

2014, Cohort 12:
“Learning Through The Arts”
H.O. Brittingham & Clear Space Theatre Company

Delaware
21st Century Community Learning Centers
Subgrant Application



Issued by:



Education Supports and Innovative Practices Branch
Supports and Improvement Resources Workgroup
For more information contact:

John H. Hulse

Education Associate, School Improvement
Delaware Department of Education
35 Commerce Way, Suite 1
Dover, DE 19904
Phone: (302) 857-3320
john.hulse@doe.k12.de.us

Teresita Cuevas

Delaware 21st Century Community Learning Centers
Center for Disabilities Studies
University of Delaware
461 Wyoming Rd
Newark, DE 19716
Phone: (302) 831-2053
tmejia@udel.edu

2014 Cohort 12 Delaware 21st Century Community Learning Centers Subgrant Application			
Section I : Application Information and Abstract			
Status Lead Agency and Fiscal Agent (please check)			
<input checked="" type="checkbox"/> School District <input type="checkbox"/> Private Non-Private Organization <input type="checkbox"/> Faith-Based Organization			
<input type="checkbox"/> Private For-Profit Organization <input type="checkbox"/> Other (please explain):			
Lead Agency and Fiscal Agent: H.O. Brittingham Elementary School/Cape Henlopen School District			
Address: 400 Mulberry Street			
City, State: Milton, DE		Zip: 19968	
Telephone Number: 302-684-8522		Fax Number: 302-684-2043	
E-mail Address: aleta.thompson@cape.k12.de.us			
Federal Employee ID #: 516000279		Child Care License # (if applicable):	
Past Or Current 21 st CCLC Subgrantee <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Project Director: Aleta Thompson		Fax Number: 302-645-1374	
E-mail Address: aleta.thompson@cape.k12.de.us		Telephone Number: 302-841-7550	
Subgrant Start Date: May 1, 2014	Subgrant End Date: April 30, 2015	Amount Requested: \$250,000	
Anticipated total unduplicated number of students to be served 2014-2015 (30 days or more): 115			
Anticipated School Year Enrollment: 115		Anticipated Summer Enrollment: 80	
Anticipated Average Daily School Year Attendance: 115		Anticipated Average Daily Summer Attendance: 70	
List the school districts this project primarily will serve: Cape Henlopen School District		Please check as many as apply: <input type="checkbox"/> Establishment of a new program <input checked="" type="checkbox"/> Expansion of an existing program <input checked="" type="checkbox"/> Current 21st CCLC Subgrantee <input type="checkbox"/> New 21 st CCLC Subgrantee	
Check the county(ies) this project primarily will serve: <input type="checkbox"/> New Castle <input type="checkbox"/> Kent <input checked="" type="checkbox"/> Sussex			
Activities will primarily serve students and/or their families attending schools with at least 40% qualifying for free/reduced lunch		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Application reflects partnership between school/school district and community organization		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assurances have been signed as required		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Section I: Application Information and Abstract

Center Information:

Center Name (where services are provided)	Name of school building(s) attended by target population	Number of students to be served by site Anticipated Enrollment and Average Daily Attendance	School Principal Signature	School District Name
H.O. Brittingham Elementary School	H.O. Brittingham Elementary School	Enrollment: 115 (school year) Daily average: 110 (school year)	<i>Dr. Gristy Leaves</i>	Cape Henlopen School District
		Enrollment: 80 (summer) Daily average: 70 (summer)		
		Enrollment: Daily average:		
		Enrollment: Daily average:		
		Enrollment: Daily average:		

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"/> Reading/Literacy | <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Telecommunications/Technology |
| <input checked="" type="checkbox"/> Arts and Music | <input type="checkbox"/> Community Service | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Entrepreneurial Activities | <input type="checkbox"/> Science | <input type="checkbox"/> Cultural Activities/Social Studies |
| <input type="checkbox"/> Health/Nutrition related activities | <input type="checkbox"/> Youth Development | <input checked="" type="checkbox"/> Services for adult family members |

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Section I: Application Information and Abstract

School Information:

	Name of school	Name of school	Name of school	Name of school
Absolute Priority:	H.O. Brittingham Elementary			
The school building to be served is eligible for Title I schoolwide programs (40% or higher poverty level, based on the Expanded Poverty definition.).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Competitive Priorities:				
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 type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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 type="checkbox"/> Yes <input type="checkbox"/> No	<input 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 organization.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input 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 st CCLC before or after school programs either as the sole targeted group or as part of the targeted population.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Population Yes	Population	Population	Population
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 type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Programs targeted to students in the Appoquinimink, Caesar Rodney, Delmar, Lake Forest, Laurel, Milford School District's geographic areas (in order to continue to offer geographical diversity to Delaware's 21 st CCLC program)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Section I: Application Information and Abstract

Abstract:

4 points

This information will be used to inform the public about the grants. Briefly describe the scope, targeted population and intended impact of the project. *One page limit for this section*

The arts enrich lives, plain and simple. Students who participate in focused arts education--whether visual or performing--do better in their academic subjects, get along better with those who are different from them, and are positive risk-takers. A study of 25,000 students by Dr. James Catterall, Graduate School of Education and Information Studies at UCLA, demonstrated that student involvement in the arts is linked to higher academic performance, increased test scores, more community service, and lower dropout rates (www.AmericanForTheArts.org).

H.O. Brittingham and Clear Space Theatre Company, a local non-profit theatre company, will form a partnership to provide a 22-week afterschool arts program and 2-week summer program to give economically disadvantaged and low-achieving students from H.O. Brittingham Elementary School (Cape Henlopen School District) grades 2-5 opportunities to develop their creativity and improve their fluency and comprehension through comprehensive, strategic instruction in the performing arts and literacy. The target population will include students in grades 2-5 who are on free and reduced lunch and are at-risk and underachieving in the area of reading. The target population will be determined by analyzing current state reading assessment scores (currently the DCAS—DE Comprehensive Assessment System), DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores, and other RtI (Response to Intervention) data.

The program will have three distinct components: a three-week summer “acceleration academy,” a school-year after-school program, and a parent support/education program.

The summer acceleration program will prepare upcoming 2nd through 5th graders for the academic challenges the students will face in the upcoming school year in math and reading. Part of each full day will focus on the key academic vocabulary and background knowledge they’ll need to be successful in those classes. A second part will be literacy and math enrichment using games, improvisations, and other creative activities. A third part will focus on the arts—performing and visual, reinforcing imagination, problem-solving, and safe risk-taking.

The school year after-school program will offer activities including weekly classes in dance, acting, voice, art, character education, and literacy, taught by theatre and academic educators on Tuesdays and Thursdays throughout the school year. Students will study each performing arts discipline (voice, dance, and acting) one day each week, for two hours, putting these skills into authentic practice, culminating with performances of a short musical theatre production for the school and community. On the alternate day each week, students will attend academic enrichment classes with a focus on fluency and comprehension through reader’s theatre, writing, and independent computer instruction in literacy and math. These academic classes will vary each semester to coordinate with, complement, and inform the musical show done in the performing arts portion of the program. Included in the program will be a snack time/ homework help session.

The final component of the program will be a parent support program designed to promote more parental involvement and family literacy. This component will include six evening events for parents of students in the program: two will be end-of-semester performances that showcase the musical theatre and academic work their children have done; in addition, parents of participating students will be invited to attend four family workshops each year—two “Homework Diner” evenings, where the academic teachers guide parents through the homework requirements at each grade and give advice on how they can help their children with homework; a Curriculum evening event for parents; and a Friendship/Family Fun night to include theatre activities, dance/vocal demonstrations, and other performing arts related activities. The overall goal of the after-school and evening programs will be to enhance life skills: self-esteem, communication, collaboration, and safe risk-taking. These family nights will reinforce these skills.

Section II: Needs Assessment

24 points

Identify the target population and describe the needs for the project and provide supporting data as evidence. Use poverty information, academic achievement data and other relevant data sources to detail the need. *Two page limit for this section*

- Provide documentation of the academic needs

The chart below shows the percentage of students in the school who have reached the benchmark in the two major tools used to progress monitor students at H.O. Brittingham Elementary School. DIBELS is an early literacy monitoring tool used with K-3 students; DCAS is the current statewide reading and math assessment tool. We are most concerned with the progress of second graders into third grade. The focus of the summer acceleration session will be to stop the decline of reading and math skills measured by DCAS over the summer months as well as to increase those skills—and thus the scores—for the Winter DCAS testing.

Percentage of students meeting benchmark in Reading			
DIBELS	Spring '13	Fall '13	Winter '14
2 nd	60 % (1 st graders-current 2 nd graders)	68 %	75 %
3 rd	75 % (2 nd graders-current 3 rd graders)	55 %	62 %
DCAS	Spring '13	Fall '13	Winter '14
3 rd	71 % (2 nd graders-current 3 rd graders)	17 %	Not yet available
4 th	57 % (3 rd graders-current 4 th graders)	20 %	Not yet available
5 th	52 % (4 th graders-current 5 th graders)	31 %	Not yet available
Percentage of students meeting benchmark in Math			
DCAS	Spring '13	Fall '13	Winter '14
3 rd	82 % (2 nd graders-current 3 rd graders)	9 %	Not yet available
4 th	59 % (3 rd graders-current 4 th graders)	19 %	Not yet available
5 th	80 % (4 th graders-current 5 th graders)	26 %	Not yet available

- Provide documentation of the need for academic support outside of the regular school day

The student population served by this 21st CCLC grant is primarily low income and minority. H.O.B is a Title I school. The chart below lists the demographics based on race, language, and income for the past two years.

Delaware Department of Education School Profile/Demographics Data		
Demographics	2012-13 school year	Current school year
African American	24.3 %	25 %
Hispanic	30.8 %	32.1 %
White	39.2 %	41.1 %
ELL	14.6 %	16.1 %
Special Education	11.8 %	15.1 %
Low Income	77.4 %	79.5 %
Homeless	4.8%	6.2 %

- Document the lack of school and/or community resources to address the identified needs

If not for the 21st CCLC grant program, there would be no after-school arts or academic programming for the H.O. Brittingham students. There is a specifically targeted homework/tutoring program that has recently started at the school, but it serves only 30 students and doesn't offer arts enrichment, technology-based

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

learning, or academic enrichment and cooperative learning experiences. In the fall and the spring, football and soccer are available for students after school, but there are no local arts classes in the Milton area that are economically feasible for our students or that are broad-based enough to interest both boys and girls.

- Clearly identify any gaps in resources and/or programming currently limiting access to afterschool programming for the target population and the source of that information.

The formal childcare agencies in the residential zone of H.O. Brittingham Elementary students include Boys and Girls Club (with a 3 star rating by Office of Early Learning), Shell's Daycare, Beach Babies, Eagles Nest, and other smaller or private providers. None of the local childcare centers have formal focus on specific academic skill instruction or performing arts instruction to the extent that our program will.

- Link the identified needs to the desired project outcomes

The most obvious need is academic enrichment and consistency over the summer, in both math and reading. The dramatic drop in students' DCAS scores from the spring of one school year to the fall of the next school year is huge (see chart above) and our intensive two-week Acceleration Academy that we will start this coming summer is dedicated to preventing this loss of skills over the summer. As stated earlier in the program description, the summer arts portion of the program will reinforce the academic skills, with improvisations, theatre games, and other performance-based activities designed to focus on math and literacy. The academic sessions will be both a review of last semester's skills and a preview of the vocabulary and skills that students will encounter in reading and math classes in the fall. The final component will be math and literacy games sessions, both technology-based and traditional.

- Clearly cite data sources

Sources used in our data collection include the DE Department of Education (DCAS) and MCLASS/Amplify for DIBELS. Once our students are in the program, the computer-based literacy program that individualizes the student's work based on the pre-test information is Compass Learning Odyssey. The after-school daily attendance is tracked by hand, however this is coordinated and compared with the E-School Plus system daily school day attendance.

- Detail how the designated partners provided input into the needs assessment process

The reading specialist at H.O. Brittingham Elementary is the major source of information related to the literacy-based needs of the students in the program. She tracks their progress using the data provided from the assessments and that information is used by the teachers to plan and modify their instruction. Other input on specific students' individual needs comes from the school social worker, the Special Education Coordinator, and the Intensive Learning Center teachers. A team of teachers—both academic and arts--schedule the students by hand into the individual classes/groups to guarantee the "correct" mix to avoid any behavior issues and insure that all students will have opportunities for success.

- Detail how representatives of the targeted population provided input into the needs assessment process.

A parent survey (adapted from the 21st CCLC website and translated into Spanish) has yielded information we have used to adapt the program. In addition, student input (what they liked to do, what they wish they could do, etc.) has informed changes in our programming. Students in the program have helped select the upcoming musical production. The major input, however, has come from teachers in the program. Their goal is to have students engaged, happy, taking positive risks, and showing progress in both self-confidence and academics. Therefore, they are quick to modify when they see something not working.

Section III - Project Design and Work Plan - Goals, Strategies, Rationale

56 points

The project design should provide a detailed narrative overview of the services and programs to be provided to address needs identified in the Needs Assessment. Information should be provided on how these activities will address the gaps and/or problems identified in the needs assessment. Include information on participant recruitment, enrollment and retention. Provide information on how the services are relevant to the target population (gender, culture, age, special needs).

Two page limit for this part of this section

This grant proposal is dedicated to a rural community school where over 79 percent of the students are low income, 57 percent are minority, and 14 percent are English Language Learners. Our goal is to support this grant population with high quality, integrated arts and academic enrichment opportunities that will in turn improve the children's academic progress, aesthetic temperament, and increase their capacity to work and create with others as they grow and mature.

This project will target the students in our school who are not successful academically for a variety of reasons. Most of these are students who lack basic literacy skills, often performing poorly on standardized tests or on class work. Studies show that students like these also struggle because of behavior and/or motivation problems. These students are often not engaged during class time and cause disruption for those who are trying to focus on work. In addition, some have social problems due to emotional distress. As a result, focusing on traditional class activities is difficult for them. This proposal offers a much-needed alternative "hook" for students who have trouble responding to traditional classroom settings. Our students look forward to the fun and excitement of the performing arts and creative writing. This positive feedback loop creates the necessary positive associations with school that students need to stay engaged with academic work. This program rewards non-classroom achievements, shifting the idea of "success" out from merely test-taking or good grades to acknowledging and valuing other kinds of valid achievements, such as dancing, singing, acting skills, and visual arts.

Combining arts instruction with academics is a way to provide inspiration, motivation, and support to low achievers. Research shows that arts integration increases achievement. For example, a study on comprehension and dramatization shows that "first and second grade students who participated in drama to re-create a story they have heard read aloud have greater understanding of the story than those students who only heard the story" (*Critical Links: Learning in the Arts and Student Academic and Social Development*, 2002, p. 30, Study - Children's Story Comprehension as a Result of Storytelling and Story Dramatization: A Study of the Child as Spectator and as Participant). Instruction such as this allows students to be active and cognitively engaged at the same time.

In addition to everyday classroom benefits, the increased understanding that results transfers to improved test scores: "The use of creative drama with fifth-grade remedial reading students to act out stories read in class enables them to better understand what they read and also help them better understand reading they do not act out such as reading exercises found in standardized tests" ("The Effectiveness of Creative Drama as an Instructional Strategy to Enhance the Reading Comprehension Skills of Fifth-Grade Remedial Readers." *Critical Links: Learning in the Arts and Student Academic and Social Development*. 2002. http://www.americansforthearts.org/public_awareness/artsed_facts/highlights/002.asp).

Besides academic challenges, many of these students and families are facing increased financial difficulties due to the economic situation in the United States at the present time. In 2012-13 the low-income percentage for the H.O. Brittingham population was 77.4 percent. As of November 2013, 79.48 percent of the students at H.O. Brittingham were considered by the State as low income. Our families often have trouble providing the basic needs for their children, so enrichment opportunities are luxuries to them even in the best of times. There is little extra money to participate in after-school programs for sports, academic, or arts. Even

if students have opportunities to participate in scholarship funded programs, they cannot participate because their parents or guardians are working or do not have access to transportation. This grant provides both arts and academic enrichment and transportation so these students can participate in these valuable experiences. Research shows that students from low-income families can benefit from participating in the arts: “Low socioeconomic status (SES) students highly involved in theater outscored the low SES students who were not involved in theater in reading proficiency” (*Champions of Change*, 1999, p. 14, Graduate School of Education & Information Studies, University of California at Los Angeles, study: Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts.

http://www.americansforthearts.org/public_awareness/artsed_facts/highlights/champions_change/001.asp).

The school is located in a rural community where few cultural opportunities are available for young children. When our students participate in field trips to concerts, movies or plays, it is often the first time they have been in a theater. This is also exacerbated by the financial situations of the families. A portion of this grant will be used to bring a children’s theatre productions to the school and for field trips for the participants to see children’s theatre productions performed by Clear Space Theatre Company in their theatre.

Especially for low-income students, the three-month gap in instruction during the summer months results in a loss literacy skills in September. The summer portion of this program is specifically targeted to prevent this decline in literacy/reading scores that happens over the summer. In the academic portion of the three-week session, teachers will use the “acceleration” model to front-load background information and better prepare the students in math and reading for the new school year. The performing arts classes will allow students to work on improvisation, fluency, and expression as well as music and dance, based on short books and stories that the students write themselves. Through improvisation and problem solving through theatre games, the students will learn safe risk-taking and will practice inferencing and other comprehension skills needed to support their literacy progress.

Because a majority of the parents of students in the program do not speak English as their target language (the student population is 14.6 % English Language Learners), the school system is sometimes an alien, intimidating structure. We plan to involve parents in the following ways: First, all communications with parents will be in both English and Spanish. In addition, we plan to include six parent/family nights in this grant program. Two evenings will be end-of-semester performances of the musical theatre productions done during the after school sessions. Four additional evenings will include the following: 1) a Family Fun Night with theatre games and other activities; 2) a Curriculum Night, with information and activities that parents can do with their children to increase their literacy and math skills; and 3) one “Homework Diner” evening early each semester, where parents (and students) get help and advice from their children’s teachers on how to best help their children with their homework.

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Work Plan Information should include the following elements:

- Develop one project objective and work plan for **each** of the following three goals:
 1. Increase academic achievement of participating students in one or more academic areas
 2. Increase school connectedness of participants, including families, caregivers, and school teachers
 3. Increase capacity of participants to become productive adults
- Objectives must be measurable, quantitative, and achievable and indicate the expected target performance
- Describe the activities and strategies that will be used to address the needs, goals, and objectives of the project
- Cite research and/or best practices that provide evidence that project strategies are likely to attain the intended outcomes
- Describe the method/strategies to disseminate and market information about the project to appropriate populations

Please refer to the charts below for this information requested in the bullet points above.

Information about the program is disseminated to parents primarily through letters sent home with the students and through the school newsletter and the school website. All correspondence sent directly from the program to the parents is written in both English and Spanish. When necessary, program information is included on the Alert Now/Blackboard Connect automated telephone messaging. In addition, the after-school program maintains a bulletin board near the entrance to the cafeteria. Student work, information about the program and upcoming performances, photographs, and other program-related news are posted.

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Section III - Project Design and Work Plan							
Goals, Strategies, Rationale							
Goal #1: Increase academic achievement of participating students in one or more academic areas.							
Summer Program Start Date: July 28, 2014				Summer Program End Date: Aug. 7, 2014			
School Year Program Start Date: Sept. 16, 2014				School Year Program End Date: March 31, 2015			
<p>Instructions:</p> <p>Complete a work plan for: each objective (if more than one objective for each goal); each program site (if the work plans differ by site); and each period of service (summer, school year)</p> <p>If the work plans among multiple sites are identical, please note this.</p> <ul style="list-style-type: none"> ■ For each goal, set at least one measurable objective describing what will be accomplished during the project period. ■ The performance indicator(s) should identify the tool or method that will be used to measure progress. ■ List the key strategies and programming information for each strategy. 							
<p>Site(s):</p> <p>H.O. Brittingham Elementary School 400 Mulberry Street Milton, DE 19968</p>				<p>Service Period: (Check all that apply)</p> <p><input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> School Year</p> <p><input type="checkbox"/> Other _____</p>			
<p>Objectives:</p> <p>List only one objective for this goal; complete additional work plans for each additional objective relating to this goal.)</p> <p>Students will increase fluency to meet or exceed grade level benchmarks as measured by DIBELS. (Dynamic Indicators of Basic Early Literacy Skills--a universal assessment used in most schools for student progress monitoring.)</p>				<p>Performance Indicators (s):</p> <p>Oral reading fluency scores on DIBELS</p>			
Key Strategies:		Programming Activities					
List the key strategies used to produce the desired impact.	Targeted Population	Number of Targeted participants	Number and length of Sessions	Day(s) of Service	Time Frame	Start/end Dates	Agency/Staff person responsible
Students will participate in reading and rehearsing a reader's theater play.	Students scoring below benchmark on DIBELS and/or DCAS	28-30 students per grade for a total of 115 students	Summer Academic session: 2.5 hours, four days per week; School	Summer: 2 weeks for 4 days each week for total of 8 days; School	Summer : 9-3 Mon-Thurs.; School Year: 2:50-	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-	H.O. Brittingham academic staff and program directors

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

			Year Academic session: 1 two-hour session per week	year: 1 day per week/Sept . through March— total of 22 2-day weeks	4:50 pm Tues. and Thurs.	March 31, 2015		
Students will work individually with Compass Learning computer-based reading program	Students scoring below benchmark on DIBELS and/or DCAS	28-30 students per grade for a total of 115 students	Summer Academic session: 2.5 hours, four days per week; School Year Academic session: 1 two-hour session per week	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept . through March— total of 22 2-day weeks	Summer : 9– 3 Mon- Thurs.; School Year: 2:50- 4:50 pm Tues. and Thurs.	July 28- Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13- March 31, 2015	H.O. Brittingham academic staff and program directors	
Objectives: List only one objective for this goal; complete additional work plans for each additional objective relating to this goal.) Students will increase their reading comprehension skills as measured by the DCAS Math and Reading Comprehension Average Instructional Score			Performance Indicators (s): DCAS Math and Reading Comprehension Instructional Scores (fall, winter, spring)					
Key Strategies:		Programming Activities						
List the key strategies used to produce the desired impact.		Targeted Population	Number of Targeted participants	Number and length of Sessions	Day(s) of Service	Time Frame	Start/end Dates	Agency/Staff person responsible
Teacher and student questioning and making inferences, esp. about characterization		Students scoring below benchmark on DIBELS and/or DCAS;	25-30 students per grade for a total of 115 students	Summer Academic session: 2.5 hours, four days per week; School	Summer: 2 weeks for 4 days each week for total of 8 days; School	Summer : 9– 3 Mon- Thurs.; School Year: 2:50-	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-	H.O. Brittingham academic staff and program directors

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

, use of graphic organizers.	teacher recommendation		Year Academic session: 1 two-hour session per week	year: 1 day per week/Sept. through March—total of 22 2-day weeks	4:50 pm Tues. and Thurs.	March 31, 2015	
Students will work individually with Compass Learning computer-based reading and math program	Students scoring below benchmark on DIBELS and/or DCAS; teacher recommendation	25-30 students per grade for a total of 115 students	Summer Academic session: 2.5 hours, four days per week; School Year Academic session: 1 two-hour session per week	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept. through March—total of 22 2-day weeks	Summer : 9–3 Mon-Thurs.; School Year: 2:50-4:50 pm Tues. and Thurs.	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-March 31, 2015	H.O. Brittingham academic staff and program directors
Students will research and write short informational and creative pieces related to the content of the theatre play for the semester	Students scoring below benchmark on DIBELS and/or DCAS; teacher recommendation	25-30 students per grade for a total of 115 students	Summer Academic session: 2.5 hours, four days per week; School Year Academic session: 1 two-hour session per week	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept. through March—total of 22 2-day weeks	Summer : 9–3 Mon-Thurs.; School Year: 2:50-4:50 pm Tues. and Thurs.	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-March 31, 2015	H.O. Brittingham academic staff and program directors
Students will explore character and motivation through improvisational exercises	Students scoring below benchmark on DIBELS and/or DCAS; teacher	25-30 students per grade for a total of 115 students	Summer Arts session: 2.5 hours, four days per week; School Year Arts	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1	Summer : 9–3 Mon-Thurs.; School Year: 2:50-4:50 pm	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-March	Clear Space Theatre Company acting/dance / music teachers

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

	recommend -ation		session: 1 two- hour session per week	day per week/Sept through March— total of 22 2-day weeks	Tues. and Thurs.	31, 2015	
--	---------------------	--	---	--	------------------------	----------	--

Section III - Project Design and Work Plan

Goals, Strategies, Rationale

Goal #1: Increase academic achievement of participating students in one or more academic areas.

Instructions: Explain why the strategies you have identified will increase school connectedness of participants.

Acting out, improvising, and creating (either physically or mentally) expands the child. When “getting into character,” thinking and talking about a story or a play, or writing for a specific audience, the student “gets out of himself” and starts to see things from another’s perspective, developing empathy and a connection to others. In addition, the successful, safe risk-taking involved in creating a performance or product increases self-esteem, which hopefully will transfer to academic settings as well. In both the arts and academic classes, the goal is to give students experiences they would not have in their school day, experiences that will reinforce literacy and math skills, build self-confidence and self-esteem, and give them opportunities to work collaborative with their peers.

Key Strategies related to this goal: List the strategies related to this goal.

1. Students will participate in reading and rehearsing a reader’s theater play.
2. Students will work individually with Compass Learning computer-based reading and math program
3. Teacher and student questioning and making inferences, esp. about characterization, use of graphic organizers.
4. Students will research and write short informational and creative pieces related to the content of the theatre play for the semester
5. Students will explore character and motivation through improvisational exercises

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

Goal #1 is supported by both the academic and performing arts arms of our “Learning Through the Arts” program. The student outcomes inherent in these strategies are based on grade-level knowledge and skills from the Common Core State Standards in Reading, Writing, Speaking and Listening, and Foundational Skills and in Mathematics. Except for the one computer-based literacy class, the classes students take combine physical and mental work to increase these literacy skills. Improvisation, reading in character, acting out a play, and researching and writing using technology are engaging activities that involve the whole child.

Best Practice: Identify any scientifically based strategies and/or program components that you expect will help you reach Goal #1. Cite research or other evidence that supports this belief.

Eric Jensen, in his work on poverty and schools, stresses that teachers of students of poverty must be extra prepared and metacognitive in their instructional choices: the learning experiences must be motivating, relevant, challenging, and well-paced. He suggests several strategies to hook these students who often see school as an obligation: chunking the information, using acting it out to solve problems or understand stories, lowering the stakes (“it’s not for a grade”), etc. Our teachers have had presentations on his work and plan according to his principles.

Steve Zemelman et al, in *Best Practices*, stresses that instruction that is “best practice” should be student-centered, social, and cognitive. These are qualities we use to help select the activities and learning experiences in our program.

Our major research base includes the following:

- Jensen, E. Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do about It (2009) Alexandria: ASCD.

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

- Jensen, E. Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. (2013) Alexandria: ASCD.
- Zemelman, S., Daniels, H., Hyde, A. Best practices. Today's Standards for Teaching and Learning in America's Schools. (2005). Portsmouth, New Hampshire. Heinemann.
- <http://files.eric.ed.gov/fulltext/ED529766.pdf>: Critical Evidence: How the ARTS benefit student achievement
- <http://arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth> New NEA Research Report Shows Potential Benefits of Arts Education for At-Risk Youth Youth Have Better Academic Outcomes, Higher Career Goals, and Are More Civically Engaged
- "Research Spotlight on Parental Involvement in Education. National Education Association. <https://www.nea.org/tools/17360.htm>

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Section III - Project Design and Work Plan							
Goals, Strategies, Rationale							
Goal #2: Increase school connectedness of participants, including families, caregivers, and school teachers							
Summer Program Start Date: July 28, 2014				Summer Program End Date: Aug. 7, 2014			
School Year Program Start Date: Sept. 16, 2014				School Year Program End Date: March 31, 2015			
<p>Instructions:</p> <p>Complete a work plan for: each objective (if more than one objective for each goal); each program site (if the work plans differ by site); and each period of service (summer, school year)</p> <p>If the work plans among multiple sites are identical, please note this.</p> <p>■ For each goal, set at least one measurable objective describing what will be accomplished during the project period.</p> <p>■ The Performance Indicators (s): should identify the tool or method that will be used to measure progress.</p> <p>■ List the key strategies and programming information for each strategy.</p>							
<p>Site(s):</p> <p>H.O. Brittingham Elementary School</p> <p>400 Mulberry Street</p> <p>Milton, DE 19968</p>				<p>Service Period: (Check all that apply)</p> <p><input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> School Year</p> <p><input type="checkbox"/> Other _____</p>			
<p>Objectives:</p> <p>List only one objective for this goal; complete additional work plans for each additional objective relating to this goal.)</p> <p>Students will make connections between their commitment to the after-school arts program and their work within the academic day.</p>				<p>Performance Indicators (s):</p> <p>End of session surveys with students in the program, parents of those students, and school-day academic teachers</p> <p>Tracking of attendance of students in the after school program</p> <p>Tracking of attendance of parents of students in the after school program</p>			
Key Strategies: List the key strategies used to produce the desired impact.	Programming Activities						
	Targeted Population	Number of Targeted participants	Number and length of Sessions	Day(s) of Service	Time Frame	Start/end Dates	Agency/ Staff person responsible
Arts Educators will reinforce, through class discussion, the connecting ideas concerning the commitment	Students scoring below benchmark on DIBELS and/or DCAS;	25-30 students per grade for a total of 115 students	Summer Arts session: 2.5 hours, four days per week;	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept.	Summer: 9– 3 Mon-Thurs.; School Year: 2:50-4:50 pm Tues. and Thurs	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014;	Clear Space Theatre Company acting/dance/ music teachers

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

and discipline of arts study with those same expectations in academic study.	teacher recommendation		School Year Arts session: 1 two-hour session per week	through March—total of 22 2-day weeks		Jan. 13-March 31, 2015	
The academic and arts teachers will plan together to coordinate both theme and content so both the academic and arts classes are talking about similar topics and content	Students scoring below benchmark on DIBELS and/or DCAS; teacher recommendation	25-30 students per grade for a total of 115 students	At least 1 hour per week during the course of the program	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept. through March—total of 22 2-day weeks	Weekly during the sessions	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-March 31, 2015	H.O. Brittingham academic staff and program directors and Clear Space Theatre Company acting/dance/ music teachers
Objectives: List only one objective for this goal; complete additional work plans for each additional objective relating to this goal.) Parents and students will see the school as a safe, welcoming environment beyond the academic day.		Performance Indicators (s): End of session surveys with students in the program, parents of those students, and school-day academic teachers Tracking of attendance of students in the after school program Tracking of attendance of parents of students in the after school program					
Key Strategies: List the key strategies used to produce the desired impact.	Programming Activities						
	Targeted Population	Number of Targeted participants	Number and length of Sessions	Day(s) of Service	Time Frame	Start/end Dates	Agency/ Staff person responsible
Six parent/family evening events held at the school during the school	Parents of students in the after school program	Parents of participating students	6 sessions, 2 hours each	Three each semester	6-8 pm, Wed. evenings	6 dates between Sept. 16 and March 31	H.O. Brittingham academic staff and program

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

year to involve parents in the arts and academic lives of their children							directors and Clear Space Theatre Company acting/dance/ music teachers
Communications with parents will be sent out on a regular basis and will be bilingual	Parents of students in the after school program	Parents of participating students	Letters, calendars, notices sent out at least 4 times each semester	At least four correspondences each semester	Pre-session, two weeks before final performance; before each evening event	8 dates between Sept. 6 and March 31	Program director

Section III - Project Design and Work Plan
Goals, Strategies, Rationale
Goal #2: Increase school connectedness of participants, including families, caregivers, and school teachers
<p>Instructions: Explain why the strategies you have identified will increase school connectedness of participants.</p> <p>Including all stakeholders in a project is key to both participants' and the program's success. Student interest, parent support, and teacher collaboration are all critical to making this program great. Giving the teachers—both performing arts and academic—time to work together to brainstorm and plan not just the musical production choice but the projects that will support the theme and provide the focus for the entire program has been essential. As a result, students hear and see and “do” the focus in all of the classes they have each day. Because the school-day teachers are part of each class, the school rules and school behavior code is part of the after school program atmosphere as well.</p> <p>The parent/family connection is also very important and regular and frequent communication not only keeps families connected but also avoids confusion and reinforces the positive connection between the school and the family. In the performing arts classes, the end product is the performance for the school and the parents. This is our strongest connection to families to date. Each semester over 250 family and friends come to the school to see the final musical theatre productions. In this new grant proposal, we will add two “Homework Diner” evenings next year, where parents and caregivers can learn from the school day teachers tips for helping their children with their homework. In addition, parents will get a glimpse of the work done in the arts classes at a Family Fun Night event. Finally, there will be a math/ELA curriculum event to share the goals of the program and the curricular connection between the after school program and the school day and the CCSS. The more parents and students see the school as a place to both learn and have fun, the more connection they will have with their education.</p>
<p>Key Strategies related to this goal: List the strategies related to this goal.</p> <ol style="list-style-type: none"> 1. Arts Educators will reinforce, through class discussion, the connecting ideas concerning the commitment and discipline of arts study with those same expectations in academic study. 2. The academic and arts teachers will plan together to coordinate both theme and content so both the academic and arts classes are talking about similar topics and content 3. Six parent/family evening events held at the school during the school year to involve parents in the arts and academic lives of their children 4. Communications with parents will sent out on a regular basic and will be bi-lingual
<p>Rationale: How will implementing these strategies lead to the achievement of Goal #2? What changes will it bring about with the participants that will ultimately lead to increase school connectedness?</p> <p>It is important that students and families see the school as a positive, important part of the family. To this end, we try to integrate the academic and arts program so that the theme/topic of the musical theatre production in the arts classes form the theme of the academic work, especially in the writing and readers' theatre classes. This helps emphasize the value of the arts and its connectedness in other aspects of life.</p> <p>We are strengthening our parent/family component, adding two “Homework Diner” sessions for parents, where they are get help with how to help their children with their homework and literacy and math suggestions. In addition, families are invited to two evening performances each year. In addition, the Family Fun Night at H.O.B. will include a theatre games session for parents to participate in. Parents will receive notifications via bi-lingual letters and memos sent home, via the school newsletter “The Buzz,” and if necessary via the AlertNow/Blackboard Connect system.</p>

Best Practice: Identify any scientifically based strategies and/or program components that you expect will help you reach Goal #2. Cite research or other evidence that supports this belief.

Research that the National Endowment for the Arts has done over the past 50 years stresses the positive impact that formal arts education has on students' academic success. In a 2012 article, NEA specifically made the connection between arts education and at-risk students and youth. Following low-income students from elementary through college, they found that low-income and at-risk students in formal arts education programs had better academic outcomes, higher career goals, and were more civically engaged.

NEA recently published a review on Best Practices in Education, and they found that regardless of income, students with involved parents were more likely to earn higher grades, pass classes, attend school regularly, have better social skills, and graduate and go on to postsecondary education.

Working with other students on projects, collaborating, supporting, and sharing responsibilities give students more stake in their education. Steve Zemelman et al, in *Best Practices*, stresses that instruction that is "best practice" should be student-centered, social, and cognitive. When students collaborate to do research, a play, a musical, the work they do is "social." Also using Zemelman's Best Practice formula, the musicals chosen each semester are ones that students are interested in: *101 Dalmatians*, *Aladdin*, *The Jungle Book*, etc.

Our major research base includes the following:

- <http://arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth> New NEA Research Report Shows Potential Benefits of Arts Education for At-Risk Youth Youth Have Better Academic Outcomes, Higher Career Goals, and Are More Civically Engaged
- "Research Spotlight on Parental Involvement in Education. National Education Association. <https://www.nea.org/tools/17360.htm>
- Zemelman, S., Daniels, H., Hyde, A. Best practices. Today's Standards for Teaching and Learning in America's Schools. (2005). Portsmouth, New Hampshire. Heinemann.

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Section III - Project Design and Work Plan								
Goals, Strategies, Rationale								
Goal #3: Increase capacity of participants to become productive adults								
Summer Program Start Date: July 28, 2014				Summer Program End Date: Aug. 7, 2014				
School Year Program Start Date: Sept. 16, 2014				School Year Program End Date: March 31, 2015				
<p>Instructions:</p> <p>Complete a work plan for: each objective (if more than one objective for each goal); each program site (if the work plans differ by site); and each period of service (summer, school year)</p> <p>If the work plans among multiple sites are identical, please note this.</p> <p>■ For each goal, set at least one measurable objective describing what will be accomplished during the project period.</p> <p>■ The Performance Indicators (s): should identify the tool or method that will be used to measure progress.</p> <p>■ List the key strategies and programming information for each strategy.</p>								
<p>Site(s):</p> <p>H.O. Brittingham Elementary School</p> <p>400 Mulberry Street</p> <p>Milton, DE 19968</p>				<p>Service Period: (Check all that apply)</p> <p><input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> School Year</p> <p><input type="checkbox"/> Other _____</p>				
<p>Objectives:</p> <p>List only one objective for this goal; complete additional work plans for each additional objective relating to this goal.)</p> <p>Students gain collaborative skills through participating with peers in the performing arts</p>				<p>Performance Indicators (s):</p> <p>Discipline referrals from the program</p> <p>School-day teacher surveys about changes in program students' behavior, work habits</p>				
Key Strategies:		Programming Activities						
List the key strategies used to produce the desired impact.		Targeted Population	Number of Targeted participants	Number and length of Sessions	Day(s) of Service	Time Frame	Start/end Dates	Agency/Staff person responsible
Students compose creative dance movements based on transferred concepts		Students scoring below benchmark on DIBELS and/or DCAS; teacher recommendation	25-30 students per grade for a total of 115 students	At least 1 hour per week during the course of the program	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept. through March—	Weekly during the school year sessions; daily in summer	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-March 31, 2015	Clear Space Theatre Company acting/dance/music teachers

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

				total of 22 2-day weeks			
Students practice and perform monologue and scene work based on writing assignments, improvisations, and scripts	Students scoring below benchmark on DIBELS and/or DCAS; teacher recommendation	25-30 students per grade for a total of 115 students	At least 1 hour per week during the course of the program	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept. through March—total of 22 2-day weeks	Weekly during the school year sessions; daily in summer	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-March 31, 2015	Clear Space Theatre Company acting/dance/music teachers; H.O. Brittingham academic teachers
Students learn through observation, modeling, and practice the responsibilities and behaviors of good audience members, supporting, encouraging, and appreciating the work of the performers	Students scoring below benchmark on DIBELS and/or DCAS; teacher recommendation	25-30 students per grade for a total of 115 students	At least 1 hour per week during the course of the program	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept. through March—total of 22 2-day weeks	Weekly during the school year sessions; daily in summer	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-March 31, 2015	H.O. Brittingham academic staff and program directors and Clear Space Theatre Company acting/dance/music teachers
Objectives: List only one objective for this goal; complete additional work plans for each additional objective relating to this goal.) Students explore, discover, and realize multiple solutions to a given problem		Performance Indicators (s): Observation of the student improvisation (capacity to work independently, cooperatively and collaboratively with little staff interference) Assessment of student behavior as audience members					

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Key Strategies: List the key strategies used to produce the desired impact.	Programming Activities						
	Targeted Population	Number of Targeted participants	Number and length of Sessions	Day(s) of Service	Time Frame	Start/end Dates	Agency/Staff person responsible
Students participate in group and individual improvisation exercises in voice, acting and dance connected to creative problem-solving	Students scoring below benchmark on DIBELS and/or DCAS; teacher recommendation	25-30 students per grade for a total of 115 students	At least 1 hour per week during the course of the program	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept. through March—total of 22 2-day weeks	Weekly during the school year sessions; daily in summer	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-March 31, 2015	Clear Space Theatre Company acting/dance/music teachers; H.O. Brittingham academic teachers
Students participate in group and individual improvisations and performances designed to scaffold and reinforce safe risk-taking	Students scoring below benchmark on DIBELS and/or DCAS; teacher recommendation	25-30 students per grade for a total of 115 students	At least 1 hour per week during the course of the program	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept. through March—total of 22 2-day weeks	Weekly during the school year sessions; daily in summer	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-March 31, 2015	Clear Space Theatre Company acting/dance/music teachers; H.O. Brittingham academic teachers
Objectives: List only one objective for this goal; complete additional work plans for each additional objective relating to this goal.) Students develop long-term goal achievement through the rehearsal process of a musical theatre production		Performance Indicators (s): Observation of student behavior through the rehearsal process Surveys of students at the completion of the semester program Parent surveys					

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Key Strategies: List the key strategies used to produce the desired impact.	Programming Activities						
	Targeted Population	Number of Targeted participants	Number and length of Sessions	Day(s) of Service	Time Frame	Start/end Dates	Agency/Staff person responsible
Students spent the semester building towards a final product (a performance in the musical theatre classes and a connected writing project in the academic classes)	Students scoring below benchmark on DIBELS and/or DCAS; teacher recommendation	25-30 students per grade for a total of 115 students	At least 1 hour per week during the course of the program	Summer: 2 weeks for 4 days each week for total of 8 days; School year: 1 day per week/Sept. through March—total of 22 2-day weeks	Weekly during the school year sessions; daily in summer	July 28-Aug. 7, 2014; Sept. 16-Dec. 9, 2014; Jan. 13-March 31, 2015	H.O. Brittingham academic staff and program directors and Clear Space Theatre Company acting/dance/music teachers

Section III - Project Design and Work Plan
Goals, Strategies, Rationale
Goal #3: Increase capacity of participants to become productive adults
<p>Instructions: Explain why the strategies you have identified will increase school connectedness of participants.</p> <p>Problem-solving, collaborative working skills, confidence enough to take risks, and respect for others' efforts are the skills that make many adults successful and productive. These habits of mind and practice are inherent in the creative process of performance and transfer easily into the academic, social, and work lives of our students.</p> <p>As students spend months preparing for their final performance (the culmination of all their efforts rehearsing, researching the script, generating their own writing projects and crafting costumes), the process fosters long-term goal achievement. At the end of each session, students participate in two final performances--a school performance for their peers and an evening show for families. These culminating experiences help crystallize the value (and joy) of sustained efforts over time.</p> <p>As students practice safe risk-taking through improvisation and informal performance, they learn the coping skills needed as adults. Learning to be brave in a safe, supportive environment and learning to "put yourself out there" on stage can translate to students taking bigger steps in the classroom and being confident enough to stand up for what is right.</p> <p>The value of being a good, supportive audience member is also emphasized as students observe each other during rehearsals and realize the value of support of others.</p>
<p>Key Strategies related to this goal: List the strategies related to this goal.</p> <ol style="list-style-type: none"> 1. Students compose creative dance movements based on transferred concepts 2. Students practice and perform monologue and scene work based on writing assignments, improvisations, and scripts 3. Students learn through observation, modeling, and practice the responsibilities and behaviors of good audience members, supporting, encouraging, and appreciating the work of the performers 4. Students participate in group and individual improvisation exercises in voice, acting, and dance connected to creative problem-solving 5. Students participate in group and individual improvisations and performances designed to scaffold and reinforce safe risk-taking 6. Students spent the semester building towards a final product (a performance in the musical theatre classes and a connected writing project in the academic classes)
<p>Rationale: How will implementing these strategies lead to the achievement of Goal #3? What changes will it bring about with the participants that will ultimately lead to becoming productive adults?</p> <p>School can be rigid and unforgiving to those who don't understand the system, don't speak the language, or find academic settings difficult. But a successful, productive adult is one who is educated, who can work well with others, and can problem solve and take risks. All aspects of the program encourage cooperation and collaboration, from the short research projects to the small-group improvisations. Students are encouraged to support each other and celebrate diversity from the very first class: each day in arts classes the students practice what it means to be a good audience. The small-group improvisations done in both acting and readers theatre classes encourage and celebrate safe-risk taking and problem solving. Students collaborate with partners, decide on solutions, and act these out in front of their peers.</p> <p>In both the writing and the performance arts classes, students must sustain a project for an entire semester, learning the important lesson that sustained and focused hard work yields success.</p>

Best Practice: Identify any scientifically based strategies and/or program components that you expect will help you reach Goal #3. Cite research or other evidence that supports this belief.

The strategies we have selected to reach this goal are supported by research. Most importantly, the skills that students learn in performing and visual arts classes transfers to other aspects of their lives (Critical Evidence). In addition, the three components of Zemelman et al. research into best practices, that instruction should be student-centered, social, and cognitive, are found in the activities and experiences students participate in. The research concerning the connection between formal arts education and academic, social, and civic success cited in the earlier goals applies here as well.

Our major resource base includes the following:

- <http://files.eric.ed.gov/fulltext/ED529766.pdf>: Critical Evidence: How the ARTS benefit student achievement
- Zemelman, S., Daniels, H., Hyde, A. Best practices. Today's Standards for Teaching and Learning in America's Schools. (2005). Portsmouth, New Hampshire. Heinemann.
- <http://arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth> New NEA Research Report Shows Potential Benefits of Arts Education for At-Risk Youth Youth Have Better Academic Outcomes, Higher Career Goals, and Are More Civically Engaged

Section IV: Project Administration

36 points

Please address the items listed below in numbered order.

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

The Cape Henlopen School District has as its mission to prepare “each student for a healthy, creative, and rewarding life in a diverse and global society by creating an educational environment that enables each student to achieve personal excellence and lifelong learning skills to become a productive and responsible citizen.” A district that includes both a popular resort and rural communities, Cape Henlopen has extremes in both culture and economics. H.O. Brittingham Elementary School, located in Milton, Delaware, is a school with a 79.48 percent rate economically disadvantaged, with 55 percent minority population. The staff of this school is committed to giving each of their students the skills needed to be successful citizens, and to this end, the program described in this grant will give opportunities to these underprivileged children to see that learning is more than decoding words and doing math problems, that learning is something that is a lifelong process involving all aspects of their lives.

The second grant partner, Clear Space Theatre Company (CSTC), has been the leading voice in theatre arts education in the Cape Henlopen community since the organization’s founding in 2004. Its mission is to establish a presence and awareness of theatre, music, and dance, by promoting, performing and producing arts of high quality. Education is an important arm of the organization, with both child and adult tuition evening classes in voice, acting, and dance held each semester at their Rehoboth Beach location. Last year, over 600 adult and school age students participated in the educational classes with CSTC. The collaboration between CSTC and the H.O. Brittingham Elementary team is built on the proven success of CSTC’s education program, giving the students at H.O. Brittingham the opportunity to study with theatre professionals in voice, dance, and drama classes, and to translate the skills they’ll learn to the academic portions of the after-school program through readers’ theatre, and playwriting.

Students in the after-school program will have opportunities to perform for classmates and families at evening curriculum nights, end-of-semester productions, as well as during the school day in their classes. The writing pieces they publish will be on view for the school to see and read.

2. Describe the capacity of the applicant to manage the project successfully. Include any past 21st Century Community Learning Center experience, including successes and barriers. If in your past 21st CCLC grant administration there were barriers or problems, you may address how you plan to address these for this subgrant.

These two partners have successfully completed a five-year 21st CCLC grant, Cohort 7. Each year of that grant we refined the objectives and strategies to better meet the needs of our students. The 21st CCLC twice-yearly evaluations were positive, as were the evaluations from the Clear Space Theatre organization and the parent surveys. One troubling piece of data we saw was that the students lost academic ground in reading over the summer months, based on a comparison of spring and the following fall data. As a result, this new Cohort 12 grant has included a summer “acceleration academy” to try to combat this drop. In addition, we have also added a parent/family education component, including six evening sessions for parents during the school year.

3. Describe the planned method / strategies to disseminate and market information about the project to appropriate populations, parents and the community-at-large.

The initial contact with parents of prospective students will be a letter home (in both English and Spanish) announcing the award of the grant. The school will make every attempt to have the targeted students pre-

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

enrolled before the end of this current school year for both the summer and fall sessions. When letters of information from the school are sent to families over the summer, information about registration in the after-school program will be included.

During the current school year, the grant project director will disseminate information to parents through the two monthly school publications: The monthly school newsletter *The BUZZ* will carry short pieces, with photographs, about the after-school program, and each homeroom teacher of participating students will be given short briefs about the program to include in his/her individual monthly parent newsletter as well. Information about this after-school collaboration will also be mentioned on the websites of the Cape Henlopen School District, H.O. Brittingham Elementary School, and Clear Space Theatre Company.

4. Describe how equitable access to and participation in the 21st CCLC program for students, family members and teachers with special needs will be ensured

All students who attend H.O. Brittingham who qualify will be invited to participate in the after-school program. The school will provide busses so that transportation is not a barrier to participation. After-school staff will be responsible for providing all students, including those with special needs, with any and all accommodations they might receive during the regular school day. A small teacher-student ratio, modified materials or activities, paraprofessionals, and computer-assisted literacy programs are elements of the grant program designed to ensure that all students will succeed. In addition, all communication with parents in the program will be done in both English and Spanish.

5. Describe how students will travel safely to and from the program, including between program sites and home. Tell which member of the partnership is responsible for scheduling transportation arrangements (including any contractual services) and which member of the partnership is responsible for the financial costs associated with transportation, even if it is an in-kind resource.

The grant provides school bus transportation from H.O. Brittingham Elementary School to each child's neighborhood at the end of each day's session, contracted through the district's transportation office and paid for with funding from the 21st CCLC grant. The grant project manager or an afterschool administrator will remain at the school until all students are safely home or at their day-care providers.

6. Federal law mandates that non-public school administrators be consulted in a timely and meaningful manner during the design and development of the program. Describe how this was done with non-public school representatives in your subgrant service area. If there are no non-public schools in your project service area, indicate that in this section of the application.

Two area non-public schools are within the boundaries of H.O. Brittingham Elementary School: The Jefferson School in Georgetown and Eagle's Nest Day Christian School in Milton. The district's Supervisor of Special Services and Curriculum Administrator will contact the administrators of these schools about this grant opportunity, outlining the program and the requirements for student participation.

7. Describe the staffing (including use of senior and other volunteers) for proposed activities and services, including brief job descriptions of key staff.

The Cape Henlopen School district will provide the grant director and the academic staff, including both teachers and paraprofessionals, to be paid for with 21st CCLC grant funding.

- Grant Project Director:
 - Maintain all grant progress data (surveys, RtI data, evaluation information)
 - Secure staff and facilitate orders of materials

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

- Work with Clear Space Theatre Company to design and implement after-school program in the arts
- Collaborate with H.O.B staff and arts education professionals
- Grant data and program evaluator
 - Collect and maintain data for students in the program
 - Monitor and adjust program initiatives to meet needs of students based on data and observation
- Academic teaching staff (10 teachers):
 - Plan and provide small group and individualized language arts instruction
 - Meet with each other and CSTC teachers to coordinate lessons and activities
- H.O. Brittingham teacher-liaison
 - Monitor classroom activities during the program
 - Monitor discipline issues
 - Contact parents when necessary
- Visual arts teacher
 - Provide instruction in visual arts, including set and costume work
- Paraprofessional staff
 - Monitor the transition time between the end-of-school and the start of the after-school session
 - Assist the academic and the performing arts teachers for the after-school sessions
 - Monitor students during the evening conferences and performance nights
- Snack time supervision (Kindergarten teachers, whose rooms are used for snacks and the program)
 - Monitor and supervise students during snack and attendance taking
 - Assist with homework help
- Academic Day “movement” time teachers
 - Lead students in movement (a variety of physical activities, from relays to exercises to dance)
 - Plan activities for students for this 20 min. session between snack time and the start of academic classes
- Office assistant
 - Maintain student attendance records and current parent/address information
 - Monitor communication with parents
 - Alert bus drivers of any absences
 - Maintain and supervise the Parent Pick-Up process at the end of each session
- Professional developers (1 arts, 1 literacy, and 1 instructional technology professional developers)
 - Provide training for afterschool staff in the performing arts
 - Provide training in use of drama to improve fluency and comprehension
 - Provide training in use of instructional and questioning strategies
 - Provide training and support infusing technology into instructional activities
 - Monitor and provide additional support for staff
- Clear Space Theatre Company Arts Program Director
 - Coordinate and guide the lesson development and professional development
 - Act as a liaison between the arts educators, the academic educators, and the grant program director.
- Clear Space Theatre Company performing arts teaching staff
 - Voice/music teacher—to instruct students in singing for musical theatre, including basic rhythm, notation reading, and lyric interpretation

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

- Dance teacher—to instruct students in basic dance movements, developing choreography to complement music and emotional intent
- Drama teacher—to instruct student in character study, improvisation, motivation, and scene interpretation

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

Each academic teacher will receive four hours of professional development before the start of the program in the fall. The additional professional development hours will be planned for after-school hours during the first semester of the program and the week before the second semester start of the program.

This professional development will include the following topics/sessions: 1) presentation of information from *Engaging Students with Poverty in Mind* (Jensen, 2013), including instructional strategies and student engagement strategies based on his research, 2) an overview of the arts instruction for the academic teachers, to include instructional strategies to help them use dramatics (readers' theatre, plays, improvisations, etc.) to increase students' fluency and comprehension, 3) continued training on effective use of iPads in the classroom to enhance students' fluency, deepen their thinking, and increase engagement. This training will include reviews of the latest apps appropriate for student use.

Clear Space Theatre Company will provide performing arts professional development and lesson plans for their three arts teachers (voice, dance, drama), aligning the goals with the Department of Education Standards for Visual and Performing Arts. In addition, time has been set aside for arts and academic teachers in the after-school program to collaborate with each other.

9. Describe which type of arrangement your program will operate to meet Delaware Office of Child Care Licensing Requirements:

- a. 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 21st CCLC sites or programs will be located in places other than public school buildings, OR if you plan as part of sustainability to use Purchase of Care. PLEASE NOTE: If a 21st Century program is located in a public school (or schools) where the community-based organization is the lead agent of this subgrant, then that public school (or schools) MUST BE LICENSED by the Delaware Office of Child Care License
- b. 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 21st Century program sites are located in public schools in that school district or charter school.

Cape Henlopen School District and H.O. Brittingham Elementary School are the lead sponsors of this program, contracting with Clear Space Theatre Company for the performing arts-related portions of the grant. In addition, the program will be housed at the elementary school and primarily staffed with district teachers and paraprofessionals. As a result, this grant program is exempt from the Office of Childcare Licensing requirements.

Section V - Collaboration and Partnerships

20 points

Please address each of the items listed below in numbered order.

Collaboration is a key element for a 21st Century Community Learning Center

1. Describe the collaboration between the schools and/or district; community based organizations and other public, faith-based or private organizations.

H.O. Brittingham Elementary School and Clear Space Theatre Company have formed a partnership to provide an afterschool enrichment program in the arts and literacy and a summer “acceleration academy” focusing on reading, math, and theatre arts for disadvantaged and low-achieving students with H.O. Brittingham Elementary as the lead agent. The collaborative effort between CSTC and H.O.B. will consist of ongoing dialogue for authentic arts experiences and connections between academics and arts, increasing parent/student connections with the school and the after-school program specifically, and the development of a common arts language and aesthetic within the school and community.

2. Describe how the program will be carried out in active collaboration with the schools that targeted students attend including:

- a. The system that will ensure that pertinent student data are shared between the school and/or district and organizations providing services

Most of the staff of the program work every day at the school. The building reading specialist is in charge of the program’s student data collection. She will do regular summaries of student progress based on the school’s timetable for testing and will provide end-of-program summaries. The program’s office assistant is a full-time employee at the building as well. In addition, the school-day office secretary handles and processes transportation requests, early dismissal changes, etc. related to the after school program. The H.O.B. liaisons are also teachers at the school.

- b. The plan for ongoing communication (including constructive feedback) between project staff and staff from the school the participating students attend

The director and the academic staff are either H.O. Brittingham or district employees. The staff is in regular email contact. In addition, the staff—both academic and arts—remains in the building for planning each night after the students depart.

- c. The collaborative process for problem solving

The staff in the after-school program use the strategies for problem-solving--positive behavior support and reinforcement--that the H.O. Brittingham school staff use. The transition from school day to after school is virtually seamless.

- d. The process for developing expectations regarding sharing space and equipment with the host facility that serves the needs of the 21st CCLC program and the facility staff

The H.O. Brittingham building administrators and custodians have made major commitments to this program, including room assignments, custodial support, and clerical support to the program. In addition, both academic and support staff at the school realize the contribution a program like this can have for the student population, so extra-curricular activities and building uses will give this program priority in both space and scheduling.

3. Describe how the partnership will ensure participation for all eligible students, remove barriers to participation and ensure the safety of all participants, including those with special needs.

All students who attend H.O. Brittingham who qualify for the program will be invited to participate in the after-school program. The school will provide busses so that transportation is not a barrier to participation. After-school staff will be responsible for providing all students, including those with special needs, with any and all accommodations they might receive during the regular school day. A small teacher-student ratio, modified materials or activities, paraprofessionals, and computer-assisted literacy programs are elements of the grant program designed to ensure that all students will succeed.

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

4. Describe how the project will coordinate with other Federal, State and local programs to provide the most effective use of resources

H.O. Brittingham is a school-wide Title I school, therefore receives Title I funds that are mainly used for staffing. There is a reading specialist, math specialist, and additional paraprofessional support due to this funding source. Those teachers and paraprofessionals will be key to the success of the after-school and summer programs. They work with the most needy students on a daily basis, which means they know each students' individual needs and how best to address those areas. Since the after-school and summer program is held at the students' home school and staffed with professionals that work with them daily, there is a natural "sharing" that occurs. The custodial staff accommodates the programs, building technologies (the student computer lab) are used, and, when needed, curricular, music, and art supplies are shared. H.O.

Brittingham has received some state funding this school year that were used to purchase additional iPads. Those will be used during the regular school day and during the after-school and summer program.

5. Summarize the type of contributions (e.g., in-kind support, staff development, transportation, facilities, equipment and cash) by each of the local partners, regardless of the contribution amount.

H.O. Brittingham Elementary and the Cape Henlopen School District will provide in-kind support to include the use of the school's facilities and equipment to house the after-school programs, as well as technology use, printing and postage costs, and custodial and clerical services. As a partner, Clear Space Theatre Company will provide performing arts teachers, materials, and arts consultations. In addition, CSTC will plan at least two live theatre productions a year for the students in the after-school program. Students in the H.O.B. program will also be offered full-tuition scholarships to the CSTC Musical Theatre Summer Intensive camps in Rehoboth Beach, which ordinarily cost \$350 per student per week.

6. List members of the advisory group, describe their role and indicate the constituency they represent. Provide information on youth and parent involvement in the advisory process.

The advisory team will meet at least twice throughout the school year to ensure the program's success and improvement. Two surveys, adapted from the 21CCLC site, will collect information from parents about their satisfaction with the program as well as suggestions for improvement. The team will analyze data and survey responses to determine if the program is increasing academic achievement of participating students and increasing their capacity to become productive adults.

Member	Constituency	Role
H.O.B administration	H.O.B.	<ul style="list-style-type: none"> Collaborate with partner to develop expectations regarding shared space Collaborate with advisory team three times a year
School liaison	H.O.B.	<ul style="list-style-type: none"> Collaborate with Clear Space Arts Program Manager, Grant Program Director, and H.O. Brittingham staff
Grant Project Director	CHSD	<ul style="list-style-type: none"> Work with Clear Space Theatre Company to design and implement after-school program in the arts Collaborate with H.O.B staff and arts education professionals
Arts Program Manager or designee	CSTC	<ul style="list-style-type: none"> Collaborate with H.O.B staff and grant project director Develop curriculum for arts portion of program
Two after-school academics teachers	H.O.B.	<ul style="list-style-type: none"> Provide input into success or failure of programing (courses) Suggest changes in formatting, content, structure to increase student engagement and academic progress Collaborate with arts educators to ensure cross-curricular connectedness
Two parents	H.O.B.	<ul style="list-style-type: none"> Provide input into the needs assessment process Provide input into how to increase school connectedness of students and their families

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

DO administrator	CHSD	• Provide district communication and support
Two students	H.O.B.	• Provide feedback about program's success

7. Identify partners and summarize the types of contributions of each on the following table.
Two page limit for this section

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application


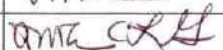


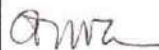


Section V - Collaboration and Partnerships

Responsibility Checklist for the Principal and After-School Program Director

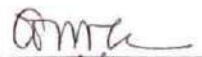
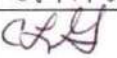

Directions: The principal, after-school program director, and other partners should complete this checklist together. Review the tasks in Column 1, then indicate who will be responsible – the principal, program director, other partner – or whether it will be a shared responsibility. If a responsibility will be shared, decide how it will be shared.

Task	Responsibility of the Principal	Responsibility of the After-School Program Director	Responsibility of another Partner (clarify who is the partner)	Shared Responsibility (Indicate how)	Initials of Person(s) responsible
Secure space for after-school activities.	x	x			CLH DME
Obtaining license from the Office of Childcare Licensing, if applicable	NA				
Inform classroom teachers that their classrooms will be used. (don't forget classified staff, particularly custodians)	x	x			CLH DME
Provide supplies and materials for after-school programs.(ex. paper, copier, books, computers, postage, laminator)	x	x			CLH DME
Handle discipline issues that arise in the after-school program.				x HOB liaison	WPC CM
Communicate with parents about content of the after-school program. (develop brochures etc.)	x	x			CLH DME
Recruit students for after-school programs.		x		x HOB teachers assist with recruitment of students from their classrooms	WPC CM DME
Decide which activities will be provided.		x	x—CSTC arts teachers	x-a collaborative effort on the part of the entire	Dy DME

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

				after-school teaching staff	
Involve school staff in curriculum and activity development.		x		x This is a collaborative effort on the part of the entire after-school teaching staff	
Hire and supervise after-school program staff.	x	x			
Task	Responsibility of the Principal	Responsibility of the After-School Program Director	Responsibility of another Partner (clarify who is the partner)	Shared Responsibility (indicate how)	Initials of Person(s) responsible
Register/orient participants for after-school programs.				x The director, the reading specialist, and the office assistant share this duty	
Communicate with classroom teachers (and parents) about homework.		x		x- HOB teachers	
Provide professional development for after-school staff members.				x The director, the reading specialist, and the arts educators	
Manage the after-school budget and submit budget reports to DOE.		x		x The district business office	 

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

				shares this work and keeps weekly records	
Collect fees from students and develop/ raise program funds. NOT APPLICABLE					
Develop an evaluation framework; collect and analyze data; share evaluation results.		x		x The director and the reading specialist	
Share information about the program with the school community, Board of Education, and general public.	x	x			 

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Section V - Collaboration and Partnerships

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 organization. List each member of the partnership and give a brief description of what each organization has committed to the project. Check the appropriate box if the organization will receive funds from this subgrant.

Applicant Signature:  ☐ Will receive subgrant funds

Print Name: Robert Fulton, Superintendent of Schools

Organization: Cape Henlopen School District

Address: 1270 Kings Highway, Lewes, DE 10058

Phone #: 302-645-6686

Fax#: 302-645-6684

Email: robert.fulton@cape.k12.de.us

Description of Commitment:

Oversees all programs for the entire district.

Applicant Signature:  ☐ Will receive subgrant funds

Print Name: Oliver Gumbs, Director of Business Operations

Organization: Cape Henlopen School District

Address: 1270 Kings Highway

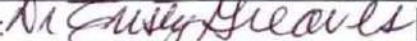
Phone #: 302-645-6686

Fax#: 302-645-6684

Email: oliver.gumbs@cape.k12.de.us

Description of Commitment

Administers the district financial and business office transactions

Applicant Signature:  ☐ Will receive subgrant funds

Print Name: Dr. Cristy Greaves, Building Principal

Organization: H.O. Brittingham Elementary School, Cape Henlopen School District

Address: 400 Mulberry Street, Milton, DE 19968

Phone #: 302-684-8522

Fax#: 302-684-2043

Email: cristy.greaves@cape.k12.de.us

Description of Commitment

Monitors the after-school program, including facilities, support staff, and academic programing

Applicant Signature:  ☐ Will receive subgrant funds

Print Name: Patti Seabolt, Building Assistant Principal

Organization: H.O. Brittingham Elementary School, Cape Henlopen School District

Address: 400 Mulberry Street, Milton, DE 19968

Phone #: 302-684-8522

Phone #: 302-684-2043

Email: patti.seabolt@cape.k12.de.us

Description of Commitment

Monitors the after-school program, including facilities, support staff, and academic programing

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Applicant Signature: <u>Doug Yetter</u>		<input checked="" type="checkbox"/> Will receive subgrant funds
Print Name: Doug Yetter, Artistic Director		
Organization: Clear Space Theatre Company		
Address: P.O. Box 304, Rehoboth Beach, DE 19971		
Phone #: 302-227-2270	Fax#: <u>302</u>	
Email: dyetter@clearspacetheatre.org		
Description of Commitment Oversees the performing arts curriculum development and materials; hires, trains, and observes the performing arts teachers for the program		
Applicant Signature: <u>Wesley Paulson</u>		<input checked="" type="checkbox"/> Will receive subgrant funds
Print Name: Wesley Paulson, Executive Director		
Organization: Clear Space Theatre Company		
Address: P.O. Box 304, Rehoboth Beach, DE 19971		
Phone #: 302-227-2270	Fax#:	
Email: wpaulson@clearspacetheatre.org		
Description of Commitment Manages and maintains the CSTC financial responsibilities for the program		
Applicant Signature: <u>Aleta Thompson</u>		<input checked="" type="checkbox"/> Will receive subgrant funds
Print Name: Aleta Thompson, grant program director of Learning Through the Arts		
Organization: Cape Henlopen School District		
Address: 820 Savannah Road, Lewes, DE 19971		
Phone #: 302-645-1437	Fax#: 302-645-1374	
Email: aleta.thompson@cape.k12.de.us		
Description of Commitment Hires, supervises academic staff; monitors and facilitates curriculum and instruction for the program		
Applicant Signature: <u>Edward L. Waples</u>		<input type="checkbox"/> Will receive subgrant funds
Print Name: Edward Waples, Supervisor of Special Services and Curriculum Administrator		
Organization: Cape Henlopen School District		
Address: 1270 Kings Highway, Lewes, DE 19958		
Phone #: 302-645-6686	Fax#: 302-645-6684	
Email: edward.waples@cape.k12.de.us		
Description of Commitment Administers and supervises all district after-school and special programming		
Applicant Signature:		<input type="checkbox"/> Will receive subgrant funds
Print Name:		
Organization:		
Address:		
Phone #:	Fax#:	
Email:		

Description of Commitment

Section VI: Evaluation Plan**32 points**

Please address the items listed below in numbered order.

On-going evaluation and the implementation of a continuous improvement model are crucial to the success of a 21st CCLC grant. If your application is approved you will be required to use a program self-assessment tool.

- a. Describe the plan for evaluation of the objectives as identified in your Project Design and Work Plan:
 - a. Increase academic achievement of participating students in one or more core academic areas,
 - b. Increase school connectedness of participants, including families, caregivers, and school teachers, and
 - c. Increase capacity of students to become productive adults.

We will rely on data collected and maintained by the academic staff of the school and the evaluation committee for the grant. DIBELS scores are automatically tracked three times each year for all students. These scores will be tracked on participating students and compared with previous scores. The evaluation team will do the same with DCAS scores in reading and math, keeping ongoing records of student progress. Besides academic data, informal information will also be collected and tracked for each student, including school and program attendance, discipline referrals, and survey responses. This information will help the arts and academic teachers in the after-school and summer programs gauge the success of the programs in increasing the students' self-image as successful, contributing partners of the school community.

- b. How do you anticipate your evaluation will be conducted? Will you use an internal or external evaluator?

The grant project director and the H.O. Brittingham reading specialist will guide the evaluation. In addition to the data related to RtI (DIBELS, DCAS) we will conduct end-of-session surveys of parents, students, and instructors; observations of the after-school sessions; and will include the arts program manager in these assessments.

- c. Describe the qualifications and role of the local evaluator in:
 - a. Supporting local programs with data collection efforts and reporting
 - b. Reviewing evaluation findings, helping to identify areas for improvement, and supporting the program in establishing objectives and action plans
 - c. Creating capacity of subgrantee to sustain a quality program.
 - d. Other activities (optional)

The evaluation team will consist of the grant project director, the H.O. Brittingham reading specialist, and the arts program director. The first two members of the team are professional educators who currently track RtI data for the school: much of the information used in school and district analysis will be used as part of the grant data gathering. The arts program director will be included as a liaison between the school and the arts educators. Each semester the evaluation team will distribute a short survey for parents, participants, and daytime teachers of the participating students and conduct informal observations of the program. The information gained from these surveys and observations will guide any content or instructional shifts that need to be made.

- d. What percent of your total project budget is allocated to evaluation?

We have designated \$5,000 for our evaluation process. The rest of the evaluation costs have been built into the time/salary of the grant project director. Less than 5 percent will be spent on the evaluation of the grant.

- e. Has a memorandum of understanding between partners documenting the collection and sharing of required school-related indicators including school attendance and academic achievement been completed?

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

A memorandum of understanding between the partners documenting both the collection and sharing of relevant data has been signed and is included in the grant application.

f. Describe your organization's capacity to implement a continuous improvement model
H.O. Brittingham Elementary School, the Cape Henlopen School District, and Clear Space Theatre Company are committed to the success and continuation of this program. To that end, the use of this program will be included on the school's School Improvement Plan, which is tied into the Consolidated Grant Application. With ongoing input from teachers in the program--both academic and arts--as well as feedback from both parents and students, the curriculum and learning experiences of this program will continually be improved. H.O. Brittingham and Clear Space Theatre Company will be committed to finding additional resources to sustain their portions of the program as the grant contributions decline.

Section VII: Budget

28 points

Prepare a budget (using the separate budget pages provided) that will adequately cover program expenses. The requested amount should be appropriate and reasonable for the size and scope of the project.

- Briefly explain why the expenses outlined in the budget sheets are necessary and how they relate to the project objectives and strategies. One page limit for this section.

One page limit for this response

Our requested grant funding is \$250,000 for a program that will serve 115 students during the school year and 80 students for two weeks in the summer.

Our community partner, Clear Space Theatre Company, will receive \$60,000 as their portion of the grant for both the school year and summer programs. With this funding, they will pay, supervise, and evaluate their arts educators, purchase and plan curriculum, pay royalties for the productions, and supply two performances each year for our students to see. In addition, the performing arts teachers will attend all after-school and summer staff meetings, planning sessions, and evaluation sessions.

A major portion of the Cape Henlopen School District's portion of the grant, approximately \$130,000, will go to salaries and OECs for the 15 academic teachers, health-care professional, paraprofessional support staff, and program director. These salaries include time spent in instruction as well as planning for the program.

Transportation of students home during the school year and to and from home/childcare for the summer program is approximately \$43,000.

Smaller parts of the grant make up the rest of the expenses: \$4,000 to support the parent evening events (including materials, books, and presentations), \$6,000 for supplies (to include costume and art supplies, office supplies, and some technology support), \$2,000 for conference travel, \$4,000 for program evaluation, and \$10,000 for indirect costs to the district.

Section VIII: Assurances

The following pages contain the assurances that must be signed and dated by the Superintendent of your school system or the head of the lead agency. Please read 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 DDOE. Please check the following 34 assurances, indicating your 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 organization.
- ☒ 3. The school district, public agency, for-profit agency, non-profit agency, institution or organization 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 21st 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 21st CCLC will be linked with the school day.
- ☒ 8. The transportation and program access for all students will be addressed and provided by the 21st 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.
- ☒ 10. Attendance records will be maintained for each student receiving services in the 21st CCLC.

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

- ☒ 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 21st CCLC Profile and Performance Information and Collection System (PPICS) 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 a continuation application and that it is available for public review.
- ☒ 17. The project 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, disability, age, or genetic information.
- ☒ 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.
- ☒ 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.
- ☒ 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.

Delaware 21st Century Community Learning Centers Subgrant Application

- ☒ 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. Submit your amendment via e-mail for approval to the Delaware 21st CCLC State Coordinator.
- ☒ 26. Subgrantee will repay any funds that have been finally 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 be 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 21st Century program sites are located in public schools in that school district or charter school. PLEASE NOTE: If a 21st Century program is located in a public school (or schools) where the community-based organization is the lead agent of this subgrant, then that public school (or schools) MUST BE LICENSED by the Delaware Office of Child Care License.
- ☒ 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 allowed. A carry-over of 15% for 45 days is allowed. If you will be using this carry-over provision, the Delaware 21st CCLC State Coordinator must know at least one month in advance of your program's end date.
- ☒ 30. If the actual average daily enrollment of the CCLC is less than 25 students, the subgrant award may be terminated. The 21st CCLC subgrantee will actively recruit eligible students to maintain or exceed its projected enrollment.

Delaware 21st Century Community Learning Centers Subgrant Application

- ☒ 31. If subgrantee is not part of the Delaware First State Financial System (FSF), it is assured that Quarterly Financial Report 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 Profile and Performance Information Collection System (PPICS) data reflecting data through the subgrant end date,
 - *PPICS will create an APR using the latest data in PPICS*
 - *Input and update data when an evaluation is needed*
 - the final **Expenditure Report**
 - *Must show Total Budget line for every column, which should match the amounts in the original subgrant and NOTOG.*
 - *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 21st CCLC subgrant site will attend all required DDOE-sponsored technical assistance and professional development meetings.
- ☒ 34. At least one person from each 21st CCLC subgrant site will attend a state, regional, or national conference on quality programming for school-age youth in extended-day learning opportunities, such as the 21st Century Community Learning Centers Summer Institute.

2014 Cohort 12
Delaware 21st Century Community Learning Centers Subgrant Application

Section IX - Certification/Signatures

We, the undersigned, certify that the information contained in this 2014 Cohort 12 Delaware 21st 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 agency designated in this continuation 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 continuation application are correct to the best of our knowledge.

Signature of:

Local Education Agency Superintendent

Local Education Agency Name



Cape Henlopen

Printed Name: Robert S. Fulton

Date: 2/18/14

Signature of:

Agency Administrator

Agency Name



Clear Space Theatre Company

Printed Name: Wesley E. Paulson

Date: 2/18/14

Memoranda of Understanding (MOU): Attachment 1

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 V – Collaborations and Partnerships.”

Budget Pages: Attachment 2

Prepare a budget that is justified in “Section VII: Budget” that will adequately cover program expenses. The requested amount should be appropriate and reasonable for the size and scope of the project.

The amount of subgrant award will be based on projected enrollment figures and the table below:

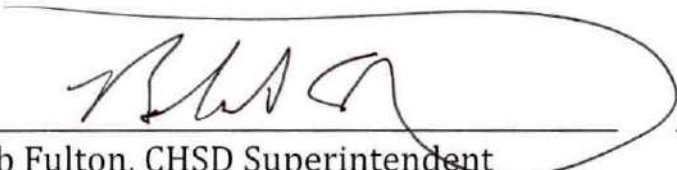
Grant Request	Projected Enrollment
\$100,000	25 - 49 students
\$150,000	50 – 74 students
\$200,000	75 – 99 students
\$250,000	100 – 124 students
\$300,000	125+ students

Any subsequent years of the subgrant award will be based on actual enrollment figures. This may alter or terminate the amount of the subgrant award. The funding table may change from year-to-year, based on available funds provided to the state.

Memorandum of Understanding for the 21st Century Community Learning Centers Grant Cohort 12 Proposal between H.O. Brittingham Elementary School (Cape Henlopen School District) and Clear Space Theatre Company, Rehoboth Beach, DE:

District-level administrators at Cape Henlopen School District will guarantee the following support:


- Adherence to the state and federal fiscal policies
- Program adherence to district policies
- Contact with the building administrators related to the after school program



Bob Fulton, CHSD Superintendent

2/18/14


Date



Edward Waples, Supervisor of Student Services

2/17/2014

Date



Oliver Gumbs, Director of Business Operations

2/12/14

Date

Memorandum of Understanding for the 21st Century Community Learning Centers Grant Cohort 12 Proposal between H.O. Brittingham Elementary School (Cape Henlopen School District) and Clear Space Theatre Company, Rehoboth Beach, DE:

Administrators at of the participating elementary school, H.O. Brittingham Elementary School, Cape Henlopen School District will guarantee the following support:

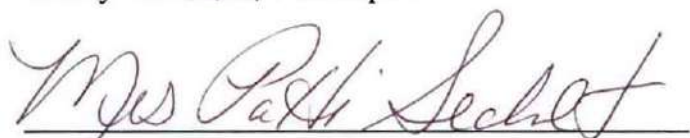
- They will appoint staff to participate in the after school program, including teaching staff and paraprofessionals
- They will share necessary data needed to monitor the progress and evaluate the success of the program
- They will designate classroom space to be used by the program
- They will allow computers and other technologies needed to be used by students and teachers in the program
- They will coordinate with custodial staff and facilities management



Cristy Greaves, Principal

2-11-14

Date



Patti Seabolt, Assistant Principal

2/11/14

Date



Aleta Thompson, grant director

Feb. 10, 2014

Date

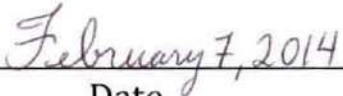
Memorandum of Understanding for the 21st Century Community Learning Centers Grant Cohort 12 Proposal between H.O. Brittingham Elementary School (Cape Henlopen School District) and Clear Space Theatre Company, Rehoboth Beach, DE:

Clear Space Theatre Company will

- Provide staff and resources for the performing arts portion of the "Learning Through the Arts" 21st Century Community Learning Centers grant
- Assist with professional development related to performing arts for the H.O.B. staff, when needed
- Arrange at least one after-school theatre performance for the participating students to attend
- Plan with H.O.B. staff and the grant director for the upcoming year's program



Doug Yetter, CSTC Artistic Director



Date



Wesley Paulson, CSTC Executive Director



Date



**STATE OF DELAWARE
DEPARTMENT OF EDUCATION**

BUDGET SUMMARY OF FEDERAL FUNDS

LEA/Agency Name: Cape Henlopen School District
 Federal Program Title: 21st Century Community Learning Center
 Project Title: H.O.B/Clear Space Learning thru the Arts
 Start Date: 9/18/2013
 End Date: 6/27/2014

	Account Code	5100	5120	5400	5500	5500	5560	5600	5700	Total	Percentage
	Account Code Name	Salaries	OEC's	Travel	Contracted Services	Audit Fees	Indirect	Supplies & Materials	Capital Outlay	Budget	of Budget
ACTIVITY											
21st Century Community Learning Center		100,000	30,440	1,500	107,500	0	0	10,560	0	250,000	100.00%
	Total Budget	100,000	30,440	1,500	107,500	0	0	10,560	0	250,000	100.00%

Completed By: Oliver Gumbs *OG* Date: 2/12/2014
 Chief Financial Officer or Business Manager: Oliver Gumbs, Director of Business Operations Date: 2/12/2014

STATE OF DELAWARE
DEPARTMENT OF EDUCATION

BUDGET
Pg. 1a of 5

FEDERAL BUDGET FORM

Date: 2/12/2014

Federal Program/Title: 21st Century Community Learning Center

Completed by: Oliver Gumbs

LEA/Agency: Cape Henlopen School District

Project Title: H.O.B/Clear Space Learning thru the Arts

Project Period From: 9/18/2013

Project Period To: 6/27/2014

EXPENSE TYPES AND ACCOUNT CODES: SALARIES (5100) AND OTHER EMPLOYEE COSTS (5120)		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
Fed Acct. No.	PERSONNEL: Give name, position, and FTE percentage for all funding involved (Use continuation page if needed.)	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
200	PROFESSIONAL: Administrative Salary Professional Staff Salaries (11 Teachers)	\$ 8,000 77,000	\$ 8,000 77,000	\$	\$
	Subtotal	85,000	85,000		
200	SUBSTITUTES:	\$	\$	\$	\$
	Subtotal				
200	SUPPORT STAFF: Support Staff Salaries (3 Paras)	\$ 15,000	\$ 15,000	\$	\$
	Subtotal	15,000	15,000		
200	STUDENTS:	\$	\$	\$	\$
	Subtotal				
800	OTHER EMPLOYEE COSTS: Percent FICA 6.20 Medicaid 1.45 Pension 21.02 Workman's Comp 1.60 Unemployment Insurance 0.17 Health Insurance/Other Non-taxed Benefits	 6,200 1,450 21,020 1,600 170	 6,200 1,450 21,020 1,600 170		
	Subtotal	30,440	30,440		
TOTAL SALARY & EMPLOYEE COSTS		130,440	130,440		

LEA/AGENCY: Cape Henlopen School District

EXPENSE TYPE: CONTRACTED SERVICES ACCOUNT CODE: 5500			TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
List vendor name or type of service.						
Fed Acct. No.	(Use continuation sheet if needed.)		Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
			\$	\$	\$	\$
800 200		AUDIT FEES (if applicable)				
		Clearspace Partnership	60,000	60,000		
		Program Transportation	43,000	43,000		
		Program Evaluation	4,000	4,000		
		Conference Registration	500	500		
TOTAL CONTRACTED SERVICES			107,500	107,500		
EXPENSE TYPE: TRAVEL ACCOUNT CODE: 5400			TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
Fed Acct. No.	Name of person traveling, their title, destination and specific cost of items and rates. (Use continuation sheet if needed.)		Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
200			\$	\$	\$	\$
		Conference Travel	1500	1500		
TOTAL TRAVEL			1500	1500		

LEA/AGENCY: Cape Henlopen School District

EXPENSE TYPE: MATERIALS AND SUPPLIES

ACCOUNT CODE: 5600

TOTAL FUNDING SUPPORTING

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		\$	\$	\$	\$
	Instruction materials and supplies	5,560	5,560		
	Instructional Technology	5,000	5,000		
TOTAL MATERIAL AND SUPPLIES		10,560	10,560		

			Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
TOTAL DIRECT COST (Sum of Expense Types Totals from pages 1,2 and 3)			\$250,000	\$250,000		
INDIRECT COST (List Used Rate) 6.81% (Indirect Cost Rate x Federal Fund Portion of Direct Cost This rate is valid through June 30, first year)				6.81%		
EXPENSE TYPE; CAPITAL OUTLAY ACCOUNT CODE: 5700			TOTAL FUNDING SUPPORTING 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)
700	TO REPLACE EXISTING EQUIPMENT		\$	\$	\$	\$
1200	NEW CAPITAL EQUIPMENT					
	Subtotal		\$	\$	\$	\$
	Subtotal					
TOTAL CAPITAL OUTLAY						
GRAND TOTAL			250,000	250,000		