

1. Needs Statement

Tianna nervously walks to the office to visit the principal. She has been sent to the office for misbehaving in class. Tianna feels that getting in trouble provides an escape from the frustration of not being able to do the teacher assignments. You see, Tianna's problem lies deeper than misbehaving in class. Tianna is grade levels below in reading and math and often struggles with her work. Tianna's mother, who cares deeply about her child's education, is often challenged when helping her with homework and feels uncomfortable in doing so. With one income supporting the family and no family transportation, Tianna's mother is unable to provide any additional support for Tianna outside of the school setting.

The scene above is one of familiarity to the administration of Spaulding Elementary School. In situations similar to those above, educators often seek ways and strategies to further address the specific needs of diverse learners. In many cases, students enter a grade level needing additional support for academic success. With this in mind, the faculty and staff of Spaulding Elementary are continuously seeking ways and strategies to further support student achievement. We are often faced with questions such as: How can we better ensure that students of Spaulding Elementary receive the needed additional support for learning in the classroom and support for successfully completing homework? How can we better ensure that parents of Spaulding Elementary receive the support needed to reinforce those concepts and skills taught at school? How can we better ensure that struggling students of Spaulding Elementary gain the confidence and self-esteem needed to maintain a focus on academic achievement? One way of addressing these critical questions is through the support and funding of the 21st CCLC grant.

Spaulding Elementary is located in Lamar, South Carolina. Lamar, South Carolina, is a very small, rural community located in Darlington County. It was formed in the 1850s as a farming community with a crossroads store and post office. Fast forward hundreds of years later,

Lamar has not grown much economically and opportunities are slim. According to the 2012 Kids Count, the estimated median household income in Lamar was \$23,836 which is down from \$28,571 in 2000 and almost 50% lower than the states average of \$43,107. Lamar is a small town with less economic opportunities than surrounding towns in the county. With no large industries and businesses, the school system is known as one of the largest employers. The town consists of one stop light, one grocery store, and no drug store. There is no public transit system for citizens to utilize and access to a well-equipped library only became available in recent years. According to the 2012 Kids Count, 46.4% of children in Darlington County are living in single parent families. Based on student records, 70%-80% of students at Spaulding Elementary are living in single parent families. Resources and opportunities may seem low, but residents of the Lamar community are very supportive of public education and desire the best for their children's future. What are the residents of this deprived community to do? This question may seem daunting, but the solutions have formulated our areas of need for our grant proposal, which are: academic achievement, student socialization, and adult/family literacy.

Our most critical area of need is to improve Academic Achievement. Spaulding Elementary School is one of four schools located in the town of Lamar in Darlington County School District. It houses approximately 242 students in grades 3-5 and is designated as a Title I School serving a large number of at-risk students with 80% of students receiving a free/reduced lunch rate. Of its 242 students, 26.5 % did not meet the standards on the South Carolina Palmetto Achievement of State Standards (SCPASS) test in Reading and 30.8 % in math. On our fall and Spring Measures of Academic Progress (MAP) tests, 51.7% of students did not meet standards in Math in the fall while 41% of students did not meet standards in Math in the Spring and 37% of students did not meet standards in Reading in the fall while 25.4% of students did not meet

standards in Reading in the Spring. Our program will address the aforementioned deficient areas through educational enrichment and remediation activities. The table below shows the percentage of students not meeting the standards on the PASS test for 2011-2014.

	Writing	English Language Arts	Mathematics	Science	Social Studies
2011	27.8%	28.5%	30.4%	41.1%	25.4%
2012	38.3%	27.6%	33.4%	29.8%	34.6%
2013	39.0%	27.7%	34.1%	36.1%	33.5%
2014	36.2%	26.5%	30.8%	26.2%	30.6%

Another major area of need is Student Socialization. The Annual Gallop Poll of the Public's Attitudes toward Public Schools identified "lack of discipline" as the most serious problem facing the nation's educational system. In an informal survey of teachers, 100% of teachers felt that behavior/discipline problems take a significant amount of time from the teaching process. This clearly indicates that teachers spend a significant amount of time on addressing discipline-related issues. In addition, last year 78% of students from our school have had 2 or more unexcused absences according to the Power School database. Our program will provide high-quality strategies that promote healthy decision-making, encourage positive behaviors, and increase student attendance. Research shows that high quality afterschool programs can lead to improved attendance, behavior and coursework. Students participating in a high quality afterschool program went to school more, behaved better, received better grades and did better on tests compared to non-participating students. (*Durlak, Weissberg, & Pachan, 2010*).

Another important area of need is Family Literacy. Research conducted by the National Council on Family Literacy (NCFL, 2006) shows that parental literacy is one of the single most important indicators of a child's success. This tells us that in order for students to excel academically and exhibit positive, healthy behaviors, their parents must be equipped with the

knowledge and tools to provide for their families. Our program will offer training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. The program will address the needs of the community by offering a variety of services such as free GED courses, educational awareness workshop, career development, etc.

2. Project Design

a. Program Goals and Objectives

The goal of **PAAWS Learning Center** is to enhance the academic achievement of our students through a curriculum based focus on Science, Technology, Engineering, Arts, and Mathematics (STEAM) that engages our learners in real-life problem solving, creating and growing as learners within a community setting. Through this thoughtfully planned program, 100 student participants and their families will grow academically and socially which in turn will meet the growing needs of a small agrarian community as it will further prepare their way for life-long learning and future success.

Focus Area and Objectives	Expected Results and Evaluation Tools															
<p><i>Academic Achievement Focus Area: English Language Arts & Mathematics</i></p> <p>1. Improve the percentage of students scoring met or above from 74% to 86% in ELA, and from 69% to 81% in Math on the statewide assessment.</p>	<p>The percentage of students scoring met or above will increase by 3% each year in ELA and Math.</p> <table border="1" data-bbox="686 1276 1308 1524"> <thead> <tr> <th>Year</th> <th>ELA (Projected Performance)</th> <th>Math (Projected Performance)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>77%</td> <td>72%</td> </tr> <tr> <td>2016</td> <td>80%</td> <td>75%</td> </tr> <tr> <td>2017</td> <td>83%</td> <td>78%</td> </tr> <tr> <td>2018</td> <td>86%</td> <td>81%</td> </tr> </tbody> </table> <p><i>Measurement Tool:</i> South Carolina named statewide assessment tool</p>	Year	ELA (Projected Performance)	Math (Projected Performance)	2015	77%	72%	2016	80%	75%	2017	83%	78%	2018	86%	81%
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<p><i>Academic Achievement Focus Area: Writing</i></p> <p>2. Increase the number of students writing at or above grade level from 64% to 84%.</p>	<p>The number of students writing at or above grade level will increase by 5% each year.</p> <table border="1" data-bbox="686 1688 1118 1864"> <thead> <tr> <th>Year</th> <th>Writing (Projected Performance)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>69%</td> </tr> <tr> <td>2016</td> <td>74%</td> </tr> </tbody> </table>	Year	Writing (Projected Performance)	2015	69%	2016	74%									
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2018	84%										
<p><i>Regular School Day Focus Area: Attendance</i></p> <p>3. Increase student attendance in the regular school day from 96% to 98%.</p>	<p>Regular participants will attend school at an attendance rate of 98% or higher.</p> <p><i>Measurement tool:</i> Attendance Rate</p>										
<p><i>Regular School Day Focus Area: Behavior</i></p> <p>4. Decrease the suspension rate from 28% to 12%.</p>	<p>The number of suspensions and expulsions will decrease by 4% each year.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>ELA (Projected Performance)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>24%</td> </tr> <tr> <td>2016</td> <td>20%</td> </tr> <tr> <td>2017</td> <td>16%</td> </tr> <tr> <td>2018</td> <td>12%</td> </tr> </tbody> </table> <p><i>Measurement tool:</i> Monthly Suspension Rates</p>	Year	ELA (Projected Performance)	2015	24%	2016	20%	2017	16%	2018	12%
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2015	24%										
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2018	12%										
<p><i>Focus Area: Family Literacy</i></p> <p>5. Improve family and community literacy</p>	<p>70 % of participants’ parents will attend four or more of literacy workshops per year. Participating in adult education/higher education/job training programs will increase by 5% each year.</p> <p><i>Measurement tool:</i> Attendance Records</p>										
<p><i>Focus Area: Needs-based Objective</i></p> <p>6. Provide enrichment activities that will inspire students to become life-long learners and productive citizens.</p>	<p>Pre and post surveys will be administered. These surveys will measure students’ attitudes towards post-secondary education and career opportunities. 50% of participants will show an increase in positive attitudes.</p> <p><i>Measurement tool:</i> Survey Results</p>										
<p><i>Focus Area: Sustainability</i></p> <p>7. Develop a plan of sustainability for the PAAWS Learning Center Program.</p>	<p>The PAAWS Advisory Council will collaborate to create partnerships and resources for continued sustainability after grant funding ends by meeting quarterly.</p> <p><i>Measurement tool:</i> Business/Community Partnerships, grant awards, donations, fundraisers, meeting agendas/sign-in sheets</p>										

2.b. Description of Services and Activities

The **PAAWS Learning Center** will address academics, social awareness, and wellness of the participants and their families. The PAAWS Learning Center will operate 15 weeks for the first academic year and 30 weeks thereafter with the following three components: Rise and Shine Program, PAAWS Afterschool Program, and Family Literacy. The **Rise and Shine Program**

will operate Monday through Friday from 7:00am-7:30am. ALEKS and MAP Works, computer-assisted instruction programs, will be used in the program. *ALEKS*, a system that uses artificial intelligence (AI), tracks the details of each student's knowledge and uses this knowledge to make learning more efficient and effective by continuously offering the student a selection of only the topics he/she is currently ready to learn. This ongoing success builds student confidence and learning momentum. *MAP Works* addresses the individual needs of participants in the areas of mathematics and English Language Arts based on Measures of Academic Progress (MAP) results. The PAAWS Lab Manager will monitor students' progress by printing out weekly reports and sharing the results with students through individual conferences, with teachers through grade level meetings, and with parents in Tuesday take home folders. During the Rise and Shine Program, certified teachers will also provide assistance to students in completing homework assignments and small group intervention sessions.

The **PAAWS After-School Program** will operate Monday through Friday from 2:30pm-5:00pm. Monday through Wednesday, students will engage in data driven and researched guided project-based learning with a focus on STEAM and service learning projects. The student to teacher ratio will be 10:1 for all academic instruction. Introducing students to STEAM at the elementary level builds a strong foundation in the areas of STEAM and 21st Century skills such as problem solving, critical thinking, and communication which will put them ahead in middle school. Consequently, they will have the background knowledge that will carry them through high school thus giving them an option to pursue STEAM related careers. ScienceSouth, with the instructional support of *Francis Marion University and Coker College Department of Education* will organize and facilitate 15 project-based learning sessions with students (once per week), and monthly project-based professional development for teachers. Francis Marion and Coker College

teacher candidates, as part of their service learning project, will help facilitate the student project-based sessions under the direction of Francis Marion University and Coker College professors. Certified teachers will serve as mentors for student groups in completing projects between ScienceSouth led project-based learning sessions. Teachers will also receive Science training through the Darlington County School District. Fully trained and certified STEAM teachers will engage students in real-world engineering problem-based activities and conduct hands-on learning opportunities through the exploration of science, technology, engineering and math.

Mentorship is a critical component of a student's success. Each Thursday, students will participate in a mentoring program from 3:10pm-4:00. Fraternities and Sororities along with community members will volunteer and provide mentoring as well as educate the students through team-building sessions. The mentors will provide character building lessons that are designed to instill life values, build self-confidence, and help to empower the young students. Thursdays, in collaboration with our faith-based partners, Sandy Grove United Methodist Church United Methodist Church (UMC), John Wesley UMC, Ebenezer UMC, and Lamar First Baptist Church, volunteers and PAAWS staff will lead enrichment clubs from 3:10pm-5:00pm to include activities such as Gardening, Dance/Step, Journalism, Gaming, Drama, History, and Robotics. Students will choose two clubs to participate in per semester. Fridays, students will participate in wellness activities. Students will learn about healthy lifestyle choices and participate in structured physical activities. Students will participate in three college tours throughout the academic year.

Students will receive daily a USDA approved healthy snacks through the Darlington County School District Student Nutrition Program. The nutritional snack program will be funded

through USDA. The snacks will be delivered and prepared by the Darlington County Student Nutrition Services. These snacks reflect the nutritional standards and lifestyle promoted in the program.

The academic and enrichment programs and activities of the PAAWS Learning Center will be based on the best practices component of the Principles of Effectiveness. Teachers will receive ongoing professional development to improve their pedagogy in extended and regular day instruction. Students will be provided with engaging projects with an emphasis on STEAM. Teachers and partners will serve as facilitators of student learning, providing materials and feedback.

The PAAWS Learning Center activities will focus on both academic and enrichment core activities. The primary focus will include the qualities of standards-based instruction that will vertically align regular day and the extended day's academics instruction. The explicit instruction and engagements will be rigorous, relevant, and rotational. Students will have the opportunity to participate in a robotics program, graphic arts design program where students will create artistic campaigns that promote topics such as anti-bullying, teamwork and positive character. Additionally, students will participate in Image Grammar workshops, a creative approach to writing that integrates the Arts with grammar to improve writing skills. All enrichment activities will address students' specific interest in the areas of math, science and the arts, physical fitness, promote healthy eating, promote community service, and build self-esteem, social skills and life skill. All activities will be designed to enhance their understanding of the importance of teamwork, promote a commitment of excellence and increase confidence and self-esteem.

Children's successes in the school setting shapes their future as well as sets the stage for their potential productive/positive contributions to society, and one of the greatest contributing factors to the success of any child in the school setting is the home from which they come. Thus working with the families of the students we serve in the PAAWS Learning Center will be a major focus of our program. Enrichment and educational opportunities will be provided to families through our community partnerships.

Parental involvement is a critical component to the success of the program. Parents will be encouraged to participate in weekly and monthly workshops that will focus on educational and social development of their children, family literacy, and other initiatives that promote and build parent and family empowerment. These types of workshops and programs will be provided in collaboration with the DCSD Office of Federal Programs/Title I. Community Partner, Darlington School District Adult Education will offer free GED classes to everyone in the community. South Carolina Pathways-Pee Dee Regional Educational Center will offer educational and awareness workshops for parents and students in areas such as career development, workforce trends, and college preparation, provide resources to help meet the immediate needs of the families, and provide professional development opportunities for staff. Clemson University Cooperative Extension Service will provide nutritional classes and sessions to parents as well as programs on youth leadership and citizenship. Family wellness will enable student and family participants to make healthy choices through health promotion seminars, electronic health education information, and personal health assessments. In addition, monthly workshops will be held for parents and people in the community that will address the following: academics, social awareness, and other trending topics that will assist parents in supporting their child's educational experience. These particular partnerships will give parents the opportunity

and the support needed to earn certifications/advancements and improve the stability of their home life so that they can have the tools and skills to obtain a better job and/or financial standing.

2.c. Evaluation Strategies

A variety of sound, valid evaluation tools will be used to evaluate the effectiveness of the program. Monitoring and evaluation tools will be used to track student progress in the program and effectiveness of program focus areas and objectives. These tools will be used to ensure that the program design and activities are running effectively, efficiently, and will yield positive results in student achievement and growth. Data will be used and collected to evaluate student progress and monitor progress towards meeting objective goals. Data findings will be interpreted, analyzed, and used in making adjustments and strengthen the program. Stakeholders and partners will meet monthly to report and review progress, determine if adequate progress is being made towards meeting program objectives, make adjustments as needed, and plan for upcoming events and/or activities. The table below shows the data that will be used to evaluate student progress and monitor progress towards meeting objective goals.

Data Collected	Reporting Schedule	Responsibility Person(s)	Recipients/Audience
SCPASS English Language Arts and Mathematics Scores	August	Coordinating Teacher	Principal, Project Director, Teachers, Parents
Measures of Academic Progress (MAP) Reading and Mathematics	October December February	Coordinating Teacher	Principal, Project Director, Teachers, Parents
SCPASS Writing Scores	August	Coordinating Teacher	Principal, Project Director, Teachers, Parents
ALEKS and MAP Works Progress Reports	Bi-Monthly	PAAWS Lab Manager	Principal, Project Director, Teachers, Parents

Student Regular and Extended Day Attendance	Weekly	Data Manager	Principal, Project Director, Teachers, Parents
Student Referral/Suspensions	Bi-Monthly	Data Manager	Principal, Project Director, Teachers, Parents
Family Literacy Program Attendance	Monthly	Parent Involvement Representative	Principal, Project Director
Sustainability	Quarterly	Project Director	Advisory Council, Parents, Community
Student/Parent Surveys	Mid-Year and End-of-Year	Project Director	Advisory Council, Parents, Community

3. Management

The PAAWS Community Learning Center will be housed at Spaulding Elementary School and operated under the management of Darlington County School District (DCSD). All DCSD operational programs will be efficiently managed in compliance with district, state, and federal regulations. Spaulding Elementary School has a history of successfully managing and implementing programs such as Saturday student-learning sessions and student afterschool programs. Like the PAAWS Community Learning Center, these previous programs were developed to focus specifically on adequately addressing the academic needs of students served within the school.

A full time Project Director will be hired to oversee the program. This individual is a certified education and has a wealth and experience and knowledge with directing afterschool programs. The Project Director will be responsible for providing leadership, frequently communicating with stakeholders, collecting and analyzing data, will attend all grant related meetings, management of allocated funds, reporting to appropriate person(s) and providing leadership in developing sustainability over the coming years. The Project Director will also be responsible for designing programs and activities that will result in student academic growth, supervising site instructors and support staff, organizing project activities, trainings and

professional developments, conducting performance evaluation as well as gathering and analyzing student data.

An experienced Data Manager will be hired for the purpose of gathering and inputting data from PowerSchool. This individual is experienced with analyzing data and trained in using state database programs. The Data Manager will also be responsible for generating Average Daily Attendance reports (ADA), gathering and inputting student scores, suspension reports and parent surveys, compiling, sorting and verifying accuracy of collected data and preparing quarterly reports in a timely manner. Certified teachers will be hired to provide instruction and direct supervision to PAAWS Community Learning participants. Instructional Assistants will assist in instruction and in the implementation of academic enrichment activities. Tutors will provide individualized instruction to program participants as requested and/or as determined by needs assessment data.

Funds have been allocated in the budget to finance staff training and professional development on a monthly basis. Additionally, training will be provided for all staff and partners in areas such as, but not limited to, policies and procedures and pertinent information related to participating in the 21st Century Community Learning Center grant, STEAM, Project-Based Learning, content specific professional development, and Positive Behavior Intervention and Support strategies. Trainings will be conducted in January, February, and March. Professional developments will be held monthly. ScienceSouth and Darlington County School District Office of Curriculum and Instruction will provide learning professional developments. Coker College and Francis Marion University Department of Education interns and teacher candidates will work closely with certified teachers in planning and implementing STEAM-related and project based learning activities.

The PAAWS Community Learning Center will partner with 12 local organizations and agencies in providing services to the students and families of Spaulding Elementary School. These organizations will provide support in facilitating STEAM -related learning sessions and activities with students, provide support in facilitating enrichment-related learning sessions and activities with students (i.e. promoting academics, social/life skills, community service, physical fitness, etc.), provide support in facilitating wellness, environmental, and nutritional-related learning sessions and activities with students and/or families, provide educational and awareness workshops/learning sessions for parents in areas such as finances, education, career development/certification, and family literacy, provide project/problem-based learning professional development for teachers, and provide volunteers to work with homework center and/or mentorships. In these efforts, the partners will focus on continuously improving the academic, social, emotional, and overall wellness of the participants. The roles and scope of services of each partner are found in the Memorandum of Agreements and letters of support provided in the appendices.

To ensure the success of the PAAWS program, an Advisory Council has been established. The board consists of the principal, DCSD Coordinator of Innovative Programs, DCSD Workforce Investment Act (WIA) Coordinator, DCSD Parental Involvement/Drug Free Schools Coordinator, project director, Coker College Director of Education Internship Programs, a general education teacher, a community leader, a Parent -Teacher Organization (PTO) representative, the school Master Teacher, and two student representatives. Monthly meetings will be held to discuss program implementation, progress, adjustments and evaluations. The Project Director will work closely with the Advisory Council to address any concerns or challenges and use input to determine a plan of action for addressing any matters.

3.b. Management

A variety of methods of communication will be used to convey information about the 21st Century Community Learning Center. The location and program activities will be made available throughout the community. Communication methods will include DCSD School Connects (telephone messaging system), DCSD Peach Jar (online flyer dissemination system), newsletters, school and district website, email, PTO and School Improvement Council meetings, and parent teacher conferences.

After submission of grant application, a copy will be housed at the following locations: Darlington County School District Office of Curriculum, Instruction and Assessment and Spaulding Elementary School.

4. Adequacy of Resources and Sustainability

The PAAWS Community Learning Center will maintain and ensure adequate staffing, supervision, management, and services. A participant-staff ratio of 10:1 will be maintained throughout the program. Faculty and staff from Spaulding Elementary School along with retired teachers will be recruited to work in the program. Additionally, services will be provided by volunteers from our faith-based partners, Lamar First Baptist Church, Sandy Grove United Methodist Church (UMC), Ebenezer UMC and John Wesley UMC. These volunteers consist of professionals from various career fields and/or Senior Citizens. Recruitment for volunteers will be ongoing as partnerships are developed with additional community organizations.

The PAAWS Community Learning Center is located at Spaulding Elementary School in Lamar, South Carolina. The 26,390 square feet facility has a media center, 20 classrooms, two computer labs, and the school shares the gymnasium and cafeteria with the adjoining middle school. The Spaulding Elementary School custodial staff along with the Darlington County

District Maintenance department will work collaboratively to ensure that the facilities are maintained, clean, and operation systems are functioning properly. The building is safe, includes surveillance cameras, and is in close proximity of the local police department. Additionally, the area is frequently patrolled by police officers. In the event that the building is not accessible for program, Spaulding Middle School, located across the breezeway, will be used for the program.

The plan below includes pertinent information regarding the plan for transporting students home from program and program-related activities.

4.b. Adequacy of Resources and Sustainability

PAAWS Community Learning Center Transportation Plan

Transportation Provider: Darlington County School District Transportation Department

Transportation Funding: 21st CCLC grant funds

Number of Buses: 3 (afterschool) and 2 (field studies/field trips)

Maximum Number of Students per Bus: 64

Route Completion Times: 15 minutes-45 minutes following departure based on location

Number of Students per Bus: approximately 33

Contingency Plan for Rising Fuel Costs: Adjustments will be made to distance of field studies and local transportation funds will be used

Routes: District Transportation Service will determine routes. Routes completion time will be contingent upon participants’ geographical location in the county. Routes will take an estimate of 45 minutes to complete.

Drop-off Locations: District Transportation Services will determine student drop-off locations.

Transportation Schedule

Activity	Days	Scheduled Pick-Up	Departure Drop-Off
PAAWS Afterschool	Monday -Friday	N/A	5:00 PM

Program			
Field Studies	Fridays	Varies	Varies

4.c. Adequacy of Resources and Sustainability

Spaulding Elementary and Darlington School District are committed to sustaining the PAAWS Learning Center. The Advisory Council and community partners will work together to identify funding sources and other resources that will sustain the PAAWS Learning Center without changing the quality and type of services. Community partners have access to a variety of resources as well as a wealth of knowledge that will be utilized to develop plans for other grants. The funding plan for years one and two include the 21st Century grant funds and In-Kind contributions. All partners have made a commitment for contributions and assistance in sustaining the PAAWS Learning Center beyond years three and four. The commitments are listed below.

Partners	In-Kind Contributions (Years 1 & 2)	Planned/Confirmed Commitments for Sustainability (Years 3 & 4)
Sandy Grove, John Wesley, Ebenezer UMC, and Lamar First Baptist Church	Enrichment Volunteers, Volunteer Tutors, Summer Camp Enrichment Volunteers	Continue to volunteer services at no cost
Florence-Darlington Technical College	STEAM-related enrichment trip/learning sessions, Financial Aid Advisory, and Academic Counseling	STEAM Enrichment Classes, Financial Aid ,Academic Counseling
Coker College and Francis Marion University School of Education	Student Teacher Volunteers to facilitate STEAM classes	Teacher-candidates and volunteers as part of service learning credit
Local Chapter Sororities & Fraternities and Community Members	Mentoring and Enrichment Volunteers	Continue to offer volunteers services at no cost
Clemson Cooperative Extension Services	STEAM Enrichment Classes, Nutrition classes Youth development, and Environment	Continue to offer volunteers services at no cost
Pathways for Success	Enrichment learning sessions and activities, Educational Awareness workshops/sessions for parents	Continue to offer sessions and workshops at no cost
Duke Energy	Educational Awareness/Career Opportunities Sessions	Continue to offer Educational Awareness Sessions at no cost

5. Timeline of Activities

	SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION	2014–2015 21st Century Community Learning Centers Timeline of Activities
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October 2014	Identify program space and hours	Program needs adequate space	Spaulding 5 th grade hallway, computer lab	Program Director & Lead Teacher
October 2014	Set up Snack	Snacks will be provided for afterschool program.	Confirmation with food services	Program Director
December 2014	Orientation and curriculum planning for teachers	Teachers will be trained in a planning session.	Sign-in sheet	Lead Teacher
December 2014	Send letters to parents inviting students to participate	Students must be identified through a letter.	Mass delivery of letters	Program Director, Lead Teacher & Principal
January 2014	Determine deadline for returning parent letters	Students must return letters by a certain date.	Written on letters send home	Program Director, Lead Director & Principal
December 2014	Create enrichment program calendar Transportation Verification	Program will need a set of dates for activities Transportation will need to be coordinated.	Completed calendar	Lead Teacher
December 2014	Busing roster sent to support services to confirm drop off locations.	DCSD Bus office must be provided with transportation needs for program.	Completed roster for 3 buses (names and addresses)	Program Director
December 2014	Contact Student Data Network Administrator to create 21 st Century atom in Powerschool so all students are identified.	Student Data Manager will input all identified students into the Powerschool Program.	Powerschool atom will be crated for the students identified.	Program Identified
December	Set-up for program	Create program with	A handbook will	Program

2014		all procedures and policies.	serve as a program guide.	Director & Lead Teacher
December 2014	Complete Registration and orientation for students and parents (mandatory)	Students must complete application package to participate.	Mandatory meeting with parents	Principal
December 2014	Conduct Dry run of program	Directors and teachers will complete a dry run of the first day.	Check off list for dry run	Program Director, Lead Teacher & Principal
Weekly	Verify timesheet and purchase order processes with bookkeeper (All teachers must complete time sheet for actual time worked)	All teachers must sign weekly time sheets in order to receive their pay.	Student Data Manager will keep all data for evaluation	Lead Teacher & Student Data Manager
January 6, 2015	Complete first afternoon of program-must occur January 6, 2015	Program will start on January 6, 2015	Meet with Program Director, Lead Teacher & Unit Director to iron out any problems	Program Director
January 6-20, 2015	Observed during first few weeks of program	The directors will monitor the program for its effectiveness.	Observe...monitor and adjust as needed	Program Director, Lead Teacher & Principal
Bi-weekly ongoing	Follow up on progress of program and establish bi-weekly meetings	The advisory board will monitor the progress of the program.	Agendas and anecdotal notes	Program Director, Lead Teacher, Principal, Students Data Manager & advisory board
Fall and Winter MAP	Collect benchmark data (MAP, etc.)	To identify students, the directors will use MAP data.	Actual scores from the Fall and Spring testing of MAP	Program Director
April 2015	Complete parent, student, teacher surveys	In complying with federal regulations of the grant, the participants (teachers, students, parents) will complete surveys.	Returned surveys to the SDOE	Program Director
May 2015	Complete end of year report in Powerschool	To report on all objectives included in the proposal	End- of-year report submitted	Program Director

PAAWS Learning Center Weekly Schedule

PAAWS Learning Center

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:30	<p style="text-align: center;">Early Bird</p> <p>Computer Based Learning</p> <ul style="list-style-type: none"> • ALEKS • MAP Reading • MAP Math 	<p style="text-align: center;">Early Bird</p> <p>Computer Based Learning</p> <ul style="list-style-type: none"> • ALEKS • MAP Reading • MAP Math 	<p style="text-align: center;">Early Bird</p> <p>Computer Based Learning</p> <ul style="list-style-type: none"> • ALEKS • MAP Reading • MAP Math 	<p style="text-align: center;">Early Bird</p> <p>Computer Based Learning</p> <ul style="list-style-type: none"> • ALEKS • MAP Reading • MAP Math 	<p style="text-align: center;">Early Bird</p> <p>Computer Based Learning</p> <ul style="list-style-type: none"> • ALEKS • MAP Reading • MAP Math
7:30-2:30	Regular School Hours				
2:30-3:10	Snack/Homework				
3:10-5:00	<p>Academics/Intervention</p> <p>(Content Area Instruction)</p>	<p>STEAM (3:10-5:00)</p>	<p>Academics/Intervention</p> <p>(Content Area Instruction)</p>	<p>Enrichment and STEAM Clubs</p> <p>Mentoring</p>	<p>Enrichment & Fitness Friday</p>
6:00-8:00	Monthly Parental Workshops/Meetings				

Proposal Abstract

The Pursuing Academic Achievement With STEAM (PAAWS) Learning Center of Spaulding Elementary School will be located in Darlington County School District in Lamar, South Carolina. Spaulding Elementary School serves a community that is comprised of high poverty families. The PAAWS Learning Center will focus specifically on exposing, engaging, inspiring, and educating students in the areas of Science, Technology, Engineering, Art and Math. PAAWS Learning Center will use a focused curriculum that will not only further support improvements in academic achievement but will also afford students the opportunity to enhance their understanding and comprehension skills through hands-on approaches to learning along with intervention services that meet the needs of each student in an engaging, enrichment program that focuses on the attainment of the 21st Century skills. The program is designed to serve 100 student participants and their families resulting in both obtaining key qualities that will aid in the betterment of their individual lives, their families' lives and the community as a whole.

PAAWS leadership and staff members will work collaboratively with community partners such as Sandy Grove United Methodist Church (UMC), John Wesley UMC, Ebenezer UMC, Lamar First Baptist Church, SC Pathways, Florence-Darlington Technical College, Clemson Cooperative Extension of Clemson University, and the Education Department at Francis Marion University and Coker College to develop, implement, evaluate, and sustain effective, research-based programming for the students and families Spaulding Elementary. In order to successfully meet the objectives, PAAWS is requesting funds in the amount of \$577,500 over a four-year period. Spaulding Elementary is not a re-competing applicant; however, the proposed program is critical to the support of making significant improvements in student achievement at Spaulding Elementary.