

Hazlehurst City School District

Proposal for

***21st Century Community Learning
Centers***

Hazlehurst Elementary

Hazlehurst Middle

Cloyd Garth, Superintendent

***119 Robert McDaniel Drive
Hazlehurst, MS 39083***

Hazlehurst City School District
21st CCLC Proposal
(Original)

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**21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC)
FY 19 (School Year 2018-2019) PROPOSAL PACKAGE
Extended Learning Program Option YES X NO**

Name: Hazlehurst City School District		Address: 119 Robert McDaniel Drive		City, State: Hazlehurst, Mississippi	
Phone: (601) 894-1152		Fax: (601) 894-3170		E-mail: cgarth@hazlehurst.k12.ms.us	
Amount Requested Fund Year 18-19 (100%) \$ <u>250,000.00</u>	Amount Requested Fund Year 19-20 (100%) \$ <u>250,000.00</u>	Amount Requested Fund Year 20-21 (80%) \$ <u>200,000.00</u>	DUNS# 102800369		
Congressional District: 2		<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Consortium Grant		<input checked="" type="checkbox"/> Rural (most agricultural community) <input type="checkbox"/> Urban (considered to be mostly city) <input type="checkbox"/> Other (town, suburban)	

NAME OF EACH SCHOOL STUDENTS BEING SERVED ATTEND:	ADDRESS OF EACH SCHOOL:	SCHOOL STATUS: (Schoolwide – Targeted Assistance – Differentiated Accountability(DA) designation)	FREE / REDUCED LUNCH RATE FOR EACH SCHOOL:	NUMBER OF STUDENTS TO BE SERVED BY GRANT:	GRADE LEVELS TO BE SERVED:
Hazlehurst Elementary School	112 School Drive Hazlehurst, MS 39083	Schoolwide	100%	60	4 th & 5 th
Hazlehurst Middle School	112 School Drive Hazlehurst, MS 39083	Schoolwide	100%	60	7 th & 8 th

Required signatures/dates:

 Superintendent/Executive Director/Agency Head/Fiscal Agent Date <u>08/17/2018</u> Local Board President (if applicable) <u>Paul Rhodes</u> Date <u>08/17/2018</u> Will be hired upon approval Project Coordinator _____ Date _____ Typed Name _____ Phone Number for Project Coordinator _____ E-Mail Address for Project Coordinator _____	Cloyd Garth Typed Name Paul Rhodes Typed Name _____ _____ _____ _____ _____
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Mailing Address for Project Coordinator _____

For MDE use only:

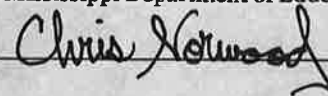
21st CCLC Coordinator _____

Office Director _____

Grants Management Director _____

Executive Director _____

Mississippi Department of Education Approval



Personnel

Grantee agrees that, at all times, the employees of Grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike and dignified manner.

Surrender of Equipment

Grantee and MDE shall jointly conduct a closing inventory and Grantee shall replace or repair all equipment lost, damaged or destroyed to make up any deficiency between the opening and closing inventories. Grantee shall transfer all equipment per MDE's guidance and written instructions.

Assignment

Grantee shall not assign or subgrant in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.

Mississippi Ethics

It is the responsibility of the Grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the Grantee.

I have **read** and **agree** to comply with the standard terms and conditions **and** grant assurances. I certify that the contents of this proposal, if funded, will be followed for the implementation of the 21st Century Community Learning Centers Program described herein. *Signatures of the Superintendent, Executive Director, Agency Head, and/or Fiscal Agent on this page must match the signatures on the cover page. A representative from each partnering agency must sign the assurances. Failure to sign the above assurances will result in the rejection of the proposal.*



Superintendent/Executive Director/Fiscal Agent

08/21/2018
Date

Superintendent

Title of Authorized Person

Hazlehurst City School District

Grantee Name



Signature of Partner(s)

PRIVATE SCHOOL CONSULTATION**Title IV, Part B, 21st Century Community Learning Centers (CCLC) Program SY 2018-2019**

An SEA, LEA, or any other education service agency (or consortium of such agencies) receiving financial assistance under an applicable program must provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the agency or consortium must engage in timely and meaningful consultation with private school officials.

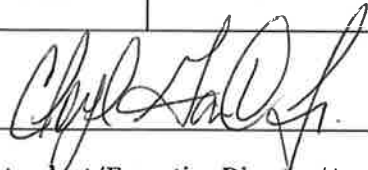
Please complete and sign the form below related to the involvement of eligible private schools in Title IV, Part B, 21st CCLC grant activities.

Private schools that have been contacted and were consulted by the applicant and are electing to **RECEIVE** services

Private School Name	School Official Contacted Name	School Official Contacted Title	Date(s) and Method(s) of Consultation	Estimated Number Students Served	Describe Level/Type of Participation

Private schools that have been contacted and were consulted and are electing to **DECLINE** services or have failed to reply by the deadline

Private School Name	School Official Contacted Name	School Official Contacted Title	Date(s) and Method(s) of Consultation	Reason(s) for declining to participate	No Response by Deadline (Y/N)?
Copiah Academy	Paul Hayles	Headmaster	8/13/2018	Not interested	


 Superintendent/Executive Director/Agency Head/ Fiscal Agent

08/17/2018
 Date

Form 4

CONFLICT OF INTEREST DISCLOSURE FORM


**Mississippi Department of Education
Title IV, Part B, 21st Century Community Learning Centers (CCLC) Program
SY 2017-2018**

Each subgrantee must disclose any personal, business, or volunteer affiliations that may give rise to a real or apparent conflict of interest. The purpose of this form is to help MDE identify the actual or potential conflict and ensure the avoidance where necessary. Please complete and sign the form below as it relates to a conflict of interest within Title IV, Part B, 21st CCLC grant activities.

☒ I have no conflict of interest to report.

☐ I have the following conflict of interest(s) to report. Please describe any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could contribute to a conflict of interest:

I certify that the information set forth above is true and complete to the best of my knowledge. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate, I will notify MDE immediately.



Superintendent/Executive Director/Agency Head/ Fiscal Agent

08/21/2018

Date

Form 5

21st CCLC FY18 RFP Competitive Priority Worksheet

EACH applicant MUST complete the Competitive Priority Worksheet, regardless of whether they are claiming a priority. Please place an 'X' next to each item that applies to this application.

Fiscal Agent's Name: Hazlehurst City School District

Name of 21st CCLC program: Soaring Indians Promising Scholars (SIPS)

☐ **No Priority Claimed** (0 points)

Competitive Priority Points will be assigned only after an applicant has received the minimum absolute score of 80.

☒ **Priority 1:** Proposal is submitted **jointly/collaboratively** between at least one LEA and at least one other eligible entity. Please refer to page 15 of this RFP for more information regarding this criterion. (Maximum of 5 points)

☐ **Priority 2:** Program is proposing to serve participants that attend schools that have been designated as, Focus or Priority. (Maximum of 10 points). Please refer to *Supplemental Form D* for more information.

☐ **Priority 3:** Program is proposing to serve students in grades 9, 10, 11, and/or 12. (Maximum of 2.5 points)

☒ **Priority 4:** Program is proposing to serve students in grades 6, 7, and/or 8 (Maximum of 2.5 points)

☒ **Priority 5:** Program is proposing to serve participants in a county that is currently not receiving 21st CCLC funding in FY17. Please see *Supplemental Form C* for list of counties eligible for priority. (Maximum of 2.5 points)

☒ **Priority 6:** Program is proposing to target English Learners during each year of the award. (Maximum of 2.5 points)

☐ **Priority 7:** Program is proposing to serve preschool students with emphasis on literacy, numeracy, and/or transitions (Maximum of 2.5 points)

*Abstract
&
Narrative*

Program Abstract

Hazlehurst City School District is located in Copiah County, MS. The most recent census data states that the county has a population of 29,449, with approximately 3,883 of those residents residing in Hazlehurst. The school district's student enrollment is 1,536. Hazlehurst City School District's students performed below standards on state assessments in core subjects as indicated by the Mississippi Academic Assessment Program (MAAP) scores. Most of the students live in single-parent households, experience poverty, and associated conditions, and have high rates of school absences as documented by our needs assessment. This grant is proposing to serve 120 students between two schools. This targeted approach is essential to increase proficiency levels and ensure growth in students. The two schools proposed to be served are Hazlehurst Elementary School (HES) and Hazlehurst Middle School (HMS). These schools were chosen because of their high poverty status and increased academic need. The two targeted schools have a free/reduced lunch status of 100% due to the Community Eligibility Option. HES enrollment is 814 and HMS has an enrollment of 326 students.

The Hazlehurst City School District (HCSD) along with communities that serve the schools of Hazlehurst joined forces to ensure our high-risk students have access to academic and enrichment activities through a comprehensive 21st Century Community Learning Center (21st CCLC). HES and HMS will each serve 60 students during the regular school year and summer sessions. The grants will provide services to students in 4th & 5th grades at HES and 7th & 8th grades at HMS. The 21st CCLC program will make it possible for students to grow academically on the ELA and Math MAAP assessments, as well the Science assessment.

There is a critical need to provide opportunities for students in the HCSD to receive enrichment and remediation opportunities beyond normal school hours. The rural setting of the community offers minimal opportunities for students and families to gain exposure to transformative learning opportunities that create growth and sustainability. Having the 21st Century Community Learning Centers program in Hazlehurst will emphasize academically enriching activities that prepare students to be college and/or career ready.

Needs Assessment

The Process

Needs assessments are ongoing in Hazlehurst City School District. Therefore, it was easy to bring everyone together prior to writing this proposal and development a needs assessment to guide the implementation of this much needed and appreciated grant opportunity. The federal programs director led the charge, and we had meetings in April 2018 and August 2018. District personnel, city officials, members of the clergy, and other stakeholders were present. Both meetings were documented, and artifacts were collected, including, but not limited to, sign in sheets, agendas, and minutes.

We reached out to the private school located within the boundaries of the schools via phone. The school officials declined participation in planning and participation in the 21st CCLC program. Both the school system and community looked at data specific as part of the needs assessment including Census, State, and district data. Ongoing assessment methods include surveys, review of student performance, surveys, and evaluation of current after school and related services, and analysis of community growth trends.

To help drive this process, data from the latest administration of the MAAP assessment, benchmark assessments, surveys, and various other academic and social indicators were used to determine the specific needs of our students. To ensure proposed ideas accurately address the needs of our targeted schools, strong input obtained from stakeholders was sought through interviews, surveys, focus groups, meetings, and parent/teacher conferences. Each spring, our parents are given an opportunity to tell us how we can improve our instructional, cultural, and behavioral practice, by completing the annual Title I Parent Survey. Data received as a result of our concentrated efforts and needs assessment determined our greatest needs to be focused on parental engagement, student achievement and greater average daily attendance from our students.

Specific Needs

The 2018 MAAP proficiency level data indicate that Hazlehurst Elementary School (HES) and Hazlehurst Middle School (HMS) have more students scoring in Proficiency levels 1,2, and 3, than in Proficiency levels 4 and 5; this indicates there is room for improvement.

Therefore, we must better educate and prepare our students now more than ever to exceed state averages and compete with students nationally. The students targeted for this project are performing lower than their already low performing peers on state assessments. This poses a concern to the students, their families, and the community. In 7th grade ELA, only 10% of the students scored proficiency and above. Another example shows that in grade 5 Math only 16.3 % of the students in proficiency levels. As the data indicates, there is much work to be done at the two sites selected. We will target students in grades 4th -5th at HES and 7th – 8th at HMS. Our targeted approach can increase growth and proficiency levels for all students, specifically groups who are more at risk, such as repeaters, students with disabilities, and students who are English Language Learners.

In regards to other gaps and concerns revealed through the needs assessment, we have a

plan to address those needs as well. Parental and family engagement at all sites are minimal. Attendance at parental events such as Parent Teacher Conferences is low. Attendance is always an issue, as some students are consistently absent from school. Absences cost students valuable seat time and knowledge. Research from Attendance Works shows that by 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school. Below are two tables that illustrate ELA and Math proficiency for students in grades 4th-5th at HES and 7th-8th at HMS schools.

Table 1

HCSD 2017-18 MAAP Proficiency Levels for Math					
Grades	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
4 th	11.5%	30.3%	37.7%	17.2%	3.3%
5 th	14%	29.5%	40.3%	10.9%	5.4%
7 th	6.7%	45%	20.8%	24.2%	3.3%
8 th	8.4%	23.2%	37.9%	21.1%	9.5%

Table 2

HCSD 2017-18 MAAP Proficiency Levels for ELA					
Grades	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5
4 th	9%	41.8%	30.3%	14.8%	4.1%
5 th	13.8%	29.2%	36.2%	17.7%	3.1%
7 th	15%	35%	40%	8.3%	1.7%
8 th	26.3%	15.8%	14.1%	19.8%	1.1%

Program Focus

As a result of the needs assessment, the program will focus on increasing parent and family engagement, the average daily attendance (ADA), as well as ELA and Math proficiency levels in grades 4-5 and 7-8. The district will include STEM activities, which will aide in increasing Science proficiency levels. As mentioned previously, the communities surrounding the Hazlehurst City School District are rural and have a poverty and unemployment rate beyond the national average. We must educate the students in our district so that they can be college and career ready. Parents and families want transparent and effective access to school-related information and resources such as their children's curricula, grades, disciplinary action and supplemental programming. Research has demonstrated that parents with high levels of education and income are more able to access desired information from their children's school and teachers. To increase access and improve student outcomes of children whose parents have low levels of education and/or who live in poverty, our program will help. We will provide resources and activities such as streamlined communication and visibility of school-related information, hosting informational meetings, and efforts to meet the language needs of diverse communities.

Low-income students are four times more likely to be chronically absent than other students. Often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. Having said that, all three schools have issues surrounding absenteeism, and we must address this issue by making school fun and exciting to students. Our proposed program will be a safe and fun place for students who otherwise have no place to go and no extracurricular activities to keep them focused and on the straight and narrow.

The need for our students to achieve and excel in ELA and mathematics is critical. The 21st CCLC Program will involve families in their child's and/or children's education, inspire learning, and enable students and adults in the school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others.

Budget

See forms A, B, and C located after the Narrative

Program Plan and Implementation

The HCSD district is making strides to improve student academic achievement and it is important to continue to offer additional support to our students and their families. The 21st CCLC program offers the opportunity to impact continued positive change for the district. The program will offer tutorial and innovative services and will incorporate best practices into the daily operation of the 21st CCLC program. All activities will be aligned with the Mississippi College and Career Readiness Standards. Activities are based on the 21st Century Community Learning Center absolute priorities, expanded learning opportunities for children and youth, and reduced drug use and violence, and to the following six program activity areas: Literacy education programs; summer and weekend school programs in conjunction with recreation programs; Parenting skills education programs; Telecommunication and technology education programs; and Integrated education, health, social service, recreational or cultural programs. Academic, recreational and violence/substance abuse programs will be created to serve targeted students. Programs and services such as Book Club, Reading Recovery, Tae Kwon Do, Health and Wellness, Big Brother/Big Sister Mentoring, ACT Prep classes, SATP Boot Camps, Foreign Language, Debate Club, and Aviation Club will be offered.

The program will operate as a learning collaborative to include our partners: Antioch Baptist Church and Greene Education Services, LLC. The 21st CCLC program will allow more time for teachers to work with students individually and in small groups.

There will be literacy opportunities incorporated in the operation of the program that will expand across subject areas, to include Math literacy. Parent Literacy nights will be more than a display of students' work and informational handouts and will include educational games designed around themes and grade levels with hands-on activities that the entire family will benefit from and enjoy.

The needs assessment indicated a need for more focus on STEM. The district will employ assistance from a contractor to assist with addressing this requisite during program operation. Because the National Science Foundation estimates that 80% of the jobs created in the next decade will require some form of math and science skills, it is our belief that learners should be prepared to become thinkers who ultimately evolve into innovators, researchers, educators, and leaders who can solve actual challenges facing our world, in the present and in the future. With that in mind, STEM will be one of the major components of the program operation. Students will engage in a STEM activity daily that will be designed to connect all subject areas. The HCSD will provide an Aviation/Coding Academy during the summer program, offering all students with a learning experience like no other.

Students will be introduced to the following: concepts of coding and computer programming, using the same code professional developers use every day; introductions to photography and videography for vlogging, and concepts and applications of aeronautics using drones, learning at their own pace. Starting with the fundamentals, students with no coding experience will tackle goals using coding programs: Swift, Scratch, and Sphero SPRK Plus (depending on the technology available). This will be followed by students learning to build functioning drones, programming them to execute specific goals, and learn and study basic aeronautics. Instructors will continually implement grade-level concepts such as writing, mathematics, science, and engineering skills applicable to skills students must master to be proficient according to the MSCCRS.

HCSD will incorporate a Character Education component to address the need for developing more positive traits, i.e., trustworthiness, moral awareness, self-esteem, conflict resolution, empathy, decision making, citizenship, fairness, respect, and responsibility. Character Education will be student led and teacher guided by weekly lesson plans. There will be a council of students, per grade level per month, who will be responsible for a “special feature” centered around the topic for the month which will allow the students to develop team building skills and encourage them to practice theories they are learning.

HCSD will offer other services vis the 21st CCLC program, such physical education and health, along with financial literacy for the students. HCSD will work with a No Bully Certified Coach to provide bullying prevention activities in cyber space and in real-time life experiences. Some of the activities will occur during parent nights. Lastly, the district’s parent center coordinator will coordinate events that will address all components outlined in the needs assessment, financial literacy, interview skills, etc.

GOAL 1: Students who participate in the 21st CCLC program will make academic gains in ELA, math and Science.

Student Academic Achievement Objective 1.1: 40% of regularly participating students attending after school sessions a minimum of 30 days will score proficiency in math as reflected on State Tests.

Student Academic Achievement Objective 1.2: 40% of regularly participating students attending after school sessions a minimum of 30 days will score proficiency in ELA as reflected on State Tests.

Student Academic Achievement Objective 1.3: 50% of regularly participating students attending after school sessions a minimum of 30 days will score proficiency in science as reflected on State Tests.

Student Academic Achievement Objective 1.4: 30% of participants attending after school homework/tutoring sessions will increase one letter grade in Core Subject Area by the end of the year.

GOAL 2: Increase student enthusiasm for learning through positive youth development activities.

Youth Development Objective 2.1: 90% of students participating in program will exceed the district's daily attendance rate.

Youth Development Objective 2.2: 50% of regularly participating students will show improved behavior and attitude, as evidenced by decrease in student disciplinary write-ups, decrease in class expulsion, principal office visits, and decreased suspensions.

Youth Development Objective 2.3: 75% of regularly participating students will show improvement in school engagement, as evidenced by increased classroom participation and increase in homework assignments submitted in timely manner.

GOAL 3: Parents and other adults will become more empowered and engaged in program designed to enhance child's education.

Family Engagement Objective 3.1: Approximately 55% parents/adult family members will participate in program meetings and classes, i.e., financial literacy/management, technology classes, and other adult community programs.

Family Engagement Objective 3.2: 30% of parents will participate in and complete a minimum of 1 program/service in areas of family physical/mental health, adult literacy, and workforce development.

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframes
1) Improve district-wide academic achievement	<p>1.1) At least 40% of participants attending after school sessions a minimum of 30 days will score proficiency in Math as reflected in State Tests.</p> <p>1.2) At least 40% of participants attending after school sessions a minimum of 30 days will score proficiency in ELA as reflected in State Tests.</p> <p>1.3) At least 50% of participants attending after school sessions a minimum of 30 days will score proficiency in Science as reflected in State Tests.</p> <p>1.4) 30% of participants attending after school homework/tutoring sessions will increase one letter grade in Core Subject Area by the end of the year</p>	<p>Benchmark Assessments, pre/posttests, MAP end-of-year tests</p> <p>Formative Assessments</p>	<p>a) A/S Professional Development b) Homework Assistance c) Tutoring d) Book Clubs e) Computerized programs</p> <p>a) Individualized tutoring and homework assistance b) Vocabulary Building Activities</p>	<p>a) Monthly b) 3-days per week during school year c) 3-days per week during school year e) 3-days per week and weekly during summer session</p> <p>a) 4-days per week during school year</p> <p>b) Weekly</p>
2) Improve in overall attitudes and behavior.	2.1) 90% of students participating in program will exceed the district's daily attendance rate.	<p>District student information systems</p> <p>Teacher surveys,</p>	<p>a) Bullying Prevention b) Mentoring c) Asset Building d) Community Service</p>	<p>a) Weekly sessions b) Twice per week c) Weekly d) Monthly</p>

<p>3) Increase opportunities for Family Engagement and Empowerment</p>	<p>2.2) 50% of participants who participate in at least (2) youth development activities will show increase in behavior and attitude.</p> <p>2.3) 75% of regularly participating students will show improvement in school engagement.</p> <p>3.1) 75% of participating parents will report positive increases in their role, and greater involvement in their children's education</p> <p>3.2) 30 parents of participating students will participate in and complete a minimum of 1 program/service in areas of family physical/mental health, adult literacy, and workforce development.</p>	<p>student pre/post-test surveys Discipline and behavior records.</p> <p>Pre/Post surveys Classroom participation Homework Assignments completed Official attendance logs</p>	<p>e) Entrepreneurial projects f) Field trips g) Performing Arts/Music h) Integrated health, dental and nutrition i) Organized sports and recreation a) Homework assistance b) Classroom project profile reports</p> <p>a) Parent Academy to include parenting classes, financial literacy, resources to assist child with homework, discipline and behavior modification a) Health Classes b) Access to technology c) Workforce development d) Child Care e) Family Nights</p>	<p>e) Weekly Sessions f) Quarterly during program year g) Weekly throughout program year/daily during summer session h) Weekly throughout program year i) Daily during school and summer session a) Six week reports b) Bi-weekly teacher email responses c) Daily throughout year a) Monthly meetings/Resource center available daily to check out parent resources a) Weekly as needed b) Quarterly</p>
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Quality Contact Time

To accommodate families and best serve students the 21st CCLC program centers will operate Monday- Thursday, for 125 days during the school year and four hours per day for four weeks during the summer. The program will begin at 2:45 pm and end at 5:15 pm Monday-Thursday (2hrs and 30 minutes) for a total of 10 (ten) hours per week during the regular school year. Additionally, the program will adhere to the Hazlehurst City School District school calendar in regards to holidays and other times when students are out. Students are expected to attend consistently. Students with less than a 95% participation rate will be monitored. Students who miss more than 4 times in a month, will be required to attend a conference with the parent and site coordinator. Attendance contracts will be established to ensure the students are following through with their commitment. Three consecutive absences will be followed up with a phone call home from the program site coordinator.

Each day students will receive a snack, character education and/or bully prevention. Guest speakers, mentoring, project-based learning activities, computer-based tutoring, drama, art, clubs. Academic tutoring in either ELA and Mathematics will also take place daily for 60 minutes. Lastly, students will have homework assistance for 30 minutes each day. Homework will be offered in small group settings with assistance from teachers and approved mentors and volunteers.

During the summer, the program will operate from 8:00 am until 12:00 pm Monday –Thursday (4 hours) for a total of 16 per week. Students will rotate through four, one-hour content segments consisting of academic remediation, acceleration, enrichment lab, and recreation. Students will have a fifteen-minute lunch period prior to loading buses at 12:00 pm. Some days the students will attend field trips to various locations such as the Mississippi Children’s Museum, to support the learning concepts.

One of the primary concerns expressed during our needs assessment was need for increased parental engagement. It is clear that a family literacy plan is another component critical to our success. The grant plans to serve our targeted grant families throughout the school year and work in collaboration with school administrators to plan six parent education or involvement events. Event sessions will be held in the evenings and/or Saturdays for one hour per session. The program will plan will educate parents on an array of topics such as literacy, financial planning, and data workshops.

Tentative weekly schedules of activities can be found in the appendices.

Recruitment and Retention

As mentioned before, we will target a total of 120 at-risk students for our 21st CCLC Program with individual school targets set for 60 students in grades 4 & 5 at HES and 7 & 8 at HMS. The schools are expected to set recruitment goals each month based on progressive implementation of the grant. Progressing implementation means that the schools will have a recruitment process. (1) The program director will recruit in the community through various forum meetings, and social service meetings held monthly. Recruitment for the next year will begin in May. (2) Site Coordinators will meet with school day staff, teachers, counselors and parents, and administrators to identify students based on the needs assessment data identified.

The initial identification mechanism is to review standardized testing data on all students who did not meet standards in ELA and mathematics on Mississippi Academic Assessment Program assessment, identify repeaters, as well as students, who are failing a core subject. A multitude of data will be collected on all students from sources such as state assessments, report cards, behavior infractions, and Star. Methods such as teacher recommendations, counselor referrals, and students with high absences will be used as well.

The student qualification form has a point value which the highest points are the greater priority. The site coordinator will work with school administration and teachers to ensure we are balancing the subgroups identified. Student recommendations can occur throughout the nine weeks. Staff is expected to hold special recruitment reviews at progress notes times and report card periods. Recruitment and identification of students will continue monthly throughout the school year and is expected to be heavier at key times such as progress note or report card distribution. Site coordinators will meet with each grade level team monthly to provide student updates and gather information about potential students.

Each week the staff will run reports summarizing the average daily attendance for each week to monitor target number expectations. To ensure consistent and long term participation, staff will frequently communicate with students and parents. The program will offer attendance incentives as a source of recruitment and retention. Constant communication with parents will also serve as a method of retention. Another key recruitment piece is the offering of transportation home from the program each day, as over 90% of the students attending these schools rely on the school transportation system. Our program sites will continually work to recruit, retain, and ensure the program keeps the students engaged and attending.

Staffing and Professional Development

All persons seeking to be employed by the 21st CCLC grant and who is not a current employee of the school district will go through a thorough school system application, interview, and background/screening process handled by the project director. All new employees are required to have a Mississippi Bureau of Investigation (MBI) and a Federal Bureau of Investigation (FBI) national fingerprint and background check completed prior to beginning work. Returning employees will be scheduled for their annual background check in the beginning of the school year. Most afterschool staff will be current employees of the HCSD.

The project director will be the grant point of contact for the state and external evaluator and will work specifically with grant sites to ensure successful implementation of the goal, objectives, state monitoring guidelines, and evaluation components. He will coordinate and organize all site visits, audits, data entry monitoring, budget and purchasing approval, staff evaluations, program quality goals, monitoring of all goals and objectives, and community relations related the grant.

Each site will hire a site coordinator to oversee and implement the grant at the respective school. The coordinator, who will be a certified teacher, will supervise center staff, serve as the grant point of contact for their staff/parent/students, complete payroll documents, prepare schedules, analyze data, enter attendance data and be responsible for all grant implementation at their school. The

individual will also ensure there is frequent communications between after- school teachers and regular classroom teachers in an effort to link regular-school to the after- school program.

Certified staff (teachers/site coordinators) job duties will include planning and implementing lessons based on Mississippi College and Career Ready Standards, document the activities' correlations in their lesson plans, supervise students, and monitor student progress, and incorporate behavioral and social interventions as necessary.

The certified staff will work closely with the regular classroom teacher to ensure that what is being taught in the regular classroom is reinforced in the after-school and summer program. Paraprofessionals such as instructional assistants are preferred to have at least an Associate's degree. Their job duties will include assisting certified staff with supervision of students, lesson assistance, and lead or assist with the non-academic enrichment sessions. Other personnel will be required to have at least a high school diploma, and their role will be to supervise students, assist during enrichment and academic activities, and support planned activities and lessons. These individuals could include college students, senior citizens, and other individuals in the community seeking employment. A data analyst will work directly with the project director to maintain and enter accurate records of student participation, work with site staff, collect and enter data, and collect fiscal and programmatic monitoring artifacts. This person will also need to have at least an associate's degree. Our volunteer recruitment plan will focus on soliciting the help of senior adults, youth and other community volunteers to work with our programs. The project director will recruit at community forums, faith- based meetings, through school counselors, and with the local senior service.

We will solicit the help of senior citizens to draw on their wealth of knowledge and life experiences in preparing our students for success. Studies show senior citizens serving as role models for youth help increase students' motivation, leadership, and communication skills. Each employee, consultant, contractor paid from 21st CCLC funds, and volunteers visiting more than once, will undergo an annual national criminal background check as required by the Mississippi Department of Education. In determining the target number for each school, we wanted to ensure the number of student to staff ratios will not exceed 15:1 during academic times based on specific academic activities. Homework, tutoring, and domain specific remediation will have a ratio of 7:1. The enrichment segments, character education /snack, will have a ratio of 15:1 as well. These ratios will be satisfied by having the non-certified staff members and other personnel present throughout a rotating schedule. The site coordinator will monitor ratio throughout the program day with walk through visits and session attendance counts. The ratio will also be monitored and documented during site visits with the state, external evaluator and district project director on a site visit feedback form.

Advisory Council and Operating Partnerships

The Hazlehurst City School District will hold two advisory council meetings per year. Minutes will be taken and attendance recorded. The advisory meeting minutes will be disseminated to the program staff for review and follow up. The council will consist of fourteen members, consisting of two parents representing each school, two students from each school, the school principals, one community partner, one teacher from each site, district staff, project director, the two site coordinators, and a staff member from the co applicant's organization. The council will take an active role in

monitoring grant progress, recommending partners, and participating in sustainability planning. The council is charged with reviewing the grant reports, site visit feedback, discussion of trends, challenges, and needs and evaluation. The goal is for this council to discuss strategies to address challenges, help identify additional partners needed for program sustainability or to help identify materials and supply donations sources. The council will also serve as a second set of eyes to look at the evaluation reports, post questions and provide input for program improvement. Hazlehurst City School District provides in-kind support including: payroll services; technical support from the district office; computer labs; facilities; classrooms; gymnasiums; cafeterias; busses; bus maintenance; utilities; janitorial services; administrative oversight; cafeteria staff; social workers; counselors; library materials; textbooks; and copying needs.

Services provided by partners will be both in-kind and on a contractual basis. The budget reflects costs that will include services and materials needed to implement all aspects of the strategies outlined in the project design and meet state and federal requirements. All partners have a long-standing track record of experience working with HCSD. They play a major role in achieving program goals and objectives as well as program sustainability which supports the districts vision of leading and learning. Each school has signed an agreement to fully support the program and focus over the course of the grant. The school has committed to managing the site staff, ensuring weekly communication between staff and 21st CCLC staff. They also take part in monthly student progress monitoring discussions and help recruit students for the program. School staff will be given the opportunity to apply and work as grant staff and some may choose to volunteer for specific grant projects or assistance as identified. The school principals will work in collaboration with the project director and hired site coordinator to oversee the grant implementation. The principal will manage the school staff, students and parents while the project director will manage the finances, grant monitoring, data monitoring, and communication with state as well as evaluators. It is necessary to ensure students and parents have access to literacy services and higher education options.

Collaboration and Communication

Multiple methods of dissemination will enhance community and family awareness of the 21st CCLC program. This will include printed materials, website postings, public service announcements, and newsletters. Upon award of the grant, the project director for the grant will send out a press release to the local media outlets and post on district website. All materials will be written at low literacy levels and available in English and Spanish and others as needed. The district website will explain the grant, purpose, goals and objectives and students' qualification process. The project director will schedule several community presentations to share the award information, grant goals, and objectives and qualifications guidelines and processes. Additional community partner report presentations will also occur monthly throughout the school year for ongoing communication with stakeholders. School staff will receive a copy of the needs assessment focus, plan, goals, objectives, communication expectation, and staff expectations and program materials, such as information about sites' focus areas, student qualification processes, hours, dates of operation, parent activities, parent requirements, program policies and procedures, emergency plan, prior success and transportation services. Each school site coordinator will be expected to disseminate grant information to the school administration,

leadership teams, parent groups and teams with monthly documented through agendas and sign in sheets. In addition, individual student data for each student will be provided to the project director and data analyst monthly to assist in measuring progress towards the program objectives. Each program will keep a communication log for their verbal communication with parents, teachers, and administration. Updates will include but are not limited to: target numbers, and current average daily attendance, evaluation findings, and upcoming events. Yearly evaluation reports will be posted on the school and district website for public review and presented by the grant site coordinator annually to the school staff at a faculty meeting.

Student Safety and Transportation

We will utilize school facilities for after school programming to ensure a safe, healthy, and nurturing environment. Activities will be held in regular school classrooms, media center, technology labs, gymnasium, and cafeteria. The use of school buildings allows for the program to accommodate the proposed target numbers of students at each site. Facilities are inspected twice a year by the local Fire Marshal to ensure space is free of fire hazards and that there are adequate safety exits for students. Fire extinguishers are serviced yearly and inspected by an outside vendor to ensure they are up to code. The district holds CPR certification classes annually, and a minimum of two grant staff members per site are required to attend training. The program requires at least one CPR trained staff member on site during program hours. Additionally, all 21st CCLC program staff will be trained on annually child abuse and harassment. Both staff and volunteers will be required to have annual background checks to ensure student safety.

Each school coordinator works with the school administration on the update or creation of the 21st CCLC specific safety plan prior to program start up. The plan will include information such as evacuation routes for 21st CCLC classes to be posted on walls and in staff notebooks and emergency master rolls. Each program site will conduct four drills per semester consisting of fire, lockdown, tornado, and bus evacuation drills. All drills will take place during afterschool programming and will be logged and filed for monitoring review. This information and more will be located in the HCSD Afterschool Handbook for Students and Families. All exterior school doors will remain locked during program hours, and all employees must have an employee identification badge. These badges allow for badge entry into the building. Each school is on a buzz in intercom/camera system. Once admitted, all visitors are required to sign in at the office. All students must be checked out on a sign out sheet where the individuals will sign their name, date, and time. Each individual will be verified as an authorized contact based on what the parent/guardian submitted at time of registration. Parents will be required to send in a note, fax, or email if someone not on the approved list will pick up their child. Students who ride the bus home each day will be called at dismissal to the bus loading area. Each school has a transportation radio, and a grant staff member will monitor bus routes each evening. The bus driver must radio the school once all students are dropped off. All after school transportation changes are required to be sent to the coordinator or school office in writing from the parent or guardian. The project director will remain on call until all buses have dropped off students.

All program facilities are equipped and suitable for after school activities. Facilities are easily accessible and in compliance with American Disabilities Act (ADA) regulations. Any student with

medical needs, for example, insulin dependence or who requires medication during program hours is treated in the school office. Medication logs are maintained for both the parent and school upon each visit to the office. Prior to the student staying in the program, a medical plan of action is established between the school nurse, parent, and program staff.

Our transportation plan is to safely transport children to and from the after school activities by utilizing district transportation services. All district transportation policies are adhered to for our program. Each bus undergoes an annual safety inspection, as well as monthly inspections conducted by our own transportation fleet mechanics. We carry liability insurance at the school district levels; all drivers must have a Commercial Driver's License (CDL) and a safe driving record. Drivers are required to receive various training modules including safety, first aid, evacuation, and student management. Bus route times are in line with recommended state guidelines and adjusted as necessary to make sure routes are effective and efficient for our program.

Sustainability Plan

Because there is a growing need for additional remediation and enrichment for students in the Hazlehurst City School System, the Hazlehurst City School Board of Education continues to be committed to providing students with quality after school program. This commitment will continue after the 21st Century Grant has ended. The school district and individual schools are committed to seek and establish new partnerships to help with future funding of the program. We are also committed to strengthening the partnerships that are already in place with partners identified in the advocacy and partnership section of the grant. For example, we are planning to collaborate with Copiah-Lincoln Community College to provide afterschool services to our students. Additionally, the HCSD will seek funding through private foundations such as: Walmart, Entergy, district reserves and more. Along with seeking grant funding at the local, state and national level, the HCSD sustainability plan also includes the following:

1. Taking advantage of newly identified partnership opportunities both local and state wide
2. Keeping the community and partners informed and engaged in the after school program.
3. Attracting diverse resources from new partners in the community
4. Connecting businesses in the community with the schools
5. Continuing to seek expert advice on best practices for program sustainability

Evaluation

The external evaluator will be selected based on his or her experience with evaluating 21st CCLC programs, experience in K-12 education, and ability to provide high quality, independent evaluation that will assist in driving program improvements. The District will follow the request for proposals as outlined by MDE's model Request for Proposal. The external evaluator will oversee all aspects of program evaluation, including formative, summative, and data reporting. The organization's lead evaluator not only has extensive educational experience, but specialized experience with middle school students, and a minimum of 5 years of experience with 21st CCLC afterschool programs. It is an expectation of that District that all evaluations will be conducted in adherence to the organizations' ethical codes and procedures.

Evaluation Activities & Timeline: Ongoing evaluations will be conducted using an evaluation model that is a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model shall focus upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The evaluation shall be conducted through formative and summative evaluations. The evaluation process will provide a structure for (1) generating information needed for ongoing program and activity refinement, (2) assessing progress in meeting outcomes, (3) documenting and analyzing how the model works in practice, and (4) documenting and analyzing changes in targeted student's actions, attitudes, knowledge, and performance. The District will commit to provide all necessary data on 21st CCLC students, including attendance, behavior, and grades.

Data Collection: The following section provides the different levels of data collection as well as the types of data that will be collected to assess program goals, objectives, and performance measures. At each level of data collection, the estimated frequency with which the data will be collected is provided. When possible, specific instruments are listed.

Annual Reporting: Formative Evaluations will be completed no less than once per year (through December 31, submitted by January 31), with additional interim evaluations completed after on-site visits. Each report will include a review of programmatic accomplishments and challenges, actual vs. proposed operation, progress, and recommendations.

Summative Evaluations will be completed at the end of each year (submitted by June 31) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of the evaluation will be to record and develop a model that can be applied in other settings. Summative evaluations will include program operation, activities, attendance, academic performance, federal teacher impact surveys, staff information, and partnerships. Recommendations for program refinement will be provided and based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data.

Budget Forms

Form A Budget Overview

Provide a brief and concise narrative on the following:

a) How the items within the budget support the goals of the program;

The goals of the program directly align to the needs of the district. Each item within the budget provides the resources and/or services required to ensure the program operates within program compliance and supports the goals of the district. Money is allocated for parental and family engagement events, to tutor students with effective character education and to provide incentives for students so that their behavior and attendance will improve.

b) How the requested funds will be allocated for accomplishing tasks and activities described in the application;

The requested funds will be allocated based on the greatest direct impact on students. 81% of the proposed budget is allocated for instruction and safe travels for students. Experienced personnel and safety positively impact student achievement and provide the keys to accomplish tasks and activities described in the application.

c) How the major costs indicated on the Budget Summary are reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes;

All major costs will be determined by the number of program participants. These costs may be adjusted based on any necessary program revisions to ensure the costs are not only reasonable and necessary but also allocable. GRI parents will continue to pick up students. This savings allows both sites to have more teachers and a smaller teacher: student ratio. The more staff we have working with students, the better quality program we can operate.

d) How 21st CCLC funds will supplement and not supplant other federal, state, and local funds, and other non-federal funds; and

The 21st CCLC funds will be allocated for only items listed in the approved 21st CCLC budget. Every item listed on the budget will enhance student learning by providing services other federal, state, and local funds, and other non-federal funds are not offering. In addition, these services would not be offered in the absence of the 21st CCLC funds. All funds enhance/supplement and not supplant other funds.

e) How the positions and salaries are reasonable and necessary, consistent with the demographic area, and adhere to the applicant agency's policies and procedures on salary determination.

The number of program positions and the amount program personnel is paid for services rendered will be determined by the number of program participants. The rate will be attractive and reasonable. Our focus is putting children and families first.

Participation Letters

PARTICIPATION LETTER



HAZLEHURST CITY SCHOOL DISTRICT
119 Robert McDaniel Drive
Hazlehurst, MS 39083

Phone: (601)894-1152

Cloyd Garth Jr., Superintendent

Fax: (601) 894-3170

August 16, 2018

Mr. Christopher Norwood
Mississippi Department of Education
Office of Federal Programs, Suite 111
359 North West Street
Jackson, MS 39201

Dear Mr. Norwood:

This letter confirms that Hazlehurst City School District is an active participant in the project activities included in the proposal submitted by Hazlehurst City School District. We have been involved in the planning and development of this project and will continue to be involved in the following capacity: serving as fiscal agent of the grant, hiring personnel for the program, providing nutritious afterschool snacks via the district's nutrition department, providing space for the program's operation, providing program resources, and serving in other capacities necessary for the successful operation of the 21st Century Community Learning Centers Program.

Sincerely,


Authorized Signature

Mr. Cloyd Garth Jr., Superintendent
Title of Authorized Person

PARTICIPATION LETTER



HAZLEHURST CITY SCHOOL DISTRICT

119 Robert McDaniel Drive

Hazlehurst, MS 39083

Phone: (601)894-1152

Fax: (601) 894-3170

Cloyd Garth Jr., Superintendent

August 16, 2018

Superintendent Cloyd Garth
Hazlehurst City School District
119 Robert McDaniel Drive
Hazlehurst, MS 39083

Dear Superintendent Garth:

This letter confirms that Hazlehurst Elementary School is an active participant in the project activities included in the proposal submitted by Hazlehurst City School District. We have been involved in the planning and development of this project and will continue to be involved in the following capacity: assisting with participant selection, assisting with hiring personnel for the program, providing space for the program's operation, providing program resources, facilitating the active collaboration between the regular school day teachers and afterschool teachers, ensuring that accurate data is submitted to program staff in a timely manner, and serving in other capacities necessary for the successful operation of the 21st Century Community Learning Centers Program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kim Luckett-Langston", is written over a horizontal line. Below the line, the words "Authorized Signature" are printed.

Kim Luckett-Langston, Principal
Title of Authorized Person

PARTICIPATION LETTER



HAZLEHURST CITY SCHOOL DISTRICT

119 Robert McDaniel Drive

Hazlehurst, MS 39083

Phone: (601)894-1152

Fax: (601) 894-3170

Cloyd Garth Jr., Superintendent

August 16, 2018

Superintendent Cloyd Garth
Hazlehurst City School District
119 Robert McDaniel Drive
Hazlehurst, MS 39083

Dear Superintendent Garth:

This letter confirms that Hazlehurst Middle School is an active participant in the project activities included in the proposal submitted by Hazlehurst City School District. We have been involved in the planning and development of this project and will continue to be involved in the following capacity: assisting with participant selection, assisting with hiring personnel for the program, providing space for the program's operation, providing program resources, facilitating the active collaboration between the regular school day teachers and afterschool teachers, ensuring that accurate data is submitted to program staff in a timely manner, and serving in other capacities necessary for the successful operation of the 21st Century Community Learning Centers Program.

Sincerely,


Authorized Signature

Dr. Kristi Harris, Principal
Title of Authorized Person

PARTICIPATION LETTER

*Antioch Baptist Church
14176 HWY 51
Hazlehurst, MS 39083*

August 16, 2018

Superintendent Cloyd Garth
Hazlehurst City School District
119 Robert McDaniel Drive
Hazlehurst, MS 39083

Dear Superintendent Garth:

This letter confirms that Antioch Baptist Church is an active participant in the project activities included in the proposal submitted by Hazlehurst City School District. We have been involved in the planning and development of this project and will continue to be involved in the following capacity: providing services as mentors, participating in enrichment activities, to include but not limited to, art, physical activities. In addition, members of the church's congregation will serve as volunteers in an any capacity need for the operation of the 21st Century Community Learning Centers Program.

Sincerely,


Authorized Signature

Rev. Martin Washington, Pastor
Title of Authorized Person



Greene Education Services, LLC

PO Box 2770

Madison, MS 39130

601-941-1736 (office)

ges.offices@gmail.com

PARTICIPATION LETTER

August 16, 2018

Superintendent Cloyd Garth
Hazlehurst City School District
119 Robert McDaniel Drive
Hazlehurst, MS 39083

Dear Superintendent Garth:

This letter confirms that Greene Education Services, LLC is an active participant in the project activities included in the proposal submitted by Hazlehurst City School District. We have been involved in the planning and development of this project and will continue to be involved in the following capacity: providing services as instructors of banking and money management, providing incentive items for students, conducting professional development workshops, and serving in other capacities necessary for the successful operation of the 21st Century Community Learning Centers Program.

Sincerely,

Authorized Signature

President of Greene Education Services, LLC
Title of Authorized Person

FORM 7

SUMMARY OF PARTNERS TABLE

Program Name: Hazlehurst City School District's SIPS

Organization	Contribution Type	Contribution Amount	Align to Need/Goal
Hazlehurst City School District	In-kind	\$30,000	<p><i>Improving Student Achievement, Safe and Orderly Environment:</i> We will provide facilities for tutoring to take place as well as events. Our facilities offer a safe and clean learning environment for students to learn.</p> <p><i>Addressing Poverty:</i> Our food service will provide nutritious snacks for our students during program hours.</p>
Antioch Baptist Church	In-kind	\$5,000	<p><i>Positive Youth Development:</i> Antioch Baptist Church will provide services as mentors, participating in enrichment activities, to include but not limited to, art, physical activities. In addition, members of the church's congregation will serve as volunteers in an any capacity need for the operation of the 21st Century Community Learning Centers Program.</p>
Greene Education Services, LLC	In-kind	\$10,000	<p><i>Positive Youth Development:</i> Teaching students real world concepts about banking and money management. Provide incentive items for students.</p>

Form 8

Co-Applicant/Consortium

An LEA and any organization that collaborated extensively in the planning, development, design and implementation of a project is eligible to receive priority points due to sharing of resources and substantial roles in the delivery of services to students. It should be noted that all co-applicants have significant and ongoing involvement and oversight of the program.

The proposed project must be carried out in active collaboration with the school(s) where the targeted students attend. In addition, school districts must collaborate with at least one community-based organization, faith-based organization, or LEA. Community-based or faith-based organizations must collaborate with a school district.

In the chart below, please indicate the school district(s), community-based organization, and/or faith-based organization that are members of the joint Proposal. Please indicate the fiscal agent of the joint Proposal.

Organization	Description of Resources/Services to be Delivered to the Program	Fiscal Agent Y or N
N/A		

A Participation Letter must be submitted for each member of the joint Proposal/consortium

Form 9

Acknowledgement of RFP Amendments

I acknowledge all amendments to this RFP. Responses to questions will be treated as amendments to the RFP and will require acknowledgement.


Applicant Signature

08/17/2018
Date

Hazlehurst City School District

Title of Request for Proposal

Appendices

HCSD's SIPS 21st CCLC Program School Year Schedule

Days	Time	Activities
Monday	2:45 – 5:15	*Each day will begin with snacks. *Coding or Financial Literacy Activities *Homework assistance *Tutorials *Character Ed sessions *STEM sessions *Dismissal
Snack Enrichment Homework Math/Science Tutorials C.E./STEM Dismissal	2:45-3:05 3:05-3:35 3:35-4:05 4:05-4:40 4:40-5:10 5:10-5:15	
Tuesday	2:45 – 5:15	*Each day will begin with snacks. *Coding or Financial Literacy Activities *Homework assistance *Tutorials *Character Ed sessions *STEM sessions *Dismissal
Snack Enrichment Homework LA/Reading Tutorials Computer/Fitness Dismissal	2:45-3:05 3:05-3:35 3:35-4:05 4:05-4:40 4:40-5:10 5:10-5:15	
Wednesday	2:45 – 5:15	*Each day will begin with snacks. *Coding or Financial Literacy Activities *Homework assistance *Tutorials *Character Ed sessions *STEM sessions *Dismissal
Snack Enrichment Homework Character Ed STEM Computer Dismissal	2:45-3:05 3:05-3:35 3:35-4:05 4:05-4:40 4:40-5:10 5:10-5:15	
Thursday	2:45 – 5:15	*Each day will begin with snacks. *Coding or Financial Literacy Activities *Homework assistance *Tutorials *Character Ed sessions *STEM sessions *Dismissal
Snack Enrichment Homework Character Ed STEM Computer Dismissal	2:45-3:05 3:05-3:35 3:35-4:05 4:05-4:40 4:40-5:10 5:10-5:15	

HCSD's SIPS 21st CCLC Program Summer Schedule

Days	Time	Activities
Monday	8:00 – 12:00	
Breakfast	8:00-8:15	*Each day will begin with snacks.
Enrichment	8:15-8:40	*Coding or Financial Literacy Activities
Math/Science	8:40-9:50	*Tutorials
LA/Reading	9:50-11:00	*Character Ed sessions
C.E./STEM	11:00-11:30	*STEM sessions
Lunch	11:30-11:55	*Lunch
Dismissal	11:55-12:00	*Dismissal
Tuesday	8:00-12:00	
Breakfast	8:00-8:15	*Each day will begin with snacks.
Enrichment	8:15-8:40	*Coding or Financial Literacy Activities
LA/Reading	8:40-9:50	*Homework assistance
Math/Science	9:50-11:00	*Tutorials
Computer/Fitness	11:00-11:30	*Computer sessions
Lunch	11:30-11:55	*Fitness sessions
Dismissal	11:55-12:00	*Lunch
		*Dismissal
Wednesday	8:00 – 12:00	
Breakfast	8:00-8:15	*Each day will begin with snacks.
Enrichment	8:15-8:40	*Coding or Financial Literacy Activities
LA/Reading	8:40-9:50	*Tutorials
Math/Science	9:50-11:00	*Character Ed sessions
C.E./STEM	11:00-11:30	*STEM sessions
Lunch	11:30-11:55	*Lunch
Dismissal	11:55-12:00	*Dismissal
Thursday	8:00 – 12:00	
Breakfast	8:00-8:15	*Each day will begin with snacks.
Enrichment	8:15-8:40	*Coding or Financial Literacy Activities
Math/Science	8:40-9:50	*Homework assistance
LA/Reading	9:50-11:00	*Tutorials
Computer/Fitness	11:00-11:30	*Computer sessions
Lunch	11:30-11:55	*Fitness sessions
Dismissal	11:55-12:00	*Lunch
		*Dismissal