, contractors, staff and students); behavior data (referrals/incidents/plan progress (as needed); Town Hall data  
January 2016 – Achieve3000 December report; winter registration; Average Daily/monthly attendance; behavior data (referrals/incidents/plan progress (as needed)  
February 2016 - Achieve3000 January report; Average Daily/monthly attendance; behavior data (referrals/incidents/plan progress (as needed)

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March 2016 – Collection of 2nd quarter report card grades; SBAC administered; Achieve3000 February report; Average Daily/monthly attendance; behavior data (referrals/incidents/plan progress (as needed)); Town Hall data

April 2016 - Achieve3000 March report; Average Daily/monthly attendance; behavior data (referrals/incidents/plan progress (as needed))

May 2016 – Post Survey (participant teachers and families), spring surveys (tutors, partners, contractors, staff and students); Achieve3000 April report; Average Daily/monthly attendance; behavior data (referrals/incidents)/plan progress (as needed)

Spring/Summer 2016 – Summative data (Collection of final report card data; academics; attendance; behavioral reports; Achieve3000); Town Hall data

3. How will the program keep up-to-the-minute attendance records, including the ability to know the program's average daily attendance at any time? Explain the details of the program's daily attendance procedures.

SMART Academy's attendance procedures include the following: when a student arrives, program staff accounts for their presence on an enrollment roster daily. Students will also be tracked as they participate in activities. The program will then enter the information into an electronic web-based system and the Coordinator and Liaison will review the information regularly to make program decisions (waiting list, discussion with the schools, decisions about activities). The system offers users more choices and flexibility in analyzing and reporting data. SMART will monitor daily, weekly and monthly attendance by building, grades, student groups and individual children. DSC's I-tracker also permits the review of students by teacher homeroom. We will also collect data on the types of activities children attend to monitor the quality and effectiveness of an overall initiative, and addition to program quality and state DOE reporting, the attendance data will be supplied to the Office of Social Services (subsidy payment verification). Lastly, SMART will compare attendance data to students' school performance records to measure the effect of participation on student outcomes.

4. How will student-level data from the school be shared with the program? How will the program ensure it will have access to the data necessary to analyze its objectives? Has a memorandum of understanding between partners documenting the collection and sharing of required school-related indicators including school attendance, behavior, and academic achievement been completed?

The Red Clay Consolidated School District is the lead agency for the SMART Academy's project and therefore supervises the access and use of all pupil and program data. The Red Clay Consolidated School District has long been interested in promoting research within the district. Both internal and external research activities are conducted continuously throughout the district to help students, teachers, support staff, and administrators make informed decisions. The Office of Research, Evaluation, and Professional Learning acts as a clearinghouse for external research initiatives, and the district would complete a Research Request and Data Confidentiality Form to ensure all human subject protection aspects of the research process are in place. Therefore, the district will lead and oversee the collection and use of student and school level data related to the program. With the District Liaison's communication, schools will share Professional Learning Community (PLC) data and program data and information related to school plans and SMART will be invited to participate in building-level planning meetings. A critical component of the success is hiring the right staff; i.e. adults who have legitimacy in the school buildings and are skilled at building relationships with school staff. By hiring licensed teachers from each site as an

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Academic Champion, we'll employ people who serve on school-level PLCs and leadership teams and as SMART Champions will help facilitate information sharing with other teachers. The mechanisms for sharing school and program data echo the design of Title I Schoolwide programs, in that they're not separate but integrated into the existing processes of weekly Professional Learning Community (PLC) meetings and monthly leadership (BLT) meetings. This is also then shared as a part of the monthly SMART Academy meetings and quarterly Advisory sessions so that the program can make necessary responses to student need and access advisement and support in a timely fashion.

5. How will the strategies, the performance indicators, the objectives and targets, and the goals be evaluated?

SMART will look to review each strategy and the indicators using and reporting multiple measures. This will help us understand the why we are getting the results we are getting and change or sustain what we do to enhance the outcomes. SMART will review student learning, demographics, perceptions, and program participation and processes to help us discern its impact on student performance. With a program that is focused on academics and behavior, we will look at student progress through test scores and other more traditional methods of assessments along with behavioral reports. A Logic Model will help to conceptualize the educational and social benefits and positive behavioral changes along with the quality of the educational, developmental, and recreational services. Did the strategies help SMART meet the indicators and if they did or did not, how do we know this and what do we need to do to enhance or change the impact on the objectives and goals? During each marking period, SMART will review data related to the indicators to see progress toward the measurable objective (and ultimately the goal). The marking period reviews give enough time to make corrections to programming, enrollment or plan with the school/families to impact attendance or academics.

6. Who will develop an evaluation framework? Who will collect the data? Who will analyze the data? Who will report the evaluation results?

**EVALUATION FRAMEWORK:** The Red Clay Consolidated School District's Office of Research, Evaluation, and Professional Learning will guide the development of the evaluation framework, establishing the parameters for the review, the timelines for data collection and reporting. The evaluation will focus on the effect of SMART services on pupil academics, attendance and behavior along with anecdotal results related to student goals. **DATA COLLECTION:** The SMART Academy Coordinator will be responsible for collecting all program data and assisting with its processing. They will work with the District Liaison to, as needed, consult DSC to process hard data (example: take survey data and process into a 1 page report). **ANALYSIS:** The data will be analyzed by the SMART Academy Coordinator, the Liaison and with support from the Academic Champions/school leadership. **REPORTING:** Findings will be shared by the SMART Coordinator and District Liaison during RCCSD Superintendent's Council, in the Red Clay Record (district wide newsletter) and with the SMART Advisory. The results will also be shared with the community through the Community of Interested Persons (CoIP), partner presentations, and civic meetings and during the local Board of Education sessions.

7. How will the program determine if each of the objectives and goals has been met?

The progress toward meeting each goal is determined by the implementation of each strategy to fidelity and the progress of each indicator toward the target. The Logic model assumes an "if-then" theory of action. For example, if targeted 3-5 grade students use Achieve3000 software for the minimum amount of

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evidenced-based time in the afterschool setting, then student literacy and learning will incrementally and notably improve. Participants who regularly attend and participate in the program should show progress toward meeting or exceeding state and local academic achievement standards in reading and mathematics and show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors. The collection of students' formative and summative data should support the outcomes, along with program survey data. For each goal, the performance indicators should show progress toward meeting the measurable objective (per the targets – the data should show growth toward the target).

8. How will the program determine what is being done well and what needs to be changed in order to produce the desired results?

Evaluation should be focused on the actions and the impact of the strategies in the plan, and then the District Liaison and SMART Coordinator can present the data for review. With ongoing guidance from participation in school teams, advisory and monthly team meetings, SMART will review the strategies and targets that are in place, the outcomes to date and assess if they've been effective in pursuing the goal. Interim measures and performance indicators will give us clarity on the progress toward the goal; data that is moving in an upward trend may indicate that the action(s) need to be maintained. Data that is slow to change or regressive, may indicate an area for further study or immediate change. During the school year, changes will be suggested after the first marking period (allowing the first marking period as a time for startup and transition); while during the summer, changes will be made after the first week of programming. Any data that is related to safety will require swift action. If team members agree that the strategies need to be modified or that the targets need adjusting, then they will consult research, school partners, and the advisory in making the necessary adjustments.

9. How will the evaluation results be used to shape the activities, structures, and resource allocations of the program? How will the evaluation results be used to direct the staff's professional development?

With the guidance from the RCCSD Liaison, the Advisory and Offices of Research and Evaluation and Federal and Regulated Programs, the SMART Coordinator will use the summative evaluation data and the formative reports to consider the impact of programming. **ACTIVITIES:** with formal review of survey data and student/family data, SMART can decide if an activity is interesting to students, is impacting their achievement and as a result, needs to be enhanced, changed, or discontinued. There may be discussions with partners to modify the MOU or to terminate the agreement based on the data. **STRUCTURES:** By reviewing the schedule, staffing, training and design, along with the school-program relationship, SMART can determine changes to better influence the program, especially as they relate to programming, timing of activities, staffing, schedules and school-related teams and communications. **RESOURCES:** With the District Liaison, SMART can make timely decisions to amend grant funds to support successful initiatives or direct funds away from less impactful ones. In addition, SMART can begin to have discussions about adding supports to the three schools with Title dollars. These decisions are always impacted by the results from student, parent and program outcomes. Lastly, the RCCSD can seek in-kind support for successful or struggling initiatives to help SMART schools achieve their goals.

10. How will the evaluation findings be shared with students, parents and other family members, program staff, school staff, and the community?



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SMART is a team effort, and its success will ultimately lie in the hands of children, parents, the schools and the communities. In sharing results, SMART Academy will have open and ongoing communication with our communities and stakeholders. SMART will consult with the RCCSD Public Information Officer to communicate outcomes via the Red Clay Record (resident newsletter), information related to the evaluation report on the webpage, EDTV (Comcast 965) e-news and social media. It will connect with each school by sharing results throughout the year, but especially prior to the development of each school's success/improvement plan. There will be a link to the results on each webpage as well. The SMART Advisory and other partners/service providers will receive quarterly reports along with the summative findings. The findings will also be shared in a family-friendly format with parents and partners via newsletters, annual reports (final newsletter) and "town hall" settings at schools and with community partners (houses of worship and libraries); this format will also be available at each school during student registration. For the broader community, including elected officials; SMART will communicate its outcomes with "briefs" – bulleted talking points to highlight the impact of the 21st CCLC program and it will share these in school board meetings, Lights On Afterschool Events and Meaningful Consultation sessions as well. Through the student focus groups and SMART Town Halls, children will about program outcomes, along with information related to program decisions influenced by student feedback. As it continues to gain success, SMART will apply to present at regional and national conferences to share the data from the project.

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**Section 8 Fiscal Management, Budget, and Sustainability**

**16 points**

*Prepare a budget (using the separate budget pages provided) that will adequately cover program expenses, and then answer the following:*

1. Describe the program's financial procedures and accounting practices.  
The Superintendent and Chief Financial Officer are charged with administering the budget, including payroll, accounts payable and receivable and all contractual obligations of the district. The Superintendent and CFO work develop a budget that is consistent with the priorities of the Board of Education. In addition, on September 19, 2007, Red Clay Consolidated School District formed a Community Financial Review Committee and as stated in the bylaws approved by the Board at its June 18, 2008 meeting, the committee will: Monitor current spending, its relationship to the budget and the district's overall financial health (this may include examination of historic, current and projected financial data); Provide affirmation/verification of financial information to the Red Clay School Board which includes the development of a monthly financial report; Provide a medium for the dissemination of financial information and materials to the community relative to the Red Clay School District and promote an understanding of the budget process; Provide consultation and guidance to the Red Clay School Board on matters relating to finance and perform other review and recommendation functions as directed by the Board. Once receive and approved, federal Funds are assigned an account code and all purchases require multiple approvers, including the program manager, their immediate supervisor, the business office and then the superintendent (using the state's FSF system). The Business office distributes a monthly report of all federal funds enabling program managers to reconcile spending, make amendments and plan for future allocations. The Office of Federal and Regulated Programs assists with the supervision of the use and administration of federal funds and along with the CFO' office, aids in the coordination of program audits to ensure compliance. The Red Clay Consolidated School District participates in an annual audit of all federal funds (conducted by the Auditor General's Office).
2. Describe the adequacy of support including facilities, equipment, supplies, and other resources and assets from the lead agency and all partners.  
As the lead agency, The Red Clay Consolidated School District is responsible for the buildings that will house the SMART program. District staff, including school operations, nutrition, research & evaluation, federal and regulated programs, district services and curriculum and instruction, along with school turnaround, will work together to: ensure access to space, help eligible families participate in the meal program, access data, monitor a compliant program, align the program to curriculum and create community partnerships to enhance and sustain the program. Partners: Children & Families First – have expertise in delivering research based community and social services for families and the Delaware provider of technical assistance for research-based community schools; Boys & Girls Club – are the premier youth development program in the state and manage school-based and club (brick and mortar) based programs throughout the state and nation; Nemours – a nationally recognized advocate for child and adult health and Achieve3000, a leader in online learning and Lexile growth. These partners have research-proven methods that have worked with similar populations of children and families.

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3. Describe the extent to which the costs are reasonable in relation to the number of persons to be served, the size and scope of the program, and to the anticipated results and benefits of the program. In serving 150 students; the budgeted costs equal roughly \$56/ week when the school year along is considered – when we factor the summer sessions, the costs are \$48/week or \$2,000/child. These costs are reasonable when the average child care costs in the state of Delaware are over \$9,000. In 2009, The Finance Project and Public Private Ventures published The Cost of Quality Out-of- School-Time Programs stating that quality programs run families \$5600/ child slot. For the costs of this program, students and families will access national leaders in youth development and health (Boys & Girls Clubs and Nemours), local experts in social service access (Children and Families First) and a rising star in online learning (Achieve3000) in the same program site, while having small group support from highly effective grade-level teachers and access to community programs, trips and more. When these factors are considered, along with the needs of the school and the circumstances surrounding the communities, these costs are beyond competitive, they create a benefit for the targeted community and project what may be needed to sustain the success in the long run. \$149,844 Personnel/Employees – Funds are requested to have 1 grant funded FTE Program Coordinator @ \$40,000 annually and 9 FTE certified teachers to serve as after school academic support and 4 FTE to cover summer program support. The costs cover employee salary costs for summer and school year programming. Summer costs are inclusive of 4 FTE staff @ 5 hours x 35 summer days of time x \$27/hr. School year costs are inclusive of 9 FTE staff @ \$27/hour x 1.5 hours/day x 155 days of small group support to service 150 students (\$149,844 requested).
- \$115,756 Contracted Services – Funds are requested to have contractors provide activities in: pre-engineering, character education, Health, literacy support and PD from Foundations, Inc. for extended day services along with refreshments for meetings and costs to participate in professional learning. , The costs: Nemours CATCH training for the program and families; Achieve3000 software; Zumba for kids; trip costs for families to DE Children’s Museum and children to Wilm. Blue Rocks; Contract with FAME and Bricks 4 Kids for minority engineering support and a local arts agency for enrichment programming; services from Children and Families First for parent programs and Registration with the National Afterschool Assn (district funded) and for the Beyond School Hrs. Conference (\$115,756 requested).
- \$22,558 Travel– Funds are requested for travel for 2 staff member to attend the Foundations, Inc. Beyond School Hours to gain the latest tools and insights for improving outcomes for students across the entire day. Costs include registration, travel, per diem, and hotel room. Costs also support the mileage and travel locally for the Program Coordinator to monitor program outcomes and for summer program bus transportation (\$22,558 requested).
- \$11,843 Materials– Funds are requested to cover supplies related to problems solving, leadership development, and CATCH materials along with STEM, literacy supports and character ed (\$6,600 is covered by district (\$11,843 requested);
- Total Costs - \$300,000
4. Provide a preliminary plan for how the program will continue after funding ends. The Afterschool Alliance states that 88% of voters consider afterschool programs an absolute need. Red Clay Consolidated recognizes that creating this type of innovative program will require a sustainability plan that begins the very first day that we discover it’s been awarded. All sites will charge a nominal fee so that parents invest in the program. Purchase Of Care subsidies will be pursued

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for qualifying families. The district has used tuition funding to support program staff from previously funded 21st CCLC projects and would look to do the same. For other components, such as parent training, schools will be encouraged to use their required Title I parent engagement funds to sustain training and operate as a consortium for future planning. In addition, for components of the programs, namely the contracted services related to program activities, the district will apply for mini grants and partnerships with community businesses and organizations to keep the after-school programs open. Lastly, the district would consider using Title I allocations to support the programs.

**Attach the Budget Pages to this subgrant application.**

**20 points**

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**Section 9 – Assurances, Certifications, and Signatures**

*The following pages contain the Assurances that must be signed and dated by the Superintendent or Chief Executive Officer of the Local Education Agency and the Chief Executive Officer of the Community Agency Partner. Please read and **check off all assurances carefully**. These assurances dictate financial requirements that must be adhered to by the subgrantee. Funds will not be disbursed until and unless a signed copy of these Assurances are received by the Delaware Department of Education (DDOE). Please check the following 34 assurances, indicating an agreement:*

The Applicant assures that:

- 1. The program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- 2. The control of funds provided under 21st Century Community Learning Centers program and title to property acquired with program funds will be in a school district, public agency, for-profit agency, or a non-profit private agency, institution, or agency.
- 3. The school district, public agency, for-profit agency, non-profit agency, institution or agency will administer those funds and property to the extent required by the Delaware Department of Education. Records concerning financial accounting and program evaluation will be maintained by the applicant agency and will be available for review by program auditors for at least three years past the final year of the 21<sup>st</sup> CCLC.
- 4. The applicant will adopt and use proper methods of administering each such program, including the: a) enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program, b) correction of deficiencies in program operations that are identified through audits, monitoring or evaluations, c) adoption of written procedures for the receipt and resolution of complaints in the administration of programs.
- 5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, funds paid to the subgrantee under the 21st Century Community Learning Centers program.
- 6. The program will take place in a safe and easily accessible facility.
- 7. The program will continue to be designed, developed, planned, implemented, and evaluated in active collaboration with all the partner agencies, including the administrators and teachers from the schools that the students attend. The 21<sup>st</sup> CCLC will be linked with the school day.
- 8. The transportation and program access for all students will be addressed and provided by the 21<sup>st</sup> CCLC funds if not provided from another source of funds.
- 9. The school district will provide access of pertinent student data to the applicant and partnering agencies.

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**Section 9 – Assurances, Certifications, and Signatures**

- 10. Attendance records will be maintained for each student receiving services in the 21<sup>st</sup> CCLC.
- 11. Students will be tagged in the eSchool Plus statewide pupil accounting system by school or district personnel.
- 12. Required data will be entered into the 21<sup>st</sup> CCLC Federal database system by the grantee. This information will be used to annually evaluate the program and will be used to make decisions about appropriate changes in programs for the subsequent year.
- 13. The program will primarily target students who attend schools eligible for Title I school-wide programs under Section 1114 and families of such students.
- 14. The applicant will cooperate in carrying out any evaluation of the program conducted by state and federal officials.
- 15. Funds granted for this program will not supplant federal, state, local or non-federal funds.
- 16. The community was given notice of intent to submit an application and the completed application and any waiver request(s) will be available for public review after submission.
- 17. The program will ensure equitable participation of nonpublic school participants if those students are part of the target population. The applicant will consult with officials of nonpublic schools in a meaningful and timely manner; and provide nonpublic participants genuine access to equitable services.
- 18. The programs and services provided under this subgrant will be operated so as not to discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, disability, age, genetic information, or veteran status.
- 19. Programs and projects funded in total or in part through this subgrant will operate in compliance with state and federal laws and regulations, including but not limited to the 1964 Civil Rights Act and amendments, Title IX of the Education Amendment of 1972, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provision Act (GEPA), the American with Disabilities Act and the Drug-Free Workplace Act of 1988.
- 20. The Delaware Department of Education (DDOE) may as it deems necessary, supervise, evaluate, and provide guidance and direction to the subgrantee in the conduct of activities performed under this subgrant; however, failure of DDOE to supervise, evaluate, or provide guidance and direction shall not relieve the subgrantee of any liability for failure to comply with the terms of the subgrant award.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2015 Subgrant Application Cohort 13

**Section 9 – Assurances, Certifications, and Signatures**

- 21. Entities receiving \$500,000 or more of federal funds assure that an annual financial and compliance audit have been completed in accordance with OMB Circular A-133 or A-128, whichever is applicable. Copies of any audit findings and the documented actions to clear these findings must be included in this 21<sup>st</sup> CCLC subgrant application.
- 22. All program staff who work with children will have undergone the requirements outlined in the Delaware Criminal Background Check for Public Schools Related Employment and Office of Child Care Licensing Regulations.
- 23. Any printed (or other media) description of programs and/or program activities will state that the program and/or activity is fully (or partially) funded by the US Department of Education's 21st Century Community Learning Center Program.
- 24. Subgrantee will retain records of its financial transactions (including receipts), accounts, program operation, and evaluation relating to this subgrant for a period of three years after termination of the subgrant agreement and will make such records (including receipts) available for inspection and audit by authorized representatives of DDOE.
- 25. Subgrantee will receive prior written approval from the DDOE program manager before implementing any programmatic changes with respect to the purpose for which the subgrant was awarded. Amendments will be accepted during the following periods: August 1 - August 15; December 1 - December 15; and June 1 - June 15. Amendments are submitted via e-mail for approval to the Delaware 21st CCLC State Coordinator.
- 26. Subgrantee will repay any funds that have been determined through the federal or state audit process to have been misspent, unspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
- 27. Subgrantee will, as part of this subgrant, create an advisory council or steering committee of all major partners who will meet on a regular basis to assist in continuous program improvement.
- 28. Subgrantee assures that the Center(s) will be meeting Delaware Office of Child Care License Regulations by the start date cited on the forms. The subgrantee acknowledges that the amount awarded to the subgrantee will be prorated, based upon the date when the program can begin (following the approval of the Delaware Office of Child Care License) if it is a later date than the start date included in this continuation application. The only exemption for this assurance is in situations where 1) the public school is the lead agent of this subgrant AND 2) all 21<sup>st</sup> Century program sites are located in public schools in that school district or charter school. PLEASE NOTE: If a 21<sup>st</sup> Century program is located in a public school (or schools) where the community-based agency is the lead agent of this subgrant, then that public school (or schools) MUST BE LICENSED by the Delaware Office of Child Care License.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2015 Subgrant Application Cohort 13

**Section 9 – Assurances, Certifications, and Signatures**

29. Any remaining, unspent funds must be returned to the Department of Education within 75 days from the subgrant end date. If actual expenditures within any reporting category exceed the higher of 15% or \$5,000 of the budgeted amount, the subgrantee must briefly explain why as part of a budget amendment. A similar explanation is required if expenditures of \$5,000 or more are made within a reporting category for which no expenditures were budgeted. There are no extensions or carry-overs allowed.
30. The 21<sup>st</sup> CCLC subgrantee will actively recruit eligible students to maintain or exceed its projected enrollment. If the actual average daily enrollment of the subgrantee program is less than 25 students, the subgrant award may be terminated.
31. If subgrantee is not part of the Delaware First State Financial System (FSF), it is assured that Quarterly Financial Reports will be submitted to DDOE.
32. The subgrantee will submit a self-assessment in December and June of each year and will submit an annual evaluation report within 45 days of the subgrant end date.  
**Annual Evaluation Report** - Each 21st CCLC program must submit to the Delaware 21st CCLC State Coordinator the following items as its Annual Evaluation:
- the current **Annual Performance Report (APR) Summary** from the Federal database system reflecting data through the subgrant end date,
  - the final **Expenditure Report**
    - *Must show Total Budget line for every column, which should match the amounts in the original subgrant and Subgrant Award Notice (SAN).*
    - *Must show Total Expenditures for every column, which should match your program's financial records for all expenditures. Ideally, the grand total should equal the grand total of the Total Budget amount.*
    - *If actual expenditures within any reporting category exceed the higher of 15% or \$5,000 of the budgeted amount, the subgrantee should briefly explain why. A similar explanation is required if expenditures of \$5,000 or more are made within a reporting category for which no expenditures were budgeted.*
  - the **Evaluation Responses**
33. At least one person from each 21<sup>st</sup> CCLC subgrant site will attend all required DDOE-sponsored technical assistance and professional development meetings.
34. At least one person from each 21<sup>st</sup> CCLC subgrant site will attend a state, regional, or national conference on quality programming for school-age students in extended-day learning opportunities, such as the 21<sup>st</sup> Century Community Learning Centers Summer Institute.



Delaware 21<sup>st</sup> Century Community Learning Centers  
2015 Subgrant Application Cohort 13

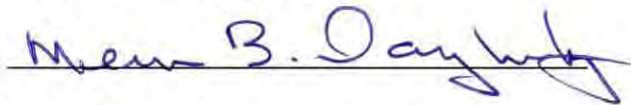
**Section 9 – Assurances, Certifications, and Signatures**

We, the undersigned, certify that the information contained in this Delaware 21<sup>st</sup> Century Community Learning Centers Subgrant Application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, regulations will be met; and, that the indicated lead agency designated in this application is authorized to administer this subgrant.

We further certify that the 34 assurances listed above have been satisfied and will be adhered to, and that all facts, figures, and representation in this application are correct to the best of our knowledge.

**Live Signature** of:

Superintendent or Chief Executive Officer of the  
Local Education Agency



Printed Name: Mervin B. Daugherty  
Local Education Agency: Red Clay Consolidated  
School District  
Date: January 30, 2015

**Live Signature** of:

Chief Executive Officer of the Community Agency



Printed Name: Lelia McCullum  
Community Agency: Achieve3000  
Date: January 30, 2015



STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

FEDERAL BUDGET FORM

Date: 1/30/2015

Federal Program/Title: \_\_\_\_\_ Completed by: \_\_\_\_\_  
 LEA/Agency: \_\_\_\_\_  
 Project Title: \_\_\_\_\_  
 Project Period From: \_\_\_\_\_ Project Period To: \_\_\_\_\_

| EXPENSE TYPES AND ACCOUNT CODES:<br>SALARIES (5100) AND OTHER EMPLOYEE COSTS (5120) |   | TOTAL FUNDING SUPPORTING<br>THE ENTIRE PROJECT |                         |                       |                           |
|---|---|--|-------------------------|-----------------------|---------------------------|
| Fed Acct. No.   | PERSONNEL: Give name, position, and FTE percentage for all funding involved<br>(Use continuation page if needed.)   | Total Federal and State Funds Requested        | Federal Funds Requested | State Funds Requested | Matching Funds (Identify) |
| 200   | <b>PROFESSIONAL:</b><br>1 FTE SMART Academy Prog Coordinator (1 FT (1FTE x \$40,000)<br><br>9 FTE Academic support positions (9 FTE x 1.5 hrs./day x \$27 x 155days: \$56,4974.50)<br><br>4 FTE SMART Summer Acad. Support staff (4 staff x 27 x 5 hrs.x 35 days: \$18,900) | \$ 40,000                                      | \$ 40,000               | \$                    | \$                        |
|   |   | 56,498   | 56,498                  |                       |                           |
|   |   | 18,900   | 18,900                  |                       |                           |
|   | Subtotal  | 115,398  | 115,398                 |                       |                           |
| 200   | <b>SUBSTITUTES:</b>   | \$   | \$                      | \$                    | \$                        |
|   | Subtotal  |  |                         |                       |                           |
| 200   | <b>SUPPORT STAFF:</b>   | \$   | \$                      | \$                    | \$                        |
|   | Subtotal  |  |                         |                       |                           |
| 200   | <b>STUDENTS:</b>  | \$   | \$                      | \$                    | \$                        |
|   | Subtotal  |  |                         |                       |                           |
| 800   | <b>OTHER EMPLOYEE COSTS:</b>  |  |                         |                       |                           |
|   | Percent   |  |                         |                       |                           |
|   | FICA 6.20   | 7,155  | 7,155                   |                       |                           |
|   | Medicaid 1.45   | 1,673  | 1,673                   |                       |                           |
|   | Pension 20.28   | 23,403   | 23,403                  |                       |                           |
|   | Workman's Comp 1.75   | 2,019  | 2,019                   |                       |                           |
|   | Unemployment Insurance 0.17   | 196  | 196                     |                       |                           |
|   | Health Insurance/Other Non-taxed Benefits   |  |                         |                       |                           |
|   | Subtotal  | 34,446   | 34,446                  |                       |                           |
| <b>TOTAL SALARY &amp; EMPLOYEE COSTS</b>  |   | 149,844  | 149,844                 |                       |                           |

LEA/AGENCY: \_\_\_\_\_

| EXPENSE TYPES AND CODES:<br>SALARIES (5100) AND OTHER EMPLOYEE COSTS (5120) |   | TOTAL FUNDING SUPPORTING<br>THE ENTIRE PROJECT |                         |                       |                              |
|---|---|--|-------------------------|-----------------------|------------------------------|
| Fed Acct. No.   | PERSONNEL: Give name, position, and FTE percentage for all funding involved<br><br>Continuation page. | Total Federal and State Funds Requested        | Federal Funds Requested | State Funds Requested | Matching Funds<br>(Identify) |
| 200   | <u>PROFESSIONAL:</u>  | \$   | \$                      | \$                    | \$                           |
|   |   |  |                         |                       |                              |
| 200   | <u>SUBSTITUTES:</u>   | Subtotal                                       | \$                      | \$                    | \$                           |
|   |   |  |                         |                       |                              |
| 200   | <u>SUPPORT STAFF:</u>   | Subtotal                                       | \$                      | \$                    | \$                           |
|   |   |  |                         |                       |                              |
|   |   | Subtotal                                       |                         |                       |                              |

| Health Insurance/Other Non-taxed Benefits |  | Total Funds Requested | Grant Funds | State Funds | Matching Funds       |
|---|--|-----------------------|-------------|-------------|----------------------|
| 800                                       | <p>1 FTE SMART Academy Prog Coordinator (1 FT<br/>(1FTE x \$40,000)</p> <p>9 FTE Academic support positions<br/>(9 FTE x 1.5 hrs./day x \$27 x 155days: \$56,4974.50)</p> <p>4 FTE SMART Summer Acad. Support staff<br/>(4 staff x 27 x 5 hrs.x 35 days: \$18,900)</p> <p>#N/A<br/>#N/A<br/>#N/A<br/>#N/A<br/>#N/A</p> | \$                    | \$          | \$          | \$<br>The Afterschoo |
| <b>Subtotal Benefits (Pg 1)</b>           |  |                       |             |             |                      |

|                                 | Health Insurance/Other Non-taxed Benefits  | Total Funds Requested | Grant Funds | State Funds | Matching Funds |
|---------------------------------|--|-----------------------|-------------|-------------|----------------|
| 800                             | <u>PROFESSIONAL:</u><br><br><br><br><br><br><br><br><br><br><u>SUBSTITUTES:</u><br><br><br><br><br><br><br><br><br><br><u>SUPPORT STAFF:</u> | \$                    | \$          | \$          | \$             |
| <b>Subtotal Benefits (Pg 2)</b> |  |                       |             |             |                |

LEA/AGENCY: \_\_\_\_\_

|  |                                 |
|--|---------------------------------|
| <b>EXPENSE TYPE: CONTRACTED SERVICES</b> | <b>TOTAL FUNDING SUPPORTING</b> |
| <b>ACCOUNT CODE: 5500</b>                | <b>THE ENTIRE PROJECT</b>       |

| Fed Acct. No.                    | List vendor name or type of service.<br>(Use continuation sheet if needed.)   | Total Federal and State Funds Requested | Federal Funds Requested | State Funds Requested | Matching Funds (Identify) |
|----------------------------------|---|---|-------------------------|-----------------------|---------------------------|
|                                  |   | \$                                      | \$                      | \$                    | \$                        |
| 800                              | <b>AUDIT FEES (if applicable)</b>   |   |                         |                       |                           |
| 200                              | Bricks 4 Kids: (\$115/session x 3 sessions/wk x 30 wks: \$10,350)   | 10,350                                  | 10,350                  |                       |                           |
|                                  | Zumba for Kids: (\$138/ 1 hour class x 3 classes/ week x 36 weeks: \$15000 maximum)   | 15,000                                  | 15,000                  |                       |                           |
|                                  | Achieve3000 KidBiz literacy software (\$15,000/site x 3 sites for school yr and summer)   | 45,000                                  | 45,000                  |                       |                           |
|                                  | DE Children's Museum: (\$2 x 100 participants x 5 nights: \$1000)   | 1,000                                   | 1,000                   |                       |                           |
|                                  | Registration for Beyond Sch Hrs Conference (2 x \$469)  | 938                                     | 938                     |                       |                           |
|                                  | Membership w/: Nat. Afterschool Assoc (\$99/ 1 yr)  |   |                         |                       | 99 (Title I)              |
|                                  | Contract w/ CFFDE for Strength Families Program (14 wks x 1913.07/sessions (inc. trainer, materials, travel, TA: \$ 26,783)                                       | 26,783                                  | 26,783                  |                       |                           |
|                                  | Contract w/ Foundations, Inc. for Ext Day PD ( trainer, four full days of training – includes all handouts and presentation materials (4 sessionsx\$1325: \$5300) | 5,300                                   | 5,300                   |                       |                           |
|                                  | Food Svc. - Refreshments for Town Hall and Quaterly Mtgs (est. \$250/session x 8 mtgs: \$2000)  | 2,000                                   | 2,000                   |                       |                           |
| <b>TOTAL CONTRACTED SERVICES</b> |   | 106,371                                 | 106,371                 |                       |                           |

|                             |                                 |
|-----------------------------|---------------------------------|
| <b>EXPENSE TYPE: TRAVEL</b> | <b>TOTAL FUNDING SUPPORTING</b> |
| <b>ACCOUNT CODE: 5400</b>   | <b>THE ENTIRE PROJECT</b>       |

| Fed Acct. No.       | Name of person traveling, their title , destination and specific cost of items and rates.<br>(Use continuation sheet if needed.) | Total Federal and State Funds Requested | Federal Funds Requested | State Funds Requested | Matching Funds (Identify) |
|---------------------|--|---|-------------------------|-----------------------|---------------------------|
|                     |  | \$                                      | \$                      | \$                    | \$                        |
| 200                 | Mileage for Coordinator Travel to sites and DEDOE mtgs (est. 2,000 miles x .40)  | 800                                     | 800                     |                       |                           |
|                     | BSH 2016 - Dallas, TX (flight 2x220: 440)  | 440                                     | 440                     |                       |                           |
|                     | Hotel (200/ night x 4 nights x 2: \$1600)  | 1600                                    | 1600                    |                       |                           |
|                     | Meals (\$46/day x 4 days x 2: \$368)   | 368                                     | 368                     |                       |                           |
|                     | Ground/Pkg: (\$75x2: \$150)  | 150                                     | 150                     |                       |                           |
|                     | Bus transportation for summer (2 trips x \$150 x 2 buses x 32 trips (19,200)   | 19200                                   | 19200                   |                       |                           |
| <b>TOTAL TRAVEL</b> |  | 22558                                   | 22558                   |                       |                           |

LEA/AGENCY: \_\_\_\_\_

| <b>EXPENSE TYPE: CONTRACTED SERVICES</b> |  | <b>TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT</b> |                         |                       |                           |
|--|--|--|-------------------------|-----------------------|---------------------------|
| <b>ACCOUNT CODE: 5500</b>                |  |  |                         |                       |                           |
| Fed Acct. No.                            | List vendor name or type of service.<br>(Continuation sheet.)  | Total Federal and State Funds Requested            | Federal Funds Requested | State Funds Requested | Matching Funds (Identify) |
| 200                                      | <p>Contract w/ area Arts agency to provide arts enrich for students (\$50/30 min class x 3 classes x 36 weeks (inc. summer): \$5400</p> <p>CATCH training-1 full day plus prep set-up time 12 hours@ \$35.= \$420 and 1/2 day \$210: \$630)</p> <p>Family Habits for Healthy Lifestyles training (6 hours@ \$35/hr: \$210 x 3 sites: \$630)</p> <p>Contract w/ FAME to provide Engineering experi for minority yout (\$500/site x 3 sites: \$1500)</p> <p>Blue Rocks Tickets (\$7 x 175: \$1225)</p> | \$ 5,400   | \$ 5,400                | \$                    | \$                        |
| <b>TOTAL CONTRACTED SERVICES</b>         |  | 9,385  | 9,385                   |                       |                           |
| <b>EXPENSE CLASSIFICATION: TRAVEL</b>    |  | <b>TOTAL FUNDS SUPPORTING THE ENTIRE PROJECT</b>   |                         |                       |                           |
| <b>ACCOUNT CODE: 5400</b>                |  |  |                         |                       |                           |
| Fed Acct. No.                            | Name of person traveling, their title , destination and specific cost of items and rates.<br>(Continuation sheet.)   | Total Federal and State Funds Requested            | Federal Funds Requested | State Funds Requested | Matching Funds (Identify) |
| 200                                      |  | \$   | \$                      | \$                    | \$                        |
| <b>TOTAL TRAVEL</b>                      |  |  |                         |                       |                           |

LEA/AGENCY: \_\_\_\_\_

| EXPENSE TYPE: MATERIALS AND SUPPLIES |  | TOTAL FUNDING SUPPORTING                |                         |                       |                           |
|--------------------------------------|--|---|-------------------------|-----------------------|---------------------------|
| ACCOUNT CODE: 5600                   |  | THE ENTIRE PROJECT                      |                         |                       |                           |
| Fed Acct. No.                        | List item(s) description, quantity and unit price.   | Total Federal and State Funds Requested | Federal Funds Requested | State Funds Requested | Matching Funds (Identify) |
|                                      |  | \$                                      | \$                      | \$                    | \$                        |
| 200                                  | 7 Habits Happy Kids game (3x \$30: \$90)   | 90                                      | 90                      |                       |                           |
|                                      | 7 Habits Happy Kids book<br>(150 copies x \$14: \$2100)  |   |                         |                       | 2,100<br>(Title I)        |
|                                      | Building Everyday Leadership in All Kids<br>(4 copies x \$22: \$88)  | 88                                      | 88                      |                       |                           |
|                                      | Board Games (strategy and prob solving<br>inc. Monopoly, Uno, Chess, Mancala,<br>Checkers, Life, Trouble, Battleship, Go<br>Guess Who, Scrabble, Connect Four<br>@ \$700/site x 3 sites: \$2100) | 2,100                                   | 2,100                   |                       |                           |
|                                      | CATCH Kids Club materials for after sch<br>(\$1595/set x 3 sites: \$4785)  | 4,785                                   | 4,785                   |                       |                           |
|                                      | Club Inventions STEM modules<br>(\$800/ module x 10)   | 3,500                                   | 3,500                   |                       | 4,500<br>(Title I)        |
|                                      | Scholastic Rding Series (Summer packs)<br>(\$6 x 200)  | 1,200                                   | 1,200                   |                       |                           |
|                                      | Rewards/Incentive cards<br>(est. \$80 (\$27/site)  | 80                                      | 80                      |                       |                           |
| <b>TOTAL MATERIAL AND SUPPLIES</b>   |  | 11,843                                  | 11,843                  |                       | 6,600                     |



LEA/AGENCY: \_\_\_\_\_

|   | Total<br>Federal and<br>State Funds<br>Requested | Federal<br>Funds<br>Requested | State<br>Funds<br>Requested | Matching<br>Funds<br>(Identify) |
|---|--|-------------------------------|-----------------------------|---------------------------------|
| <b>TOTAL DIRECT COST</b><br><i>(Sum of Expense Types Totals from pages 1,2 and 3)</i> | <b>\$300,000</b>                                 | \$300,000                     |                             | \$6,600                         |

|  |  |  |  |  |
|--|--|--|--|--|
| <b>INDIRECT COST</b> (List Used Rate)  |  |  |  |  |
| (Indirect Cost Rate x Federal Fund Portion of Direct Cost<br>This rate is valid through June 30, first year) |  |  |  |  |

|  |  |
|--|--|
| <b>EXPENSE TYPE; CAPITAL OUTLAY</b><br><b>ACCOUNT CODE: 5700</b> | <b>TOTAL FUNDING SUPPORTING</b><br><b>THE ENTIRE PROJECT</b> |
|--|--|

| Fed<br>Acct.<br>No. | List item(s) description, quantity and unit price. | Total<br>Federal and<br>State Funds<br>Requested | Federal<br>Funds<br>Requested | State<br>Funds<br>Requested | Matching<br>Funds<br>(Identify) |
|---------------------|--|--|-------------------------------|-----------------------------|---------------------------------|
| 700                 | <b>TO REPLACE EXISTING EQUIPMENT</b>               | \$   | \$                            | \$                          | \$                              |
|                     | Subtotal   |  |                               |                             |                                 |
| 1200                | <b>NEW CAPITAL EQUIPMENT</b>                       | \$   | \$                            | \$                          | \$                              |
|                     | Subtotal   |  |                               |                             |                                 |
|                     | <b>TOTAL CAPITAL OUTLAY</b>                        |  |                               |                             |                                 |
|                     | <b>GRAND TOTAL</b>                                 | 300,000  | 300,000                       |                             | 6,600                           |



**STATE OF DELAWARE  
DEPARTMENT OF EDUCATION**

***BUDGET SUMMARY OF FEDERAL FUNDS***

LEA/Agency Name: 0  
 Federal Program Title: 0  
 Start Date: 1/0/1900

Project Title: 0  
 End Date: 1/0/1900

|                 | <i>Account Code</i>      | <i>5100</i>     | <i>5120</i>  | <i>5400</i>   | <i>5500</i>                | <i>5500</i>       | <i>5560</i>     | <i>5600</i>                     | <i>5700</i>           | <i>Total</i>  | <i>Percentage</i> |
|-----------------|--------------------------|-----------------|--------------|---------------|----------------------------|-------------------|-----------------|---------------------------------|-----------------------|---------------|-------------------|
|                 | <i>Account Code Name</i> | <i>Salaries</i> | <i>OEC's</i> | <i>Travel</i> | <i>Contracted Services</i> | <i>Audit Fees</i> | <i>Indirect</i> | <i>Supplies &amp; Materials</i> | <i>Capital Outlay</i> | <i>Budget</i> | <i>of Budget</i>  |
| <b>ACTIVITY</b> |                          |                 |              |               |                            |                   |                 |                                 |                       |               |                   |
| 0               |                          | 115,398         | 34,446       | 22,558        | 115,756                    | 0                 | 0               | 11,843                          | 0                     | 300,000       | 100.00%           |
|                 | <b>Total Budget</b>      | 115,398         | 34,446       | 22,558        | 115,756                    | 0                 | 0               | 11,843                          | 0                     | 300,000       | 100.00%           |

Completed By:

Date: 1/30/2015

Chief Financial Officer or Business Manager:

Date:

DELAWARE DEPARTMENT OF EDUCATION  
ADMINISTRATIVE SERVICES BRANCH

BUDGET SUMMARY REPORT OF STATE FUNDS

Business Mgr. initials when submitted  
as an Application Budget:

GRANT AWARD:  
APPLICATION BUDGET SUMMARY:

SUBMIT EXPENDITURE REPORT TO:  
(Not Required)

AGENCY:

PROJECT BUDGET PERIOD:

This state subgrant is subject to Program Statute, Regulations and Rules. The award is subject to the availability of state funds. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

PROJECT TITLE:

Beginning:

GRANT NUMBER: State Funds

Ending:

FUND & LINE:

Date: 1/30/2015

| EXPENDITURE ACCOUNTS          |               | EXPENSE CLASSIFICATION   |                     |        |                        |                |  | TOTAL BUDGET |
|-------------------------------|---------------|--------------------------|---------------------|--------|------------------------|----------------|--|--------------|
| CLASSIFICATION                | FED ACCT. NO. | SALARIES/ EMPLOYEE COSTS | CONTRACTED SERVICES | TRAVEL | SUPPLIES AND MATERIALS | CAPITAL OUTLAY |  |              |
| 1                             | 2             | 3                        | 4                   | 5      | 6                      | 7              |  |              |
| Administration                | 100           |                          |                     |        |                        |                |  |              |
| Instruction                   | 200           |                          |                     |        |                        |                |  |              |
| Attendance Services           | 300           |                          |                     |        |                        |                |  |              |
| Health Services               | 400           |                          |                     |        |                        |                |  |              |
| Pupil Transportation Services | 500           |                          |                     |        |                        |                |  |              |
| Operation Of Plant            | 600           |                          |                     |        |                        |                |  |              |
| Maintenance of Plant          | 700           |                          |                     |        |                        |                |  |              |
| OECs                          | 800           |                          |                     |        |                        |                |  |              |
| Food Services                 | 900           |                          |                     |        |                        |                |  |              |
| Student Body Activities       | 1000          |                          |                     |        |                        |                |  |              |
| Community Service             | 1100          |                          |                     |        |                        |                |  |              |
| Capital Outlay                | 1200          |                          |                     |        |                        |                |  |              |
| TOTAL BUDGET                  |               |                          |                     |        |                        |                |  |              |

PERSON COMPLETING REPORT: \_\_\_\_\_

DATE: 1/30/2015



## 21<sup>ST</sup> CCLC PROJECT "SMART Academy" MEMORANDUM OF UNDERSTANDING AGREEMENT

This Agreement, made and entered into this \_\_\_ day of April, 2015 by and between Red Clay Consolidated School District, hereinafter referred to as "RCCSD" and Boys & Girls Clubs of Delaware, hereinafter referred to as "BGC OF DE"

**Whereas**, RCCSD is a public school district serving 18,000 students – including Title I schools located both in the city of Wilmington, DE and in New Castle County targeted for academic and social improvement, AND

**Whereas**, BGC OF DE is an entity committed to making every child's potential a reality by engaging and empowering families and communities to advocate for all children;

**Whereas**, RCCSD and Boys & Girls Clubs of Delaware have agreed to enter into a collaborative agreement for a 21<sup>st</sup> CCLC grant in which RCCSD will be the lead agency and named applicant and the other agencies will be partners in this application;

**Therefore**, it is mutually agreed as follows:

### 1. TERM:

The term of this Agreement shall be for the period, commencing May 1, 2015, and ending June 30, 2016, provided, however, that this Agreement may be terminated at any time, at the will of RCCSD or Boys & Girls Clubs of Delaware, with or without cause, by delivery of thirty (30) days advance written notice from one party to the other. Termination notice may be delivered at any time during the term of this Agreement, and receipt of termination notice by either party shall terminate the Agreement effective thirty (30) days from receipt of such notice. This Agreement may be terminated immediately without advance notice when a.) either party reasonably believes the other poses a threat to the emotional or physical safety of families, children or staff; or b.) as a result of a material breach of any condition of this agreement by the other party.

### 2. DUTIES: As stipulated in the MOU, the partners agree to:

- Boys & Girls Clubs of Delaware:
  - Use the RCCSD 21<sup>st</sup> CCLC to provide site-based youth programs, licensed by the State of Delaware, at Highlands and Richardson Park Elementary Schools that includes:
    - Educational enhancement,
    - character and citizenship,
    - physical education, health, and arts.
  - Provide monthly communication to RCCSD related to the number of attendees and survey data
  - Assume full responsibility for all personnel related items, including staff payroll, health records and criminal background checks
  - Agrees to notify the district of program cancelations or adjustments prior to taking action.
- RCCSD:
  - Provide monthly updates related to the impact of each Boys & Girls Clubs of Delaware strategies.
  - Provide building space and classroom spaces for morning, afternoon, weekend and summer programs.
  - Agrees to notify Boys & Girls Clubs of Delaware of school closings, or adjustments prior to taking action.

**3. COMPENSATION:**

- a. Pursuant to this Agreement, the Boys & Girls Clubs of Delaware will receive access to the designated school buildings and areas in 3 high need, high poverty schools. BGCDE may charge tuition for the program.
- b. Estimated costs for Boys & Girls Clubs of Delaware professional development and related services: mileage/travel reimbursement and printing costs: \$10,000
- c. Estimated costs for RCCSD services: \$10,000 (Maintenance and food costs for Sat./evening sessions)

**4. INSURANCE:**

a. Boys & Girls Clubs of Delaware and RCCSD shall each, at all times, maintain their own professional liability insurance in the minimum amount of \$1,000,000, with such insurance carriers as shall be approved by either party within its reasonable discretion. Boys & Girls Clubs of Delaware and RCCSD shall each maintain any and all other insurance required by Delaware law and shall provide proof of insurance upon request by the other. It is understood by both parties to this Agreement that Boys & Girls Clubs of Delaware's liability is limited to their role as an independent contractor. Liability for services provided by staff of Boys & Girls Clubs of Delaware or for other actions of Boys & Girls Clubs of Delaware is to be borne by Boys & Girls Clubs of Delaware.

b. Boys & Girls Clubs of Delaware will provide Workers Compensation to its staff under this agreement pursuant to the laws of the State of Delaware and shall provide, upon request, proof of said coverage.

**5. INDEMNIFICATION:**

RCCSD hereby agrees to indemnify, protect, and hold harmless Boys & Girls Clubs of Delaware, its agents, officers, and employees from and against any and all losses, claims, demands, actions, or judgments, joint or several, for which Boys & Girls Clubs of Delaware may become liable based upon or arising out of any services that are the subject of this contract and resulting from the negligence, actions, or omissions of RCCSD or any of its agents, officers, or employees.

Boys & Girls Clubs of Delaware agrees to indemnify, protect and hold harmless RCCSD, its agents, officers and employees from and against any and all losses, claims, demands, actions, or judgments, joint or several, for which RCCSD may become liable based upon or arising out of the performance of any services that are the subject of this contract and resulting from the negligence, actions, or omissions of Boys & Girls Clubs of Delaware or any of its agents, officers or employees.

Each party shall timely notify the other of any facts upon which a claim for indemnification hereunder may be based and, upon reasonable request in writing, shall provide the other party, or its duly authorized representative with reasonable opportunity to examine all books, records, documents of the party seeking indemnification insofar as they relate to this indemnification.

The provisions of these paragraphs shall survive the expiration of this agreement, including any extensions thereof.

**6. TAX PROVISION:**

The parties agree that under this agreement, Boys & Girls Clubs of Delaware shall be considered an independent contractor. Boys & Girls Clubs of Delaware shall not be treated by RCCSD as employees for any purpose, including tax purposes. RCCSD certifies that they have established a Federal Identification Number and that they will remit any and all income or employment taxes which may be due to any taxing authority.

**7. BINDING EFFECT:**

This instrument and attached schedules contain the entire agreement of the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements oral or in writing between the parties hereto with respect to the subject matter hereof. It may not be rescinded, amended or altered in any manner whatsoever, except by subsequent agreement in writing duly executed by the parties hereto.

This Agreement may not be assigned to any other person or party.

This agreement shall be construed and enforced under the laws of the State of Delaware. Disputes between RCCSD and Boys & Girls Clubs of Delaware arising under or related to this agreement that cannot be resolved will be determined by binding arbitration under the commercial arbitration rules of the American Arbitration Association.

**NOTICES:**

Any notice required under this agreement shall be deemed to have been given and received upon delivery, whether by mail or fax, and in either case to the following addresses or such other address as provided by the parties in writing.

**To Boys & Girls Clubs of Delaware:**

669 S Union Street  
Wilmington, DE 19805-3852

**To RED CLAY CONSOLIDATED SCHOOL DISTRICT:**

Mervin Daugherty, Ed.D.  
Superintendent  
1502 Spruce Street  
Wilmington, DE 19805

**In Witness Whereof**, the parties hereto have caused this Agreement to be executed on the day and year first written above.

**BOYS & GIRLS CLUBS OF DELAWARE:**

Date: \_\_\_\_\_ By: \_\_\_\_\_

By: \_\_\_\_\_

**RED CLAY CONSOLIDATED SCHOOL DISTRICT:**

Date: \_\_\_\_\_ By: \_\_\_\_\_  
Mervin Daugherty, Ed.D.  
Superintendent

By: \_\_\_\_\_  
Jill Floore  
Chief Financial Officer



**21<sup>ST</sup> CCLC PROJECT "SMART Academy"  
MEMORANDUM OF UNDERSTANDING  
AGREEMENT**

This Agreement, made and entered into this \_\_\_ day of April, 2015 by and between Red Clay Consolidated School District, hereinafter referred to as "RCCSD" and Achieve3000, hereinafter referred to as "ACHIEVE3000"

**Whereas**, RCCSD is a public school district serving 18,000 students – including Title I schools located both in the city of Wilmington, DE and in New Castle County targeted for academic and social improvement, AND

**Whereas**, ACHIEVE3000 is an entity committed to making every child's potential a reality by engaging and empowering families and communities to advocate for all children;

**Whereas**, RCCSD and Achieve3000 have agreed to enter into a collaborative agreement for a 21<sup>st</sup> CCLC grant in which RCCSD will be the lead agency and named applicant and the other agencies will be partners in this application;

**Therefore**, it is mutually agreed as follows:

**1. TERM:**

The term of this Agreement shall be for the period, commencing May 1, 2015, and ending June 30, 2016, provided, however, that this Agreement may be terminated at any time, at the will of RCCSD or Achieve3000, with or without cause, by delivery of thirty (30) days advance written notice from one party to the other. Termination notice may be delivered at any time during the term of this Agreement, and receipt of termination notice by either party shall terminate the Agreement effective thirty (30) days from receipt of such notice. This Agreement may be terminated immediately without advance notice when a.) either party reasonably believes the other poses a threat to the emotional or physical safety of families, children or staff; or b.) as a result of a material breach of any condition of this agreement by the other party.

**2. DUTIES:** As stipulated in the MOU, the partners agree to:

- Achieve3000:
  - Use the RCCSD 21<sup>st</sup> CCLC to provide site-based youth programs, licensed by the State of Delaware, at Highlands and Richardson Park Elementary Schools that includes:
    - KidBiz3000 software and seat licenses for school year,
    - Achieve Summer software and seat licenses for summer,
    - Professional development.
  - Provide monthly communication to RCCSD related to pupil data
  - Assume full responsibility for all personnel related items, including staff payroll, health records and criminal background checks for trainers
  - Agrees to notify the district of program cancelations or adjustments prior to taking action.
- RCCSD:
  - Provide monthly updates related to Achieve3000 implementation.
  - Provide technology access for morning, afternoon, weekend and summer programs.
  - Agrees to notify Achieve3000 of school closings, or adjustments that impact the program prior to taking action.

**3. COMPENSATION:**

- a. Pursuant to this Agreement, the Achieve3000 will receive \$45,000 to provide software access and seat licenses at each of the three school sites.
- b. Estimated costs for RCCSD services: \$300,000 (Technology, maintenance and energy costs)

**4. INSURANCE:**

- a. Achieve3000 and RCCSD shall each, at all times, maintain their own professional liability insurance in the minimum amount of \$1,000,000, with such insurance carriers as shall be approved by either party within its reasonable discretion. Achieve3000 and RCCSD shall each maintain any and all other insurance required by Delaware law and shall provide proof of insurance upon request by the other. It is understood by both parties to this Agreement that Achieve3000's liability is limited to their role as an independent contractor. Liability for services provided by staff of Achieve3000 or for other actions of Achieve3000 is to be borne by Achieve3000.
- b. Achieve3000 will provide Workers Compensation to its staff under this agreement pursuant to the laws of the State of Delaware and shall provide, upon request, proof of said coverage.

**5. INDEMNIFICATION:**

RCCSD hereby agrees to indemnify, protect, and hold harmless Achieve3000, its agents, officers, and employees from and against any and all losses, claims, demands, actions, or judgments, joint or several, for which Achieve3000 may become liable based upon or arising out of any services that are the subject of this contract and resulting from the negligence, actions, or omissions of RCCSD or any of its agents, officers, or employees.

Achieve3000 agrees to indemnify, protect and hold harmless RCCSD, its agents, officers and employees from and against any and all losses, claims, demands, actions, or judgments, joint or several, for which RCCSD may become liable based upon or arising out of the performance of any services that are the subject of this contract and resulting from the negligence, actions, or omissions of Achieve3000 or any of its agents, officers or employees. Each party shall timely notify the other of any facts upon which a claim for indemnification hereunder may be based and, upon reasonable request in writing, shall provide the other party, or its duly authorized representative with reasonable opportunity to examine all books, records, documents of the party seeking indemnification insofar as they relate to this indemnification.

The provisions of these paragraphs shall survive the expiration of this agreement, including any extensions thereof.

**6. TAX PROVISION:**

The parties agree that under this agreement, Achieve3000 shall be considered an independent contractor. Achieve3000 shall not be treated by RCCSD as employees for any purpose, including tax purposes. RCCSD certifies that they have established a Federal Identification Number and that they will remit any and all income or employment taxes which may be due to any taxing authority.

**7. BINDING EFFECT:**

This instrument and attached schedules contain the entire agreement of the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements oral or in writing between the parties hereto with respect to the subject matter hereof. It may not be rescinded, amended or altered in any manner whatsoever, except by subsequent agreement in writing duly executed by the parties hereto.

This Agreement may not be assigned to any other person or party.

This agreement shall be construed and enforced under the laws of the State of Delaware. Disputes between RCCSD and Achieve3000 arising under or related to this agreement that cannot be resolved will be determined by binding arbitration under the commercial arbitration rules of the American Arbitration Association.

**NOTICES:**



Any notice required under this agreement shall be deemed to have been given and received upon delivery, whether by mail or fax, and in either case to the following addresses or such other address as provided by the parties in writing.

**To Achieve3000:**  
Lelia McCullum  
ACHIEVE3000  
1091 River Avenue  
Lakewood, NJ 08701

**To RED CLAY CONSOLIDATED SCHOOL DISTRICT:**  
Mervin Daugherty, Ed.D.  
Superintendent  
1502 Spruce Street  
Wilmington, DE 19805

**In Witness Whereof**, the parties hereto have caused this Agreement to be executed on the day and year first written above.

**ACHIEVE3000:**

Date: \_\_\_\_\_ By: \_\_\_\_\_

By: \_\_\_\_\_

**RED CLAY CONSOLIDATED SCHOOL DISTRICT:**

Date: \_\_\_\_\_ By: \_\_\_\_\_  
Mervin Daugherty, Ed.D.  
Superintendent

By: \_\_\_\_\_  
Jill Floore  
Chief Financial Officer



## 21<sup>ST</sup> CCLC PROJECT “SMART Academy” MEMORANDUM OF UNDERSTANDING AGREEMENT

This Agreement, made and entered into this \_\_\_ day of April, 2015 by and between Red Clay Consolidated School District, hereinafter referred to as “RCCSD” and Children & Families First, hereinafter referred to as “CFFDE”

**Whereas**, RCCSD is a public school district serving 18,000 students – including Title I schools located both in the city of Wilmington, DE and in New Castle County targeted for academic and social improvement, AND

**Whereas**, CFFDE is an entity committed to making every child’s potential a reality by engaging and empowering families and communities to advocate for all children;

**Whereas**, RCCSD and Children & Families First have agreed to enter into a collaborative agreement for a 21<sup>st</sup> CCLC grant in which RCCSD will be the lead agency and named applicant and the other agencies will be partners in this application;

**Therefore**, it is mutually agreed as follows:

### 1. TERM:

The term of this Agreement shall be for the period, commencing May 1, 2015, and ending June 30, 2016, provided, however, that this Agreement may be terminated at any time, at the will of RCCSD or Children & Families First, with or without cause, by delivery of thirty (30) days advance written notice from one party to the other. Termination notice may be delivered at any time during the term of this Agreement, and receipt of termination notice by either party shall terminate the Agreement effective thirty (30) days from receipt of such notice. This Agreement may be terminated immediately without advance notice when a.) either party reasonably believes the other poses a threat to the emotional or physical safety of families, children or staff; or b.) as a result of a material breach of any condition of this agreement by the other party.

### 2. DUTIES: As stipulated in the MOU, the partners agree to:

- Children & Families First:
  - Use the RCCSD 21<sup>st</sup> CCLC to provide a parent education series for the families of Highlands, Richardson Park, and Warner, including:
    - Parent training (including materials) for parents of 3<sup>rd</sup> – 5<sup>th</sup> grade students.
    - meaningful dialogue around the common core, parent engagement, and
    - Train parents on how to navigate the public school system.
  - Provide monthly communication to RCCSD related to the number of attendees at the parent education series and survey data
  - Assume full responsibility for all personnel related items, including staff payroll, health records and criminal background checks
  - Agrees to notify the district of parent education cancelations or adjustments prior to taking action.
- RCCSD:
  - Provide monthly updates related to the impact of each Children & Families First strategy (Communicate opportunities for professional development and assist staff in attending,
  - Provide building space and classroom spaces for up to 14 evening or weekend sessions
  - Agrees to notify Children & Families First of school closings, or adjustments prior to taking action.

### 3. COMPENSATION:

- a. Pursuant to this Agreement, the services will be considered in-Kind
- b. Estimated costs for Children & Families First professional development and related services: **\$ 26,783**  
(Contract services, maintenance and food costs for 14 SFP sessions)
- c. Estimated costs for RCCSD services (absorbed by operations, in-kind, or grant funding): \$2,000  
(Maintenance and food costs for sessions)

**4. INSURANCE:**

a. Children & Families First and RCCSD shall each, at all times, maintain their own professional liability insurance in the minimum amount of \$1,000,000, with such insurance carriers as shall be approved by either party within its reasonable discretion. Children & Families First and RCCSD shall each maintain any and all other insurance required by Delaware law and shall provide proof of insurance upon request by the other. It is understood by both parties to this Agreement that Children & Families First's liability is limited to their role as an independent contractor. Liability for services provided by staff of Children & Families First or for other actions of Children & Families First is to be borne by Children & Families First.

b. Children & Families First will provide Workers Compensation to its staff under this agreement pursuant to the laws of the State of Delaware and shall provide, upon request, proof of said coverage.

**5. INDEMNIFICATION:**

RCCSD hereby agrees to indemnify, protect, and hold harmless Children & Families First, its agents, officers, and employees from and against any and all losses, claims, demands, actions, or judgments, joint or several, for which Children & Families First may become liable based upon or arising out of any services that are the subject of this contract and resulting from the negligence, actions, or omissions of RCCSD or any of its agents, officers, or employees.

Children & Families First agrees to indemnify, protect and hold harmless RCCSD, its agents, officers and employees from and against any and all losses, claims, demands, actions, or judgments, joint or several, for which RCCSD may become liable based upon or arising out of the performance of any services that are the subject of this contract and resulting from the negligence, actions, or omissions of Children & Families First or any of its agents, officers or employees.

Each party shall timely notify the other of any facts upon which a claim for indemnification hereunder may be based and, upon reasonable request in writing, shall provide the other party, or its duly authorized representative with reasonable opportunity to examine all books, records, documents of the party seeking indemnification insofar as they relate to this indemnification.

The provisions of these paragraphs shall survive the expiration of this agreement, including any extensions thereof.

**6. TAX PROVISION:**

The parties agree that under this agreement, Children & Families First shall be considered an independent contractor. Children & Families First shall not be treated by RCCSD as employees for any purpose, including tax purposes. RCCSD certifies that they have established a Federal Identification Number and that they will remit any and all income or employment taxes which may be due to any taxing authority.

**7. BINDING EFFECT:**

This instrument and attached schedules contain the entire agreement of the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements oral or in writing between the parties hereto with respect to the subject matter hereof. It may not be rescinded, amended or altered in any manner whatsoever, except by subsequent agreement in writing duly executed by the parties hereto.

This Agreement may not be assigned to any other person or party.

This agreement shall be construed and enforced under the laws of the State of Delaware. Disputes between RCCSD and Children & Families First arising under or related to this agreement that cannot be resolved will be determined by binding arbitration under the commercial arbitration rules of the American Arbitration Association.

**NOTICES:**

Any notice required under this agreement shall be deemed to have been given and received upon delivery, whether by mail or fax, and in either case to the following addresses or such other address as provided by the parties in writing.

**To Children & Families First:**

Leslie Newman  
2005 Baynard Boulevard  
Wilmington, DE 19802

**To RED CLAY CONSOLIDATED SCHOOL DISTRICT:**

Mervin Daugherty, Ed.D.  
Superintendent  
1502 Spruce Street  
Wilmington, DE 19805

**In Witness Whereof**, the parties hereto have caused this Agreement to be executed on the day and year first written above.

**CHILDREN & FAMILIES FIRST:**

Date: \_\_\_\_\_ By : \_\_\_\_\_

By : \_\_\_\_\_

**RED CLAY CONSOLIDATED SCHOOL DISTRICT:**

Date: \_\_\_\_\_ By : \_\_\_\_\_  
Mervin Daugherty, Ed.D.  
Superintendent

By : \_\_\_\_\_  
Jill Floore  
Chief Financial Officer



**21<sup>ST</sup> CCLC PROJECT "S.M.A.R.T. Academy"  
MEMORANDUM OF UNDERSTANDING  
AGREEMENT**

This Agreement, made and entered into this \_\_\_ day of April, 2015 by and between Red Clay Consolidated School District, hereinafter referred to as "RCCSD" and Nemours Health & Prevention Services, hereinafter referred to as "NHPS"

**Whereas**, RCCSD is a public school district serving 18,000 students – including Title I schools located both in the city of Wilmington, DE and in New Castle County targeted for academic and social improvement, AND

**Whereas**, NHPS is an entity committed to making every child's potential a reality by engaging and empowering families and communities to advocate for all children;

**Whereas**, RCCSD and Nemours Health & Prevention Services have agreed to enter into a collaborative agreement for a 21<sup>st</sup> CCLC grant in which RCCSD will be the lead agency and named applicant and the other agencies will be partners in this application;.

**Therefore**, it is mutually agreed as follows:

**1. TERM:**

The term of this Agreement shall be for the period, commencing May 1, 2015, and ending June 30, 2016, provided, however, that this Agreement may be terminated at any time, at the will of RCCSD or Nemours Health & Prevention Services, with or without cause, by delivery of thirty (30) days advance written notice from one party to the other. Termination notice may be delivered at any time during the term of this Agreement, and receipt of termination notice by either party shall terminate the Agreement effective thirty (30) days from receipt of such notice. This Agreement may be terminated immediately without advance notice when a.) either party reasonably believes the other poses a threat to the emotional or physical safety of families, children or staff; or b.) as a result of a material breach of any condition of this agreement by the other party.

**2. DUTIES:** As stipulated in the MOU, the partners agree to:

- Nemours Health & Prevention Services:
  - Use the RCCSD 21<sup>st</sup> CCLC to provide CATCH resources series for the afterschool program staff at Highlands, Richardson Park, and Warner, including:
    - Materials for 3 schools serving 3<sup>rd</sup> – 5<sup>th</sup> grade students; the cost for materials is \$1595.
    - CATCH Training for staff for 1 full day plus prep set-up time 12 hours @ \$35.= \$420
    - CATCH Kids Club support for .5 day \$210
    - Family Habits for Healthy Lifestyles (FHHL) train the trainer model. 4 -90 minute sessions. Teaching and prep time total 6 hours @ \$35 = \$210.
    - Family Habits for Healthy Lifestyles co-teaching support. 4 sites @ \$210= \$840
  - Provide monthly communication to RCCSD related to the number of attendees at the parent education series and survey data
  - Assume full responsibility for all personnel related items, including staff payroll, health records and criminal background checks
  - Agrees to notify the district of parent education cancelations or adjustments prior to taking action.
- RCCSD:
  - Provide updates related to the impact of CATCH and FHHL
  - Provide building space and classroom spaces for evening or weekend FHHL sessions
  - Agrees to notify Nemours Health & Prevention Services of school closings, or adjustments prior to taking action.

**3. COMPENSATION:**

- a. Pursuant to this Agreement, the RCCSD will pay NHPS services a maximum amount of **\$3275**. The estimated costs are per section 2 (Duties) of this Memorandum.
- b. Estimated costs for RCCSD services (absorbed by operations, in-kind, or grant funding): \$2,000 (Maintenance and food costs for Sat./evening sessions)

**4. INSURANCE:**

- a. Nemours Health & Prevention Services and RCCSD shall each, at all times, maintain their own professional liability insurance in the minimum amount of \$1,000,000, with such insurance carriers as shall be approved by either party within its reasonable discretion. Nemours Health & Prevention Services and RCCSD shall each maintain any and all other insurance required by Delaware law and shall provide proof of insurance upon request by the other. It is understood by both parties to this Agreement that Nemours Health & Prevention Services' liability is limited to their role as an independent contractor. Liability for services provided by staff of Nemours Health & Prevention Services or for other actions of Nemours Health & Prevention Services is to be borne by Nemours Health & Prevention Services.
- b. Nemours Health & Prevention Services will provide Workers Compensation to its staff under this agreement pursuant to the laws of the State of Delaware and shall provide, upon request, proof of said coverage.

**5. INDEMNIFICATION:**

RCCSD hereby agrees to indemnify, protect, and hold harmless Nemours Health & Prevention Services, its agents, officers, and employees from and against any and all losses, claims, demands, actions, or judgments, joint or several, for which Nemours Health & Prevention Services may become liable based upon or arising out of any services that are the subject of this contract and resulting from the negligence, actions, or omissions of RCCSD or any of its agents, officers, or employees.

Nemours Health & Prevention Services agrees to indemnify, protect and hold harmless RCCSD, its agents, officers and employees from and against any and all losses, claims, demands, actions, or judgments, joint or several, for which RCCSD may become liable based upon or arising out of the performance of any services that are the subject of this contract and resulting from the negligence, actions, or omissions of Nemours Health & Prevention Services or any of its agents, officers or employees.

Each party shall timely notify the other of any facts upon which a claim for indemnification hereunder may be based and, upon reasonable request in writing, shall provide the other party, or its duly authorized representative with reasonable opportunity to examine all books, records, documents of the party seeking indemnification insofar as they relate to this indemnification.

The provisions of these paragraphs shall survive the expiration of this agreement, including any extensions thereof.

**6. TAX PROVISION:**

The parties agree that under this agreement, Nemours Health & Prevention Services shall be considered an independent contractor. Nemours Health & Prevention Services shall not be treated by RCCSD as employees for any purpose, including tax purposes. RCCSD certifies that they have established a Federal Identification Number and that they will remit any and all income or employment taxes which may be due to any taxing authority.

**7. BINDING EFFECT:**

This instrument and attached schedules contain the entire agreement of the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements oral or in writing between the parties hereto with respect to the subject matter hereof. It may not be rescinded, amended or altered in any manner whatsoever, except by subsequent agreement in writing duly executed by the parties hereto.

This Agreement may not be assigned to any other person or party.

This agreement shall be construed and enforced under the laws of the State of Delaware. Disputes between RCCSD and Nemours Health & Prevention Services arising under or related to this agreement that cannot be resolved will be determined by binding arbitration under the commercial arbitration rules of the American Arbitration Association.

**NOTICES:**

Any notice required under this agreement shall be deemed to have been given and received upon delivery, whether by mail or fax, and in either case to the following addresses or such other address as provided by the parties in writing.

**To Nemours Health & Prevention Services:**

Mary Kate Mouser,  
Executive Director and Operational Vice-President  
Nemours Health and Prevention Services  
2200 Concord Pike, 7th Floor, Wilmington, DE 19803

**To RED CLAY CONSOLIDATED SCHOOL DISTRICT:**

Mervin Daugherty, Ed.D.  
Superintendent  
1502 Spruce Street  
Wilmington, DE 19805

**In Witness Whereof**, the parties hereto have caused this Agreement to be executed on the day and year first written above.

**NEMOURS HEALTH & PREVENTION SERVICES:**

Date: \_\_\_\_\_ By: \_\_\_\_\_

Mary Kate Mouser,  
Executive Director and Operational Vice-President

**RED CLAY CONSOLIDATED SCHOOL DISTRICT:**

Date: \_\_\_\_\_ By: \_\_\_\_\_

Mervin Daugherty, Ed.D.  
Superintendent

By: \_\_\_\_\_

Jill Floore  
Chief Financial Officer



**TITLE I, PART A  
INTENT TO PARTICIPATE FORM  
for School Year 2015-16**

Date: **MARCH 1, 2015**  
Nonprofit - Private School Name and Address:



Due Date: **MAY 1, 2015**

School ID:  
[Redacted]

Return to: Christine T. Miller  
Red Clay Consolidated School District  
1502 Spruce Ave.  
Wilmington, DE 19805  
302-552-3815 fax 302-996-1231  
christine.miller@redclay.k12.de.us

As a nonprofit private school who may be serving children who reside within the Title I eligible attendance areas of the Red Clay Consolidated School District, you are invited to participate in the Title I, Part A education programs.

Title I, Part A funds are made available to children attending your school who reside in the Red Clay Consolidated School District's Title I eligible public school attendance areas AND are failing or most at risk of failing to meet student academic achievement standards. Eligible private school students and their teachers may receive benefits, services and materials from this federal education program. If your school is interested in participating in this program, the school district will contact you to begin meaningful, substantial consultations, including discussions on practical aspects of operating federal programs.

Title I, Part A provides funds for supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at risk of failing to meet high academic standards and who live in eligible public school attendance areas.

Please indicate your interest in consulting with district representatives regarding participation in Title I, Part A by placing an X next to the appropriate selection.

Yes, I am interested in consulting with Red Clay Consolidated School District regarding participation in Title I, Part A – *Improving the Academic Achievement of the Disadvantaged* programs.

Please specify the grade level configuration(s) for which you are requesting services.

- K-3     K-5     K-8     Pre-K     5-8     K-12     Other

No, I am not interested in consulting with Red Clay Consolidated School District regarding participation in Title I, Part A – *Improving the Academic Achievement of the Disadvantaged* programs.



**Please note the following:**

- 1) The school district will always maintain control of the funds and will not provide direct funding from the Title I federal education program to the private school. Services will be provided to private schools who meet the following criteria within the established timeframe.
- 2) Private school officials must complete and return this Intent to Participate Form by **MAY 1, 2015**, for its students, teachers, and other educational personnel to qualify to participate in services for the 2015-2016 school year.

**AND**

- 3) Private schools officials must provide poverty data for its eligible, low-income children to the LEA no later than **MAY 1, 2015** for its students, teachers, and other educational personnel to qualify to participate in services for the 2015-2016 school year.

**AND**

- 4) Private school officials must participate in meaningful consultation meetings to show good faith involvement into the development and delivery of quality programs needs to meet the needs of the students in their building. Each school is required to sign an Affirmation of Meaningful Consultation form at the end of this current school year to verify their active participation in the meaningful consultation process for their school.

**AND**

- 5) Private school officials must refer pupils for service per the timelines established in meaningful consultation for struggling students in their building so the school district can determine eligibility for services based on residency, academic need, and funds available to the school. The submission of an Intent to Participate Form means that a school has academic needs and it intends to utilize the services it has requested for eligible students.

Private School Name: \_\_\_\_\_

Head of School Name: \_\_\_\_\_

Head of School Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**RED CLAY CONSOLIDATED SCHOOL DISTRICT  
INTENT TO PARTICIPATE FORM  
for Federal Education Programs during FY 16**

Nonprofit – Private School:

School ID #

Due Date: May 1, 2015

Return to:

Christine T. Miller  
Red Clay Consolidated School District  
1502 Spruce Ave. Room 237  
Wilmington, DE 19805  
FAX: 996-1231 Phone: 552-3815  
[Christine.miller@redclay.k12.de.us](mailto:Christine.miller@redclay.k12.de.us)

As a private school located within the attendance areas of the Red Clay Consolidated School District, your school is invited to participate in one or more of the following Federal Education Programs. Private school students and teachers may receive benefits, services and materials from these federal education programs. If your school is interested in participating in these programs, the school district will contact you to begin meaningful, substantial consultations, including discussions on practical aspects of operating federal programs.

Please place a check next to all programs in which you would like your eligible students and their teachers to participate. It is important to note that some of the Federal Education Programs listed below are discretionary programs and the school district may not necessarily participate in them.

\_\_\_ **Title II, Part A – Teacher and Principal Training and Recruiting Fund**

The Teacher and Principal Training and Recruiting Fund provide assistance for preparing, training, recruiting and retaining high quality teachers. Private school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that the LEA uses funds to provide professional development. **(Funding and Services)**

\_\_\_ **Title II, Part D – Enhancing Education through Technology**

The Enhancing Education through Technology program provides funds for innovative initiatives to support the integration of education technology into classrooms to improve teaching and learning. **(Competitive Grant-Funding)**

\_\_\_ **Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement**

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging state academic standards required of all students. **(Services)**

\_\_\_ **Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers**

The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program provides before-and after-school services to children and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet state and local student performance standards in core academic subjects. **(Competitive Grant-Services)**

RED CLAY CONSOLIDATED SCHOOL DISTRICT  
INTENT TO PARTICIPATE FORM  
for Federal Education Programs During FY 16

\_\_\_ **IDEA Part B – Funds for Children with Disabilities**

Funds to support children with educational disabilities. (Services)

\_\_\_ **Carl D. Perkins Career and Technical Education Act of 2006**

The Carl D. Perkins Career and Technical Education Act of 2006 promotes the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and post-secondary education for participating CTE students. (Not Applicable)

The State Education Agency (SEA) has the basic responsibility for the administration of funds made available under Federal Education Programs. In so doing, it must provide allocations of Federal Education Programs funds to Local Education Agencies (LEAs) and some nonprofit, private schools desiring to participate in the programs in accordance with the state formula.

To complete the funding formula, it is necessary for you to provide or confirm the following data:

- *Please Note: Allocations are based on the enrollment figure reported to DOE for the Sept. 30<sup>th</sup> count and this enrollment figure cannot be changed here.*

**Please note the following:**

- 1) The school district will always maintain control of the funds and will not provide direct funding from these federal education programs to the private school.
- 2) If the private school does not sign and return this **Intent to Participate Form** by **May 1, 2015**, its students, teachers, and other educational personnel will not be qualified to participate in services for the 2015-16 school year.

.....  
(Please Sign and Return)

\_\_\_ Yes, we will consult with the Red Clay Consolidated School District regarding our participation in one or more of the above Federal Education Programs. I certify that the above data are accurate and verifiable by available records and that the named school is a nonprofit, private school.

\*\*\*\*\* Allocations are based on the September 30, 2014 total enrollment as reported to the Delaware Department of Education.

Number of students: \_\_\_\_\_

\_\_\_ No, I am not interested in consulting with the Red Clay Consolidated School District regarding participating in Federal Programs.

Private School Name: \_\_\_\_\_

Head of School Name: \_\_\_\_\_

Head of School Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(Revised 1/7/15)



**NEW CASTLE COUNTY TITLE I EQUITABLE SERVICES PROGRAM  
STUDENT REFERRAL FORM – FOR SCHOOL YEAR 2015-16**

**STUDENT Name:** \_\_\_\_\_ Referring Teacher: \_\_\_\_\_  
**Home Address:** \_\_\_\_\_ Private School: \_\_\_\_\_  
 \_\_\_\_\_ Most Recent Reading/ELA Report Card Grade: \_\_\_\_\_  
**Home Phone #:** \_\_\_\_\_ Most Recent Math Report Card Grade: \_\_\_\_\_  
**Parent Cell Ph#** \_\_\_\_\_ Grade Enrolled in Fall 2015 (2015-2016 SY): \_\_\_\_\_  
**Parent Email:** \_\_\_\_\_ **Feeder School for 2015-16I:** \_\_\_\_\_  
**Principal Signature:** \_\_\_\_\_ **Vendor Signature:** \_\_\_\_\_

-----COMPLETED BY THE CLASSROOM TEACHER-----

| Rdg | Reading Concerns (Check all that apply).                | Math | Math Concerns (Check all that apply.)                |
|-----|---|------|--|
|     | Lacks Phonemic Awareness                                |      | Demonstrates poor number sense                       |
|     | Lacks Phonetic Skills/Structural Analysis               |      | Lacks basic knowledge of facts for grade level       |
|     | Vocabulary is limited                                   |      | Lacks understanding of math concepts for grade level |
|     | Reading Fluency is limited, or lacking, poor expression |      | Exhibits poor problem solving strategies             |
|     | Lacks understanding of word meanings                    |      | Unable to communicate Math Concepts                  |
|     | Comprehension skills are limited or lacking             |      | Lacks proficiency/work is inaccurate                 |
|     | Poor Oral Communication                                 |      | Math reasoning is below grade level                  |
|     | Poor Written Communication                              |      | Unable to relate Math Concepts to authentic tasks    |
|     | Poor Study Skills                                       |      |  |
|     | <b>&lt; TOTAL Number Reading Comments</b>               |      | <b>&lt; TOTAL Number Math Comments</b>               |

✓ **ATTACH** (Check all that is submitted for review.)

✓ **ATTACHED** (Check all that is submitted for review.)

**Parent Consent Form is signed and attached. REQUIRED**

|   |                      |                                     |                      |
|---|----------------------|-------------------------------------|----------------------|
| Terra Nova Reading--Composite %ile                | <input type="text"/> | Terra Nova Math--Composite %ile     | <input type="text"/> |
| Metropolitan Test of Readiness--%ile              | <input type="text"/> | Other Standardized Math Test %ile:  | <input type="text"/> |
| Spring 2015 gRade (GVS)                           | <input type="text"/> | Spring 2015 gMade (GVS)             | <input type="text"/> |
| May 2015 SM Reading performance                   | <input type="text"/> | May 2015 SB Math performance        | <input type="text"/> |
| Other Standardized Reading Test %ile:             | <input type="text"/> | 2014-2015 report card (entire year) | <input type="text"/> |
| Anecdotal notes with intervention strategies used |                      | Other:                              |                      |

-----COMPLETED BY THE LEA TITLE I COORDINATOR-----

2015-2016 Home Feeder School: \_\_\_\_\_ Verifying District: \_\_\_\_\_

This student  **MEETS** eligibility criteria for Title I services in a private school for:  reading  math  both

This student  **IS NOT** eligible due to  residency  grade span served  prioritized ranking  incomplete referral

\_\_\_\_\_  
Title I Supervisor  
(Revised 1/19/15)

\_\_\_\_\_  
Date

## Procedures for Referral of Students for Title I Services

1. The referring private school completes the top section of the form by providing family and school contact information, verifying that the student resides in a public school feeder pattern where Title I services are offered to public school students, and specifies the reading and math performance concerns observed in the classroom by checking the appropriate column(s) by content area. If the child does not reside in a participating public Title I feeder pattern efforts to refer the child are abandoned.
2. A Parental Consent Form template that approves release of student academic records and approval to receive services will be provided to the private school. The private school provides the parents/guardians with the Parent Consent Form that informs the parent that a referral for Title I services will be made due to below average scores on the spring standardized tests and current academic grades. The original notification letter will be signed, returned to the school and attached to this form confirming approval to release records to the LEA and granting permission to participate in the Title I program. The private school will distribute and collect the signed Parent Consent Form and make follow-up contacts with parents/guardians if the consent form is not returned. Principals will keep a copy of the signed Parent Consent Form and give the original to the Title I staff for the child's portfolio.
3. Attach copies of all academic and intervention documentation that reflects consideration for eligibility for Title I support in reading and/or math. On the front of this referral form, place a check mark in each box corresponding to every document that is attached. (The vendor or LEA will attach Spring gMade and gRade test results for pupils who received Title I services during the current school year.)
4. The private school principal collects all referral forms for the school, signs and dates each referral and verifies that required documents are attached for each student and then either faxes, electronically scans, emails, or sends the required documents through US mail, or hand delivers all referrals on or before October 1<sup>st</sup> to the Title I Coordinator in the school district where the private school is located. The school will maintain a copy of all submissions for future reference. LEAs will prioritize referrals for their respective, eligible students through November 30<sup>th</sup>.

| DISTRICT             | TO                    | FAX          | PHONE        | EMAIL                              |
|----------------------|-----------------------|--------------|--------------|------------------------------------|
| <b>Appoquinimink</b> | Dr. Debbie Panchisin  | 302-378-5280 | 302-376-4271 | Debbie.Panchisin@appo.k12.de.us    |
| <b>Brandywine</b>    | Dr. Cary Riches       | 302-765-1900 | 302-793-5055 | cary.riches@bsd.k12.de.us          |
| <b>Christina</b>     | Mr. Philip Keefer     | 302-552-2656 | 302-552-2683 | Philip.Keefer@christina.k12.de.us  |
| <b>Colonial</b>      | Dr. Nicholas Baker    | 302-323-2730 | 302-323-2727 | NBaker@colonial.k12.de.us          |
| <b>Red Clay</b>      | Mrs. Christine Miller | 302-996-1231 | 302-552-3815 | Christine.Miller@redclay.k12.de.us |
| <b>Smyrna</b>        | Dr. Rachael Rudinoff  | 302-653-3427 | 302-653-3135 | rachael.rudinoff@smyrna.k12.de.us  |

5. The Title I Coordinator verifies the feeder school and the district of residence for each student before forwarding the forms to the appropriate LEA Title I Coordinators.
6. The LEA of residence will review the submitted data and determine eligibility based on residency, grade spans served, academic need and priority ranking. Services will be provided based on the school's allocation. Funds are **NOT** pooled.
7. The LEA Coordinator will sign and scan/FAX the approved referral forms to the service provider. The original referral forms will be filed and maintained by the district for program evaluation and progress monitoring.
8. Instructional Services and/or testing will begin on or before OCTOBER 1<sup>st</sup>. The service provider will pretest students using the gMade for math and gRade for ELA if no Spring results were provided at the time of referral.
9. Referrals for students who are not serviced will be maintained in the event that vacancies arise as students withdraw from the program or the school or are discharged from the program. Waiting list referrals will be prioritized in order of highest need from the point where approved services stopped. Each LEA will decide if it will accept additional referrals during the school year based on the number of Waiting List referrals remaining and availability of instructional funds.
10. Title I services to participating private schools adhere to **Targeted Assistance** regulations. Referrals may be submitted and the Parent Consent Form for services approved prior to the Thanksgiving Break. This deadline will maximize instruction time for the remainder of the year and yield greater academic gains on the post-test.

(Revised 1/19/15)



### CONFIDENTIAL FAMILY SURVEY

FAMILY NO.: \_\_\_\_\_

\*FAMILY SIZE: \_\_\_\_\_

\*Family Size = All adults and children living in household.

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

NAME OF PUBLIC SCHOOL DISTRICT IN WHICH FAMILY RESIDES: \_\_\_\_\_

NUMBER OF CHILDREN ENROLLED IN THIS SCHOOL ONLY: \_\_\_\_\_

**LIST THE FIRST NAMES AND GRADES OF CHILDREN IN THIS SCHOOL ONLY.\***

\*If you have children in multiple schools, use a separate form for each school.

| FIRST NAME | GRADE | FIRST NAME | GRADE |
|------------|-------|------------|-------|
| _____      | _____ | _____      | _____ |
| _____      | _____ | _____      | _____ |
| _____      | _____ | _____      | _____ |

**ANSWER EACH OF THE FOUR QUESTIONS BELOW.**

1. Is your family receiving food stamps? YES \_\_\_\_\_ NO \_\_\_\_\_
2. Are you receiving public assistance/welfare funds under the TANF (Temporary Assistance to Needy Families, formerly termed AFDC)? YES \_\_\_\_\_ NO \_\_\_\_\_
3. Are any of your children listed above receiving medical assistance under the **MEDICAID** Program? YES \_\_\_\_\_ NO \_\_\_\_\_

**List the FIRST NAMES & GRADES of the children (in this school)\* receiving MEDICAID.**

| FIRST NAME | GRADE | FIRST NAME | GRADE |
|------------|-------|------------|-------|
| _____      | _____ | _____      | _____ |
| _____      | _____ | _____      | _____ |
| _____      | _____ | _____      | _____ |

4. On the chart below, please **circle your family size** and look at the **GROSS INCOME LEVELS** for your family size. **If the GROSS INCOME for the total number of people in your household is equal to or less than the income levels given, check "YES."**

**INCOME ELIGIBILITY GUIDELINES FOR FREE AND REDUCED PRICE MEALS**  
**Effective Date: July 1, 2013-June 30, 2014**

| FREE MEALS ELIGIBILITY   |                    |                  |                  |                  |                  | Write "YES" if your income is less than the total amounts listed for your family size |
|--|--------------------|------------------|------------------|------------------|------------------|---|
| Family Size  | Yearly             | Monthly          | Twice a Month    | Every 2 Weeks    | Weekly           |   |
| 1  | \$14,937           | \$1,245          | \$623            | \$575            | \$288            |   |
| 2  | \$20,163           | \$1,681          | \$841            | \$776            | \$388            |   |
| 3  | \$25,389           | \$2,116          | \$1,058          | \$977            | \$489            |   |
| 4  | \$30,615           | \$2,552          | \$1,276          | \$1,178          | \$589            |   |
| 5  | \$35,841           | \$2,987          | \$1,294          | \$1,379          | \$690            |   |
| 6  | \$41,067           | \$3,423          | \$1,712          | \$1,580          | \$790            |   |
| 7  | \$46,293           | \$3,858          | \$1,929          | \$1,781          | \$891            |   |
| 8  | \$51,519           | \$4,294          | \$2,147          | \$1,982          | \$991            |   |
| For each additional household member; add the amount to the right... | \$5,226 per person | \$436 per person | \$218 per person | \$201 per person | \$101 per person |   |

\*This may be a foster child, an emancipated youth or a special education child over the age of 16.

**If your family has more than eight (8) members, please list ANNUAL GROSS INCOME:**

\$ \_\_\_\_\_

*If you have questions or need assistance in completing this confidential family survey, please contact your school principal.*

*Every completed form provides an opportunity for federal funding to support school students in your child(ren)'s school.*