



21st Century Community Learning Centers



2020-2021 Scope of Work

Agency Name: School District of Osceola County

Project Number: 490-2441B-1CCC10

Program Name:

3.1 Project Abstract

The Osceola County School District sustains three 21st CCLC programs held during out-of-school time to extend learning via tutorial services and academic enrichment activities designed to help students meet local and state academic standards in reading, math and science as well as improving the social-emotional well-being of participating students. These programs are located at three elementary schools: Central Avenue, KOA and Pleasant Hill. Each program serves 85 students at both Central Avenue and Pleasant Hill and 75 students at KOA that have been identified for additional academic support and enrichment. Each program uses theme-based lessons, encourages project-based learning, and coordinates with the regular school day teachers for learning continuity to increase student academic achievement. Adult family members of students, served by the programs, are offered adult English, Social-Emotional, and Financial Literacy workshops to help them support their students' academic progress.

3.2 Applicant's Experience and Capacity

The School District of Osceola County, Florida has extensive experience managing public grant funds, both fiscally and programmatically. It also possesses an expansive history of developing, implementing, and monitoring many grant projects funded through federal, state, and private sources. Awards over the last twenty years total millions of dollars and include Nita M. Lowey 21st CCLC funding as well as the following: Title IV Part A, Student Support and Academic Enrichment (SSAE) which provides all students with access to a well-rounded education while improving school conditions for student learning to support safe and healthy students, and improve the use of technology in order to advance digital literacy of all students. Other local, state, and federal grants awarded to the District include; School Improvement Grant, Pathways to Career Opportunities, Youth Mental Health Awareness (YMHA) - University of South Florida, SAMSHA - Substance Abuse and Mental Health Services Administration- Osceola County System of Care SAMSHA, Adult Education & Family Literacy, Integrated English Literacy/Civics Ed, Criminal Justice Academy and several others totaling well over \$38,267,881.

The District finance department is led by a Chief Business & Finance Officer, who employs fiscal management methods that integrate sound business practices. The Association of School Business Officials International (ASBO) announced that, Osceola School District's Chief Business and Finance Officer, earned the Certified Administrator of School Finance and Operations (SFO) certification.

(https://www.osceolaschools.net/news/newsroom/cfo_earns_certification_for_fiscal_credibility) School business professionals who earn the SFO certification have proven that they have the required knowledge, expertise, and fiscal credibility to lead their school district and effectively manage the district's finances. The SFO designation is granted to highly qualified school business professionals who fulfill multiple requirements, including demonstrating certification eligibility through work experience and education; passing a



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two-part exam that tests competency in accounting and school business management topics; and adhering to the ASBO International Certification Code of Conduct. “ASBO International’s SFO certification is the only internationally recognized certification for school business officials,” says ASBO International Executive Director John Mosso. “As school districts are pressed more than ever to be accountable to their communities, having an SFO at the helm demonstrates that the district is committed to be a trustworthy steward of taxpayer dollars and to effectively allocating educational resources to support student success.”

The District's commitment to wisely using its resources has resulted in minimal overhead and low per-student costs (\$7,783 per FTE). It has also repeatedly earned the Certificate of Achievement for Excellence in Financial Reporting, the highest form of governmental accounting and financial reporting recognition. The Government Finance Officers Association bestowed this award for the District's comprehensive annual financial reports for the fiscal years, which end June 30th, every year since 2007 until the present. To maintain budgetary compliance and accountability, the School Board follows procedures established by Florida Statutes and State Board of Education Rules in creating budget balances for governmental funds. Budgets are prepared, public hearings are held, and original budgets are adopted annually for all governmental fund types in accordance with procedures and time intervals prescribed by applicable laws and rules. Appropriations are controlled at the object level (e.g., salaries, purchased services, and capital outlay) within each activity (e.g., instruction; pupil personnel services, and school administration) and may be amended by resolution at any School Board meeting prior to the due date for the annual financial report. Budgets are prepared using the same modified accrual basis as is used to account for governmental funds. Budgetary information is integrated into the accounting system and, to facilitate budget control, budget balances are encumbered when purchase orders are issued. Appropriations lapse at fiscal year end and outstanding encumbrances are honored from the next year's appropriations. Programs, systems and initiatives are in place to ensure all stakeholders the opportunity to meet the challenge of rigorous standards and achievement goals. Integral components of data collection, management and analysis include tools like Focus. The District's Total Education Resources Management System (TERMS) enables the storage, organization, and query of critical data.

State law requires that local government publish after the close of each fiscal year, a complete set of financial statements presented in conformity with generally accepted accounting principles (GAAP) and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants. Pursuant to that requirement, the District routinely issues a comprehensive annual financial report (CAFR) for each fiscal year ending June 30th. The firm of Moore, Stephens, Lovelace, P.A. audited district financial statements for the last two years. For both 2017 and 2018, the independent auditors concluded that the District's basic financial statements were fairly presented in conformity with GAAP. The firm conducted its audit of compliance in accordance with the generally accepted auditing standards, standards applicable to financial audits contained in Government Auditing Standards, and OMB Circular A-133. The independent audit further determined that the District complied in all material respects, with the types of compliance requirements referred to compliance for each major federal program and on internal control over



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compliance and report on the schedule of expenditures of federal awards required by the uniform guidance that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

https://www.osceolaschools.net/UserFiles/Servers/Server_567106/File/Department%20Directory/Business%20&%20Fiscal%20Services/District%20Financial%20Audits/CAFR%202019.pdf

The uploaded organizational chart indicates that the Head of Agency is the Superintendent of Schools and the 21st CCLC Program operates under the Assistant Superintendent for Elementary Curriculum and Instruction, who holds a Doctorate degree in Educational Leadership and has over twenty years of successful instruction and administration experience and provide curriculum and instructional leadership for the administration and coordination of programs and services for elementary levels. The Director of all after school programs, who reports to the Assistant Superintendent, supervises all afterschool programs by providing leadership in planning, developing, implementing, and evaluating early childhood and all afterschool programs designed to meet the needs of the students throughout the district. A District level Grant Manager is responsible for fiduciary and programmatic compliance.

For over fifteen years the School District of Osceola County, Florida has operated multiple 21st community learning centers afterschool and summer programs in grades K-12 providing services in line with the 21st CCLC program goals, objectives and approved activities. According to the documented performance in the 2018-2019 Summative Evaluation Report prepared by an external evaluator “the Osceola 21st CCLC programs was more successful than most Florida programs.” The entire 2018-2019 Summative Evaluation Reports for the current three cohorts in operation may be viewed at

https://www.osceolaschools.net/parent_resources/21st_century_after_school_program/21st_cclc_summative_evaluation_reports_2016-17

The Formative Evaluation Summary, generated by program staff, as well as the subsequent Evidence of Program Modification Report, is shared with the Department of Education and made available to other stakeholders upon request and at the discretion of the District. Components of the Formative Evaluation include: (1) Summary of program operations, (2) Data on student attendance and enrollment, (3) Assessment of progress toward program goals, and (4) Recommendations for improvement. The District has extensive experience collecting, maintaining, analyzing and reporting accurate program evaluation data in its 21st CCLC programs. Currently, EZReports, a comprehensive web-based software for managing grant-funded afterschool programs is being used for data collection. EZReports meets the data collection and reporting requirements of the Federal 21st Century Community Learning Centers (21st CCLC) programs. The evaluation data and recommendations of the independent evaluation team in addition to the academic, personal enrichment data and regular day classroom teacher input are analyzed by the District leadership team to improve program plans and or make changes in programming to improve program quality. The District-level 21st CCLC funded Project Manager provides support to the targeted schools' during the out of school hours of operations. This individual possess related knowledge and skills, holds a Doctorate degree, and demonstrates significant pertinent experience. Responsibilities include managing and implementing the educational program and budget described in the approved application, serving as liaison with stakeholders, keeping records and submitting all required reports, and providing ongoing communication and technical assistance.



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Each school will employ a dedicated site coordinator who is responsible for the school's daily operations and services delivery. Responsibilities include implementation of 21st CCLC policies and procedures and provision of ongoing support to ensure best practices are implemented with fidelity. A certified teacher will supervise and provide all academic activities. In cooperation with the schools' highly qualified educators, certified support staff members, and administrative/leadership teams, the Grant Project Manager and Site Coordinators will work toward achieving 21st CCLC objectives. At the program level, all expenditures go through a seven step approval process to ensure that all purchases are allowable purchases and in accordance with CFR Part 200, under Federal awards. They must also be necessary, reasonable, and allocable to the Federal program, and authorized or not prohibited under State or local laws or regulations, and will directly impact students or student performance as detailed in the goals and objectives presented in the grant proposal.

3.3 Needs Assessment

Strategies to identify target schools:

During October 2019, the School District of Osceola County, Florida Leadership Team began to examine the 2019 assessment data to identify low performing schools meeting the grant criteria – Title I, schools, where at least 99% of the population qualified for the Free and Reduced Lunch program and more than half of the students are in achievement Level 1, Inadequate: Highly likely to need substantial support for the next grade and/or Level 2, Below Satisfactory: Likely to need substantial support for the next grade.

Risk Factors Considered: The students targeted for this program have at least six risk factors:

- (1) Economically Disadvantaged
- (2) Below Academic Proficiency and attending low performing schools (ESSA Category TS&I)
- (3) Live in High Crime Areas
- (4) Majority of Students is Minorities
- (5) Costly, Limited Availability & Accessibility of After-school Programs
- (6) Community Resources Available to Support After-School Programming

Risk Factors, Data Used & Demographics:

Central Avenue Elementary, KOA Elementary and Pleasant Hill Elementary are Title I schools and listed on the ESSA Category (TS&I or CS&I) Classifications for 2019. Central Avenue, KOA and Pleasant Hill are identified as in need of Targeted Support & Improvement. According to the Florida Department of Education 2018-19 School Report Card found at (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0061&district=49>) the three schools are identified for support. At least a third of the students at each school are English Language Learners; CAES 37.3%, KOA 32.9% and Pleasant Hill 30.7% according to the Florida Department of Education 2018-2019 School Report Card data. The three schools have been identified as “identified for support”. (<https://edudata.fldoe.org/ReportCards/Schools.html/school=0811&district=49>). School Grades for 2018-19 are: Central Avenue – C, KOA – C and Pleasant Hill - C. The enrollment at each school is high Central Avenue – 727; KOA – 641, and Pleasant Hill – 758 enough to support an after-school program with an Average Daily Attendance (ADA) of 85 to 75 students at the schools.

(1) Economically Disadvantaged:

As an indicator of poverty, almost 100% of the students received free/reduced lunch in 2018-2019. The Percent of Economically Disadvantaged for Central Avenue and KOA are 100%. Pleasant Hill is 97.8%. The income per-capita in the area is 16.1%. The median household income is 39% lower than the national average. The unemployment rate 4.9%, which is 28% higher than the national average and the poverty level, is 63% higher than the national average. Statistics show that students that are economically disadvantaged are more likely to struggle in school or drop out (ETS, R&D Connections-No.18-February 2012). "Dropping out is a process that begins well before high school, and students exhibit identifiable warning signs at least one to three years before they drop out" (p.3). Most of the students come from homes of poverty where hunger, lack of medical care, multiple families live in one home, stressful family situations that result in significant difficulties that affect their ability to focus in school. We often see students who are struggling with worries that are much larger than whether they complete their classwork. Millions of children and families living in America face hunger and food insecurity every day. According to the USDA's 2019 Household Food Insecurity in the United States report, more than 37 million people in the United States struggle with hunger. Across children of all ages, food insecurity is linked with lower academic achievement. Hungry children are sick more often and are 31% more likely to be hospitalized, at an average cost of approximately \$12,000 per pediatric hospitalization. Food insecure children are 3.4 times more likely to be overweight or obese (Ending childhood hunger: A social impact analysis Contributing authors: Robin Augustine-Thottungal, Consultant John Kern, Manager Jackie Key, Senior Consultant Becca Sherman, Consultant © 2013 Deloitte Development LLC). Food insecurity can have negative impacts on children's health and academic achievement. These impacts on individual children can add up to significant consequences for American society as whole. Food insecurity in early childhood (ages 0-3) is associated with impaired cognitive development, which can negatively impact a child's future potential academic and economic success. (Cook, John and Karen Jeng.) Feeding America "Child Food Insecurity: The Economic Impact on our Nation." 2009.

(<http://feedingamerica.org/SiteFiles/child-economy-study.pdf>) (Ending childhood hunger: A social impact analysis Contributing authors: Robin Augustine-Thottungal, Consultant John Kern, Manager Jackie Key, Senior Consultant Becca Sherman, Consultant © 2013 Deloitte Development LLC).

(2) Below Academic Proficiency and attend low performing schools (ESSA Category TS&I) According to the Assessment Data reported on Florida Department of Education Florida PK-20 Education Information Portal website: (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0811&district=49>).

Assessment Data for Each School:

SCHOOL LEVEL- Central Avenue Elementary 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 28.9% Level 2- 37.2% Level 3- 22.5% Level 4-10.1% Level 5- 1.4%

SCHOOL LEVEL - KOA Elementary 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 28.7% Level 2- 25.4% Level 3- 30.9% Level 4- 11.8% Level 5-3.3%

SCHOOL LEVEL - Pleasant Hill Elementary 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 30.9% Level 2- 26.3% Level 3- 24.9% Level 4-13.1% Level 5- 4.9%

DISTRICT LEVEL – Osceola 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 23.4% Level 2- 24.7% Level 3- 25.1% Level 4- 19.5% Level 5- 7.3%



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STATE LEVEL – Florida 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 19.9% Level 2- 23.1% Level 3- 25.2% Level 4- 21.7% Level 5- 10.1%

SCHOOL LEVEL- Central Avenue Elementary 2018-19 Mathematics Assessment Results by Achievement Level of Total Student Percent: Level 1- 34.7% Level 2- 17.8% Level 3- 25.1% Level 4- 17.8% Level 5-4.6%

SCHOOL LEVEL - KOA Elementary 2018-19 Mathematics Assessment Results by Achievement Level of Total Student Percent: Level 1- 34.8% Level 2- 20.1% Level 3- 21.2% Level 4-17.2% Level 5- 6.6%

SCHOOL LEVEL - Pleasant Hill Elementary 2018-19 Mathematics Assessment Results by Achievement Level of Total Students Percent: Level 1- 33.1% Level 2- 20.7% Level 3-24.5% Level 4- 17.3% Level 5-4.3%

DISTRICT LEVEL – Osceola 2018-19 Mathematics Assessment Results by Achievement Level of Total Students Percent: Level 1- 29.2% Level 2- 20.6% Level 3- 26.8% Level 4- 15.4% Level 5- 8.1%

STATE LEVEL – Florida 2018-19 Mathematics Assessment Results by Achievement Level of Total Students Percent: Level 1- 22.4% Level 2- 18% Level 3- 27.3% Level 4- 19.6% Level 5- 12.7%

SCHOOL LEVEL- Central Avenue Elementary 2018-19 Science Assessment Results by Achievement Level of Total Student Percent: Level 1- 32.5% Level 2- 31.2% Level 3- 34.7% Level 4- 3.9% Level 5- 7.8%

SCHOOL LEVEL - KOA Elementary 2018-19 Science Assessment Results by Achievement Level of Total Student Percent: Level 1- 35.7% Level 2- 27.4% Level 3- 32.7% Level 4-3.1% Level 5- 56.1%

SCHOOL LEVEL - Pleasant Hill Elementary 2018-19 Science s Assessment Results by Achievement Level of Total Students Percent: Level 1- 27.1% Level 2- 30.5% Level 3-27.1% Level 4- 9.3% Level 5- 5.9%

DISTRICT LEVEL – Osceola 2018-19 Science Assessment Results by Achievement Level of Total Students Percent: Level 1- 18.5% Level 2- 27.6% Level 3- 30.7% Level 4- 12.2% Level 5- 11%

STATE LEVEL – Florida 2018-19 Science Assessment Results by Achievement Level of Total Students Percent: Level 1- 16.7% Level 2- 25.5% Level 3- 29.2% Level 4- 13.7% Level 5- 14.9%

Upon analyzing the above reported data, it is concluded that the majority of students at the three schools are below proficiency in English Language Arts State Assessment and Mathematics State Assessment and the Science State Assessment– Central Avenue, Level 1 & 2 English Language Arts

(ELA): 66.1%, Math: 52.5% and Science: 63.7%; KOA, Reading: 54.1%, Math: 54.9% and Science: 58.1% and Pleasant Hill, Reading: 57.2%, Math: 51.8% and Science: 57.6%. In comparison to the State average of Achievement Level 1 19.9% and Achievement Level 2 23.1% which combined represents 43% students below proficiency in English Language Arts. The target schools range from 11.1% to 23.1% higher number of students than compared to the State average for ELA low performing students.

When comparing to the State average of Mathematics Achievement Level 1 22.4% and Achievement Level 2 18%, which combined is 40% of students tested fall below math proficiency. The students tested at the three schools combined scored in Achievement Level 1 & Achievement Level 2 ranging from 12.5% to 14.9% higher than the State average for low performing students in Mathematics.

When relating to the State average of Science Achievement Level 1 22.4% and Achievement Level 2 18%, which combined is 42.2% of students tested fall below science proficiency. The students tested at the three schools combined scored in Achievement Level 1 & Achievement Level 2 ranging from 15.4% to 21.5% higher than the State average for low performing students in Science.

Education Data sources reveal that 56% of adults 25 years and older, who live in Kissimmee, only have a high school diploma while 12% have a bachelor’s degree. Only 5% of this demographic have more than a bachelor’s degree, while 15.2% have less than a high school diploma. That means 72% of the population in



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the area have a high school diploma or less. Many students that are struggling come from homes where parents and/or siblings have dropped out of school, education is not a priority, or because parents never went to college. (www.unitedstateszipcodes.org) Data sources include the United States Postal Service, U.S. Census Bureau, Yahoo, Google, FedEx, and UPS. Because of this, the students do not feel they are able to go to college. With data of not meeting proficiency levels, the probabilities of coming from a home with one or more parents that have a high school diploma or less, students are at a greater risk of not passing or graduating high school. If they do pass high school, many may not feel college is an option because their parents did not go to college.

A large number of families, of the targeted students, are single parent homes, kids in the midst of divorce, kids being raised by their grandparents and great-grandparents, foster kids, kids that have had a mother or father pass away, kids that have been to multiple schools (even within the school year) and even kids whose families struggle to put food on the table. Research suggests that parental education is indeed an important and significant unique predictor of child achievement. For example, in an analysis of data from several large-scale developmental studies, Duncan and Brooks-Gunn (1997) concluded that maternal education was linked extensively to children's intellectual outcomes even after controlling for a variety of other SES indicators such as household income. Davis-Kean (2005) found direct effects of parental education, children's standardized achievement scores; both parental education and income exerted unintended effects on parents' achievement-fostering behaviors, and consequently on children's achievement, through their effects on parents' educational expectations. (Long-term Effects of Parents' Education on Children's Educational and Occupational Success: Mediation by Family Interactions, Child Aggression, and Teenage Aspirations (Eric F. Dubow, Paul Boxer, and L. Rowell Huesmann Merrill Palmer Q, Wayne State University Press 2009).

Further compounded by recent world events (Beth Tarasawa, NWEA, April 9, 2020) when students, educators, and administrators return to school in August of 2020, after the COVID-19 closures, classrooms will be a changed scene, one likely scarred by greater equity gaps, considerable learning loss for many students, and continued economic turmoil for our most relegated families. According to experts, from Northwest Evaluation Association, NWEA a non-profit organization that has assessed over 4.5 million students, "Preliminary estimates suggest impacts may be larger in math than in reading and that students may return in fall 2020 with less than 50% of typical learning gains and, in some grades, nearly a full year behind what we would expect in this subject in normal conditions."

As a direct result and/or impact of all these traumatizing issues students enter school with a disadvantage because they are already below proficiency levels when they enter. These students need additional opportunities to bridge the gaps, build relationships and foster a love for learning. Conversely, parents have a strong desire for their children to become literate. These parents need a caring, understanding environment to gently nudge them in the right direction so their children will acquire literacy and be able to share in the rewards and joys of being able to read and write. The Adult Family member out of school time events should include ways not only to nurture literacy, but also to promote its value. Presentations should be positive and enjoyable sessions so that the parents are willing to make concerted efforts to return again and again. These interactions require that the Adult/Family Specialist be sensitive, understanding, and responsive to the needs

not only of the children but of the parents as well. The out of school time will engage families, who play an integral role in assisting their child's learning, by encouraging parents to be actively involved in their child's education in after school and in school.

(3) Live in High Crime Area:

The schools are located in Kissimmee, Florida. Kissimmee, FL. Crime Rate for 2018 was 395.09 per 100,000 populations this data is based on the FBI's Uniform Crime Reporting (UCR) Program, violent crime statistics are composed of four offenses: murder/homicide and non-negligent manslaughter, rape, robbery, and aggravated assault. Violent crimes are defined in the UCR Program as those offenses which involve force or threat of force. (<https://www.macrotrends.net/cities/us/fl/kissimmee/crime-rate-statistics>) Additionally, according to Area Vibes website (<https://www.areavibes.com/kissimmee-fl/crime/>) who finds the best places to live in America, they assign a Livability Score out of 100 to any address, zip code, neighborhood or city. The Livability Score is created from a unique algorithm based on various important metrics for each city, including amenities, cost of living, crime rates, education, employment, housing and weather. According to the formula used, the higher the score, the better the city. The daily crime statistics listed for Kissimmee, FL are as follow; the total number of daily crimes is 1.09 times more than the Florida average and 1.13 times more than the national average. Violent crime statistics in Kissimmee, FL are 1.03 times more than the Florida average and 1.04 times more than the national average. Regarding crimes committed against personal property, Kissimmee, FL has a daily crime rate that is 1.11 times more than the Florida average and 1.15 times more than the daily national average. The overall crime rate is 9% higher than the average of crimes committed in Florida. It is also 13% higher than the national average. When it comes to violent crimes, Kissimmee, FL shows a crime rate that is 3% higher than the Florida average. The crime rate is also 4% higher than the national average. When it comes to property crimes, Kissimmee, FL is shown to be 11% higher than the Florida average and 15% higher than the national average. Additionally, according to the Spot Crimes website (<https://spotcrime.com/fl/kissimmee>) most recent data for Kissimmee, FL Crime Information, Trend and Rate Spot Crime's Kissimmee, Florida crime map shows 26 assaults, 4 shootings, 14 burglaries, 29 thefts, 1 robbery, 3 vandalism, and 17 arrests over a one-month period. The previous month crime map in Kissimmee, Florida showed 50 assaults, 7 shootings, 65 burglaries, 76 thefts, 0 robberies, 2 vandalism, and 17 arrests.

(4) Majority of Students is Minorities:

In addition to these factors, the three schools have a high number of minority students: Central Avenue: 71.5% Hispanic, African American 16.4%; KOA: 66.6% Hispanic, 23.2% African American, and Pleasant Hill: 66.6% Hispanic, 11.9% African American. Many parents and/or adult family members are English Language Learners. At least a third of the students at each school are English Language Learners; CAES 37.3%, KOA 32.9% and Pleasant Hill 30.7% according to the Florida Department of Education 2018-2019 School Report Card data and all three schools have been identified as "identified for support". (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0811&district=49>).

The following school barriers were identified: (a) teachers' perception about the efficacy of minority parents, (b) teachers' perception concerning the capacity of minority parents, (c) teachers' beliefs in the effectiveness of parental involvement and developmental philosophy, (d) teachers' self-efficacy in teaching effectiveness, (e) school friendliness and positive communication, (f) diversity of parental involvement programs, (g) school



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policies, and (h) school leadership. Increased understanding about the nature of minority parental involvement in their children's school will lead to a more collaborative home–school partnership and ensure the long-term success of parental involvement. A survey of parents from the three schools indicates an interest in an afterschool and summer program.

In November 2019, parents from the three schools were surveyed (261 responded) to determine their interest in an afterschool program. The feedback was very positive with 99 percent wanting to move forward. Students were also surveyed to rate their personal enrichment preferences approximately 353 responded showing interest in drama, sport activities, STEAM, arts clubs, chess, coding and robotics. Both Central Avenue and KOA parents expressed their disappointment when the existing 21st CCLC afterschool program ended in July of 2019 and were elated when via the renewability process 21st CCLC services were extended through December of 2019.

(5) Costly, Limited Availability & Accessibility of Afterschool Programs:

A small number of children attend a fee based, before school and extended day program at the three schools. Parents, who choose to, can continue to utilize those services. The Average Daily Attendance (ADA) for both fee-based programs are minimal: Central Avenue: ADA 40 afterschool; KOA: ADA 41 and Pleasant Hill ADA 58 afterschool. None of the schools have a summer program operating at their location. According to the District Coordinator of Extended Learning Program, on average the District ADA at schools with a lower Economically Disadvantaged percentage is 160.

Community Resources to Support After-school Activities and Programs:

Interviews with the Principals at the three schools determined the current resources and gaps. The three schools waive facility fees, and provide access to computer labs, school library, school cafeteria, outdoor areas and donate sanitary supplies to be used by all students participating in the Nita M. Lowey 21st CCLC. In addition, in-kind donation of the use of facilities including the school building, electric, air, etc. Schools will donate the time of data entry clerks for enrollment and custodial staff to clean each day after the program has finished. Necessary supplies are given to ensure a safe and successful program for the students and staff. The School Advisory Council (SAC) members at each elementary school met to discuss how they would support the afterschool programs. The Central Avenue Elementary SAC met on November 14, 2019 at 3:30 pm in Media Center, the KOA Elementary SAC met on November 12, 2019 at 8:45 am in Media Center and the Pleasant Hill Elementary SAC met on November 21, 2019 4:00 pm in the Media Center. All three SAC agreed to support the program providing input, feedback, support and constant information during our monthly meetings to be sure the need of the students is met throughout the program. Academic performance and quality of life issues are affected by the choice availability of good foods in our schools.

Healthy foods support student physical growth, brain development, resistance to disease, emotional stability, and ability to learn. The School Nutrition Services is committed to enhancing the afterschool program by providing free of charge snacks that are nutritious and appealing while being served by caring professionals in a friendly atmosphere needed to adopt healthy eating behaviors. Nutrition topics shall be integrated within the afterschool program. The Osceola County Health Department along with other community resources provides nutrition and health educational programs for presentations upon request. Healthy living



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skills shall be taught to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention. The Adult Education District Specialist conducts a series of adult/family member workshops that center on Homework help and resources, academic language development, financial literacy, child development and nutrition. The Title I Part A will give priority booking free of cost to The mobile STEM Lab is a 45-foot, one-of-a-kind classroom that travels across Osceola County to serve fifth graders in the district's 27 Title I elementary/K-8 schools in order to connect students to the future and expose them to high-demand, high-wage jobs in the areas of science, technology, engineering, and mathematics. Students spend 90 minutes engaged in hands-on, problem-based activities centered on a hurricane scenario by using technology, such as tablets, microscopes, thermometers, multi-meters, and other instruments in order to finish their challenge. The 21st CCLC program will provide funds to start, develop, and maintain an organized, educational and enriching after school program. Due to limited resources, daily after school small group tutoring, homework help, weekly family engagement, enrichment activities, clubs, character development opportunities, or physical education are out of reach for Central Avenue, KOA and Pleasant Hill Elementary schools without the 21st CCLC Funding. Title 1 funds can pay for a small percent of tutoring after school but not to the scope and impact the 21st CCLC program can provide. Reading and math interventions are the focus of the Title 1 program. With the 21st CCLC program, the District can provide more opportunities to our students and families. The school will continue to fund the initial cost of the reading interventions for a small handful of students a couple days a week to supplement the 21st CCLC program. The Health & Safety Department personnel work towards accomplishing the District's mission of providing "education which inspires all to their highest potential as productive citizens" by ensuring school district facilities-both new and existing-are in compliance with all applicable national, state, and local building codes and standards. It is the mission of the Department of Safety and Security to enhance the learning environment by assuring the safety, security of all students, staff and community members. The Areas of Focus are health & safety inspections, camera installations, footage and repair, lock repair and key control and fire/ burglar alarm troubleshooting. Title I Part C will provide interpreters for all migrant ELL parents to participate in the Adult/Family members' sessions. Title I Part D will invite the Nita M. Lowey 21st CCLC staff members at each site to participate in meaning professional learning communities (PLC) to learn more about how to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Title II Part A funded professional development will be made available to the staff members at each site to continue to develop reading and math remediation strategies. Title III will fund and conduct parental Informational meetings/trainings/activities and invite while giving priority to the adult/family members of students participating in the Nita M. Lowey 21st CCLC afterschool program. University of Florida- College of Agricultural and Life Sciences Department of Family, Youth and Community Sciences FNP commits to providing support and nutrition education to the Osceola County 21st Century Community Learning Centers and is pleased to support the application for funding. Golden Age Senior Living Care, Merrill Gardens at Solivita Marketplace and OASIS volunteer partners has been established over the years.

On November 7, 2019, a consultation meeting with Private school administrators in the area of Kissimmee was conducted by district level 21st CCLC staff and presented current and future grant opportunities. The



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private schools, as listed on the Florida School Choice Private School Directory, were invited via email and/or certified letters. Twenty private school officials attended the presentation. Each private school completed the intent to participate form indicating which federal programs they were interested in participating. At the time private school officials did not indicate an interest in the 21st CCLC program. Some officials expressed a concern for having to re-design their dismissal procedures to get the possible students transported to the potential new sites in a timely manner. To aid the officials in their decision process they were all provided preliminary planning information and locations of the three potential centers. Information was shared about how the students and staff of the school would have equitable access to meet their educational learning needs and at the same time supporting students of schools with (ESSA Category) CS&I or TS&I.

The School District of Osceola County, Florida will continue our strong partnership and continue to build community relationships. Working with nearby high school guidance counselor, high school students will fill spots in the after-school program as volunteers working or helping in classes that directly align to their career and educationally goals. Valencia College provides College and Career in-school assemblies. Students watch live demonstrations and conduct hands-on science experiments. Once a week, nearly 50 or so Valencia College students' volunteers visit the schools to mentor third, fourth and fifth graders and offer homework help as their academic schedule permits.

3.4 Community Notice and Dissemination of Information

Every June the District Leadership team invites school level leaders (principal, assistant principal, instructional coaches) to attend a two-day data digging work session. The sessions are led by the assistant superintendents of elementary, middle and high school curriculum and instruction. The purpose of the data digging sessions is to look at all of the newly reported data from the Florida Department of Education so that school level leaders may begin to develop the next School Improvement Plan. During these sessions different interventions and strategies are presented. One of the items presented is the Nita M. Lowey 21st Community Learning Centers participation guidance to help school level leaders understand their eligibility and the possibility of being part of the upcoming 21st CCLC Request for Proposals. On December 10, 2019 the monthly District Leadership meeting with all principals took place from 7:30 am until 9:30 am. It was during this meeting that the principals of Central Avenue, KOA and Pleasant Hill Elementary schools were informed that given the analysis of their School Reports and School Improvement Plans Data it was determined that they were to be selected for implementing a Nita M. Lowey 21st Century Community Learning Center during out-of-school time. The decision was made after the District Leadership Team met on December 3, 2019 to analyze and discuss all schools' academic and discipline data. During the December 10th meeting, the Director of Afterschool Programs convened the principals from Central Avenue, KOA and Pleasant Hill Elementary to discuss the intent to apply for the Nita M. Lowey 21st CCLC 2020-2021 RFP. At this meeting all principals committed to supporting the RFP process in the hopes of being awarded a five-year grant to serve the targeted students who's academic and discipline data warrants additional support. To notify the school, district and community a NOTICE OF: Intent to Apply – Nita M. Lowey 21st Century Community Learning Centers Grant Funding for 2020-2021 was posted on the District 21st CCLC Website. The Osceola County School District notified the local community of the intent to apply to the Nita M. Lowey 21st Century Community Learning Centers Grant Program through the Florida Department of Education to support out of



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school time (OST) programming at the following schools: Central Avenue Elementary School- 500 West Columbia Kissimmee, FL 34741, KOA Elementary School- 5000 Koa Street Kissimmee, FL 34758 and Pleasant Hill Elementary School- 1253 Pleasant Hill Road Kissimmee, FL 34741. The webpage containing the Intent to Apply may be viewed at: https://www.osceolaschools.net/parent_resources/21st_century_after-school_program/intent_to_apply

A Nita M. Lowey 21st CCLC Advisory Board will be established and a minimum of two meetings will be conducted. The Advisory Board, comprised of parents, program staff and district staff, will meet to discuss program implementation and improvement as well as having input in the meaningful programming offered to students at each site. Parent Councils have an important role to play in school improvement by ensuring that the parental perspective is represented and considered. Teacher in-service days, parent teacher conferences, after school game days, after school art displays and stage plays, SAC meetings, and monthly Family Connection personalized newsletters are ways dissemination of information, services, and outcomes will be shared with parents, staff, students, community members, and stakeholders. The School District of Osceola County, Florida website already has a page dedicated to the after-school program. As is customary, after the submittal of the proposal, the current 21st CCLC Osceola County School District webpage contains the following links: Nita M. Lowey 21st Century Community Learning Centers (CCLC) Purpose, Goals, Facts, Current Programs, 2019-2020 School Information, 21st CCLC Target Schools and Program Narratives, 21st CCLC Student Projects, 21st CCLC Ongoing Progress Towards Goals, 21st CCLC Summative Evaluation Reports, the Intent to Apply and shared pictures and success of students having fun learning in the after-school program.

https://osceolaschools.net/parent_resources/21st_century_after-school_program

The site is updated on a monthly basis by the 21st CCLC webmaster funded 100% by the District. Each of the currently funded 21st CCLC sites has a link on the School's Homepage that takes visitors to a personalized webpage. Each school level webpage has What is the purpose of Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), the Site Coordinators' name, program dates and Program Hours. Additionally, each school webpage has the Summer Camp information, Parent Brochures in English and Spanish, Parent 21st CCLC Program Handbook in English and Spanish as well as English and Spanish Parent Surveys. And proudly displays fifteen to twenty photographs of students, activities and projects. Use the link that follows to view one of the school-based webpage

https://cnes.osceolaschools.net/for_parents/21st_century.

On November 7, 2019 a Private School consultation meeting took place at 1200 Vermont Avenue St. Cloud, Florida 34769. Private school leaders from twenty private schools in the area were invited via email and certified letters to attend. The meeting agenda included the following items: 1. Welcome, 11. Overview of the program, 111. Mission, 1v. Qualification and Participation for Program, v. Request for Proposal, Goals and Objectives v1. VPK Initiative, v11. Site locations, v111. Hours of Operations, 1x. Transportation, x. Charter School- PM Wells Presentation, x1. Charter School Renaissance Poinciana Presentation followed by x11. Questions and Answers. Agenda, Sign-in sheets and minutes have been uploaded to the 21st CCLC OneDrive and are available for review.



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In addition, currently, there are 6 in-service meetings scheduled for each year, which will aid in analyzing and interpreting student data. During the in-service, time will be allotted for teachers and after school staff as well as the site coordinator, MTSS specialist, principal, and Exceptional Student Education Program director to discuss analyzed data and collaborate on program design or implementation. This time will provide opportunities for teachers and principal to recommend any changes to after school students' participation and program implementation. Along with the monthly after school newsletter and year-long after school agenda/schedule planner, there are three parent teacher conference scheduled during the year. These parent/teacher conferences provide opportunities to share information and outcomes about the after-school program including student progress as well as get parent feedback and ideas. Having the 21st CCLC program at each site will provide a location to communicate upcoming activities and display student work and creations for their parents. In addition, parents can provide feedback and suggestions for the program. Parents will also be invited and encouraged to attend Adult/Family Member workshops, art and drama events, and STEAM presentations, providing a method and strategy for sharing information about the services and outcomes of the program. Keeping our community members and stakeholders informed of the program's successes will be done through SAC meetings. Community members and stakeholders will be sent updates and a monthly newsletter about the program through email from each school level site coordinator. Furthermore, a formal invitation to attend the monthly Nita M. Lowey 21st CCLC Family Advisory board meeting will be posted on the District's website so the community and stakeholders can share their ideas about the 21st CCLC Program. The consistent communication with the community and stakeholders is essential for any program to be successful and the 21st CCLC program will help each school become successful as a school in each community.

3.5a Partnership and Collaboration

Central Avenue, KOA and Pleasant Hill Elementary schools have secured diverse partnerships aligned with the needs of the targeted populations to support the 21st CCLC program, as shown in the attached Partners Table and Commitment Letters. Sites will continue to partner with parents and community members/organizations via the School Advisory council (SAC), etc. to inform the community about this Request for Proposal and leverage all possible funding sources. With the assistance of the District Project Manager, the schools continue to build community partnerships in order to increase sustainability. Possible partnerships will be sought with the local library, faith--based resources. Currently Valencia College, Osceola Technical College, School Nutrition Services, School Health & Safety, Adult Education, Osceola Sheriff, the University of Florida- College of Agricultural and Life Sciences Department of Family, Youth and Community Sciences and Junior Achievement have committed to supporting the efforts and plans expressed in the proposal. Additionally, volunteers from OASIS, Golden Age Senior Living Care, Merrill Gardens at Solivita Marketplace (a large, national award-winning retirement community) the Osceola Council on Aging, and Good Samaritan Society-Kissimmee Village are excited about mentoring the targeted students to help remove the barriers created by the significant risk factors outlined and discussed in the comprehensive needs assessment. The School Nutrition Services department is committed to enhancing the afterschool program by providing free of charge snacks that are nutritious and appealing while being served by caring professionals in a friendly atmosphere needed to adopt healthy eating behaviors. The Adult Education program commits to providing at



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least one parent workshop based on a need's assessment with the parents of those students participating in the 21st CCLC Program. At this time, the focus of this workshop will be determined by the needs assessment. Valencia College also commits to this request for proposals by providing College and Career in-school assemblies. Students watch live demonstrations and conduct hands-on science experiments. Once a week, nearly 50 or so Valencia College students on a rotation basis will volunteer to mentor third, fourth and fifth graders and offer homework help as their academic schedule permits. Junior Achievement commits to providing additional enrichment opportunities that can support students served across the district throughout the school year and even summer. They will partner with SDOC's 21st CCLC program throughout the 2020-2021 school year and beyond as determined together and the comprehensive needs assessment. The University Family Nutrition Program (FNP) commits to providing support and nutrition education to the Osceola County Nita M. Lowey 21st Century Community Learning Centers and is pleased to support their application for funding. These are just a few of the partners that have committed to serving the 21st CCLC afterschool programs at Central Avenue Elementary, KOA Elementary and Pleasant Hill Elementary so that together the goals and objectives in the request for proposal and the meaningful experiences will serve to improve the academic, behavior and social emotional needs of the targeted students as prioritized in the needs assessment. Building relationships and partnerships will be an ongoing and continuous effort.

3.5b Collaboration

The 21st CCLC program will help support current efforts by classroom teachers. Targeted students in the bottom 25%, including participating private school students, will be targeted through close collaboration with classroom teachers and after school program teachers. In fact, a majority of the classroom teachers will be working as part of the after-school program. With academic classes, activity clubs and small group tutoring focusing on specific areas. Students, who are not proficient or are at high risk based on data from District Assessments and FSA, will receive the additional support needed. Although Central Avenue, KOA and Pleasant Hill Elementary Schools will have a diverse set of activities that encompasses all students, the after-school program will concentrate on supporting the bottom 25%. E.E. Gordon (2009) stated that the "most effective tutoring programs use master teachers who continuously collaborate with the students' classroom teachers" (p 2). Central Avenue, KOA and Pleasant Hill Elementary Schools' after school program will use small group sizes, MTSS tools, and teach study skills for them to grow in proficiency.

The 21st CCLC program will maintain regular collaboration with the school administration to ensure a meaningful connection between the program activities and academic instruction during the regular school day. Teachers from the regular school day will be hired to teach in the afterschool program to ensure that the curriculum used aligns with the grant. Teacher will integrate ELA strategies into learning activities. Site coordinator will have access tools and resources used by the teachers during the regular day to implement a meaningful program. In order to maintain high level of collaboration with the staff, the school will used several techniques-student progress reports will be provided by 21st CCLC site coordinator, monthly teacher feedback reports based on site observation visits, monthly emails and newsletters, teacher conferences, and student data (grades, FSA, attendance)to show deficiencies and strengths. As regular faculty members, the 21st CCLC teachers take part in bi-weekly, Professional Learning Community (PLC) as a regular procedure. During these meetings, teachers highlight individual student needs and instructional needs and pacing. The



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21st CCLC teachers will be able to make adjustments in their instruction based on these meetings by communicating in person or through email with the appropriate content-area teachers. The site coordinator is also a regular-day teacher, making it convenient for her to confer with the administrators or teachers about attendance, logistics, or disciplinary issues. Teachers also regularly communicate through digital means, including email, TEAMS, instant chat, and shared Google documents. As an AVID School, Central Avenue and Pleasant Hill also place heavy emphasis on students owning and tracking their own data, and being accountable to their teachers for sharing that data. Students all carry organized binders in which they are required to keep notes and assignments those resources can be shared by students with their teachers at any time.

Communication with the site coordinator will be on-going and integral since the inception of this proposal and will continue. The principal will meet at least monthly (and usually more frequently) with the site coordinator and will visit the 21st CCLC activities at least once a month. The principal will also ensure that 21 CCLC program participant data is shared with PLCs at least once a quarter. The timely and meaningful collaboration between instructors will facilitate alignment of during- and after-school activities to complement one another. Topics covered by regular school day teachers will guide development of PBLs, which will involve various programs that support remediation in core subjects. Reading A-Z, differentiated/standards-based I-Ready lessons in reading and math, and Footsteps2Brilliance in all subject areas will increase student performance in comprehension, vocabulary acquisition, and writing. On-going communication with outside providers of services will be seamless because the site coordinator is present at all activities and makes a point of checking in with the partners and volunteers providing services at the site before and after each activity.

Collaboration with Private Schools: There are twenty private schools in the Kissimmee area. These schools serve both elementary and middle school students. During the November Private School Consultation meeting details about the Districts' current 21st CCLC programs were discussed with the private school officials. Private school students were invited to participate; however, the private school officials expressed that due to distance to locations and varying schedules, students who wanted to join would not be able to be transported in a timely manner thus not being able to take full advantage of the programs. We will continue to schedule a consultation meeting and sending invitations via email and certified to these private school's officials to keep the lines of collaboration open. Additionally, the District level Project Manager will send quarterly letters, updating each school on the program status and providing a link to the School District of Osceola County, Florida website.

3.6 Target Population, Recruitment and Retention

Test scores of students in grades three through five will be analyzed to identify students scoring below the 25th percentile for academic achievement in reading and math, according to the Florida Standards Assessment (grades 3-5) and DIBELS, Next Step Guided Reading Assessment (NSGRA) and formative will be reviewed for students in (grades K-2). Input from teachers will also be used. These students will receive registration priority. The program will also provide services to students needing enrichment through hands-on science, technology, engineering, art and math (STEAM) activities and other challenging courses. The



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program will also target students being retained plus the lowest quartile for grades 3-5. The project will also target at-risk students based on other factors like academic results, socioeconomic status, behavior, and special needs (English proficiency, Homeless, Migrant, or Disabled).

The schools that the target students attend are Central Avenue Elementary Grades K-5, KOA Elementary Grades K-5 and Pleasant Hill Elementary Grades K-5 schools are Title I schools in Kissimmee, Florida and their ESSA Category (TS&I or CS&I) Classifications for 2019 are as follows: Central Avenue, KOA and Pleasant Hill are identified as TS&I. According to the Florida Department of Education 2018-19 School Report Card found at <https://edudata.fldoe.org/ReportCards/Schools.html?school=0061&district=49> the three schools are identified for support. The administrative and instructional staff will share responsibility for recruiting and retaining students. School personnel will encourage target students to participate in the Nita M. Lowey 21st CCLC afterschool program during teacher/parent conferences. Program information will also be available during school hours, parent nights, open house sessions, and other related school events, such as reading, math, science, media and MTSS nights. School staff will work closely with parents to support family needs and offer quality, high-interest programming that will encourage regular attendance. Various forms of communication, such as the school website, biweekly reminders, automated dial-out calls, reminder texts, and informational newsletters, will reach, inspire and engage families to welcome involvement and active participation. The plan to recruit and retain students in the program will also be done by reaching out to families and students who are identified as economically disadvantaged and students in the school's Targeted Support Plan subgroup will be the program's focus. The proposed after school program will identify targeted students by working closely with classroom teachers, analyzing achievement assessment data, and parents' input on surveys. Teacher's encouragement and communication with parents about the program's opportunities is vital in recruiting and retaining students.

Below Academic Proficiency: The majority of students at the three schools are below proficiency in Reading, Math and Science – Central Avenue, Level I & II English Language Arts (ELA): 66.1%, Math: 52.5% and Science: 63.7%; KOA, Reading: 54.1%, Math: 54.9% and Science: 58.1% and Pleasant Hill, Reading: 57.2%, Math: 51.8% and Science: 57.6%. In comparison to the State average of Achievement Level I 19.9% and Achievement Level II 23.1% which combined represents 43% students below proficiency in English Language Arts. The target schools range from 11.1% to 23.1% higher than the State average for ELA low performing students. When comparing to the State average of Mathematics Achievement Level I 22.4% and Achievement Level II 18%, which combined is 40% of students tested fall below proficiency. The students tested at the three schools combined scored in Achievement Level 1 & Achievement Level 2 ranging from 12.5% to 14.9% higher than the State average for low performing students in Mathematics.

When relating to the State average of Science Achievement Level 1 22.4% and Achievement Level 2 18%, which combined is 42.2% of students tested fall below proficiency. The students tested at the three schools combined scored in Achievement Level 1 & Achievement Level 2 ranging from 15.4% to 21.5% higher than the State average for low performing students in Science.



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The three schools are categorized as Tier 2 – 3 in the state’s Multi-Tiered System of Supports (MTSS); have demonstrated at-risk behaviors such as truancy, behavior concerns, social emotional learning and documented at-home issues; and/or have been retained once and/or are over age for the grade cohort. Exceptional students will be included in the target population for each site. And the siblings of students who fall under the above criteria will also be given priority to alleviate the burden of multiple ending times for the same family thus insuring the consistent participation of the at-risk students. The proposed after school programs will identify targeted students by working closely with classroom teachers, analyzing achievement assessment data, and parents’ input on surveys. Teacher’s encouragement and communication with parents about the program's opportunities is vital in recruiting and retaining students.

Recruitment Criteria: Students who-have not scored proficient in Reading, Mathematics, and/or Science. (Level 1 or 2); have performed below grade level on standardized assessment; are categorized as Tier 2 –3 in the state’s Multi-Tiered System of Supports (MTSS); have demonstrated at-risk behaviors such as truancy, behavior concerns, social emotional learning and documented at-home issues; and/or have been retained once and/or are over age for the grade cohort. Special education students will be included in the target population for each site as well as the siblings of students who fall under the above criteria.

Recruitment Plan: In addition to flyers and advertisement on the school website, program staff will reach out to the youth and their families through phone calls and home visits. All communication will be in English and language(s) most common to the students’ families. Letters and forms in English and Spanish are sent to parents to be completed and returned to school. Parents of students with the greatest need will be contacted first and given the opportunity to enroll their students. When the number of students eligible for support exceeds the capacity to serve them, multiple criteria will be considered in making the determination, like MTSS, teacher recommendation, siblings in the program, etc. A waiting list of eligible students will be created. After the parent orientation nights, those parents not attending are contacted by phone or email to determine whether or not they want their student to take advantage of the program. An enrollment starting date and ending date will be announced and strictly enforced to ensure everyone is treated fairly and equally. Registration forms may also be found at the front office or by visiting our website for additional

information if there are no slots available, eligible students are placed on a waiting list. Once the enrollment window is closed, the leadership team along with the site coordinator will begin the process of recruitment. Parents, caregivers, and adult family members will be notified via email, letter or phone explaining the logistics of the program including orientation nights. All registration forms must be returned to the school prior to the official start of the program. NO Exceptions; Student will not be allowed to participate unless all forms are completed.

The Parent Adult/Family Member Education Plan to involve adult family members of the 21st CCLC will meet the varying needs of our parents through frequent communication (e-mails, phone calls, and letters/flyers), workshops, home visits, and training. The variety of parent involvement methods allow the program to meet the needs of parents unable to come in for workshops due to their schedules and need digital or print copies for involvement, that need translators, have issues with transportation, those that volunteer frequently, and



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parents who do not know how to get involved. Families/ Parents have such varying needs that the Program needs to have a plan that reaches and involves as many families as possible by having a variety of activities.

The next step to recruit and retain students is to hire highly qualified teachers and support staff with the ability to relate to at-risk youth that have been identified as priority for services. Matching the program to current classroom needs and content will increase achievement data and retention. Consistent after school participation of younger students is statistically higher than middle and high school aged students (S. Lauver, Harvard Family Research Project). Maintaining attendance and participation will be done through the teachers, parent conferences, flyers, phone calls, structured classes and activities that draw students in, as well as, the most important component, utilizing the interest of existing participants to spread the positive influence the program has on the community. Parent/adult family member conferences will be set-up by the Site Coordinator if program attendance becomes inconsistent. During these conferences the importance of regularly attending the full sessions will be discussed so that participating students may glean the full benefit of the proposed program. When students withdraw from the program the wait list will be reviewed to provide another eligible student the prompt opportunity to participate.

First, professional development provided by the school the weeks prior to the first day of the After-School Program. Professional development classes at the beginning of each year during teacher in-service days and professional development Saturdays will provide training and ideas on engaging parents/adult family members in communication, workshops on what parents are most concerned with, and how to talk to parents. It is essential that school finds the opportunity to collaborate with parents in order to have an effective family engagement program. Along with parent collaboration, the site coordinator/principal will establish effective communication, allowing for a positive teacher/parent relationship. The teachers and the site coordinator through direct contact with the parents will create innovative classes and activities based on parent input and family / parent surveys. After school programs are not only meant to support working families by keeping youth engaged and safe, while parents are at work; but they also provide a variety of ways for parents to keep updated and informed on their children's academic progress and healthy social/emotional development. The program will also give parents the opportunities to collaborate with other parents and educators throughout the year. One way to do this is through a collaborative relationship with families through communication and weekly family activities, community calendar, and student agenda, which will be printed through the funds provided by our community partner sponsorships. The agenda will have a calendar of parent classes, an active school calendar, and special presentation events for the after-school program, and creative ideas for practicing math, reading, writing, and creative expression. Community sponsors will be offering a free gift to encourage participation each week; in addition, a monthly gift is awarded if the agenda is signed and filled out by students and parents. Parent or family workshops will be held on how to log into the Parent Portal to check grades, how to create an email account for those that do not have them, community/business partners, including the Adult Education Specialist presenting available programs are a few of the proposed workshops for parents. The workshops will be created based on parent and teacher input and will vary on days offered and format, in-person and prerecorded webinars.

3.7 Time and Frequency of Service Provision for Student and Families

Homework Help: The schools will provide homework help and support, a concern noted by many parents, every day the program is offered. Family language barriers and lack of educational experiences greatly contribute to this need. Daily homework help will facilitate the close of learning gaps and increase of student learning gains. Regular school day teachers will document homework and other notes in each student's agenda, which the afterschool teachers will routinely consult for direction. Students who do not have homework on a day may checkout a library book for independent reading or use the computer for PBL related research.

Tutoring: Every day the program is offered an interventionist will give additional, special, or basic instruction. The purpose of tutoring is to help students help themselves, or to assist or guide them to the point at which they become an independent learner, more confident and less frustrated and no longer need to be tutored.

Mentoring: Every day the program is offered, volunteers from the senior citizen facilities and/or Valencia College students will mentor students by sharing information about his or her own career path, as well as provide guidance, motivation, emotional support, and role modeling. A mentor may help with exploring careers, setting goals, developing contacts, and identifying resources.

Academic Enrichment: The program schedule emphasizes academics, every day the program is offered, in direct support of objectives 1-4. The Project-Based curriculum, developed in close coordination with classroom teachers, directly addressed academic learning objectives in accordance with the English Language Arts (ELA) standards and other subjects with the goal of improving academic skills, socio-emotional health, world readiness and active global citizenship. Project-Based Learning (PBL) will incorporate a wide range of subjects via instructional and hands-on teaching modalities. The timely and meaningful collaboration between instructors will facilitate alignment of during- and afterschool activities to complement one another. Topics covered by regular school day teachers will guide development of PBLs, which will involve various programs that support remediation in core subjects. The computer lab at each site will be made available, free of charge. Students will have access to software such as: Reflexmath to develop math facts fluency, Reading A-Z, differentiated/standards-based i-Ready lessons in reading and math, and Footsteps2Brilliance in all subject areas to increase student performance in comprehension, vocabulary acquisition, and writing. Flocabulary produces executional hip-hop music and engaging curricular materials to teach academic vocabulary content for K-12. Used in over 10,000 schools nationwide, it is proven to improve struggling English language learners reading and vocabulary acquisition.

The program will deliver additional support in the areas of STEAM. The focus is targeting weaknesses in problem solving, vocabulary, and planning solutions. Hands-on learning stations with connect STEAM content to real-world application and foster collaboration. The schools will provide PBL units of study that integrate all subject areas and support the Florida State Standards. Students will engage in projects that will support integrated learning in all areas of literacy, writing, listening and speaking, technology, and social development. Students will select high-interest topics to research and report while utilizing relevant technology skills. This learning environment will offer students the following: student-centered instruction, multisensory stimulation, multimedia learning, active/exploratory/inquiry-based learning, critical thinking



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and informed decision making, collaboration, self-expression, and authentic real-world context. Publications will serve the school community, families, and local stakeholders in the form of print, video, and web-based informational text. PBL units of study will also provide a variety of remedial learning opportunities. Students will rotate through academically. Focused, engaging activities to promote student learning gains in Reading, Math, STEAM and Literacy rotations. Each school will incorporate Project-Based Learning (PBL) to offer students the following: student-centered instruction, multisensory stimulation, multimedia learning, active/exploratory/inquiry-based learning into the daily programming, critical thinking and informed decision making, collaboration, self-expression, and authentic real-world context. Smithsonian STEAM Readers will be used to build literacy skills while challenging students to develop innovative solutions to real-world problems! Created in collaboration with the Smithsonian Institution, this dynamic series engages students with high-interest readers that highlight all aspects of STEAM: science, technology, engineering, the arts, and mathematics. Through hands-on STEAM activities, students will learn how the engineering design process is used to solve real-world problems.

Other Enrichment Activities: Every day the program is offered, each school student will participate in the CASEL Smartboard modules. Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies that are taught. (1) Self-awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset. (2) Self-management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. (3) Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports. (4) Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. (5) Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms to be able to make a realistic evaluation of consequences of various actions, as well as a consideration of the well-being of oneself and others.

At least twice a week, the after-school literacy through drama program gives students the ability to express themselves creatively in ways they did not often have during in-school hours. The drama program is a creative space where participants are accepted and their limits challenged through thoughtful, quality dramatic and creative experiences. The facilitators worked together to create a balance of structure and freedom while striving to meet the participants where they are, academically and socio-emotionally. Actively participating 21st CCLC students will develop and strengthen their communication, literacy skills and also improve their critical thinking skills by selecting, auditioning, rehearsing and presenting mini skits and plays.



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The schools will also address student needs through various fitness strategies through the use of Aerobic Beats that deliver fun-filled, energetic pack beats all other rhythm activities for physical fitness. The unique activities keep students moving and grooving, allowing them to express their creativity while getting a full-body workout.

Afterschool Program Procedures:

After the bell at the end of the school day, schools will maintain children's on-site safety through established methods for security (as covered in the Emergency Action Guides for Teachers) and supervision of a well-trained and caring staff. Afterschool participants will report to sign in, in the school cafeteria and wait for their first rotation teacher, who will escort students to the classroom. They will receive a nutritional snack and have an opportunity to participate in a brief physical activity to unwind and let off steam. Next, half of the students will complete homework with adult support and receive academic tutoring in literacy and math skills. The other half of students will participate in enrichment activities. The two groups of students will switch activities part way through the afternoon. Then academic rotations and Project-Based Learning will consume the remainder of the program time. Students will participate in subgroups as described in the site profile worksheet to maintain a safe student to adult ratio. At program's end, teachers escort students to the pick-up area. The Site Coordinator(s) ensure students remain on site and follow documented check-in/check-out procedures for accountability purposes. Sample Schedules and Center Profiles for the three sites have been uploaded.

The parents/adult family members of the targeted students will be invited to attend ten monthly parent/adult family member sessions. Four of the sessions are optional but of much interest.

(1) August/September 2020 Event: 21st CCLC Informational Session for Parents and Families- Learning YOUR CHILD'S School Type of Family Event: Informational Family Night. Time: 5:30-6:30 pm. This event is to help parents/adult family members to learn about the 21st CCLC program, along with special educational tools/resources available at the school.

(2) October 2020 Event: Getting Back to Basic: Homework Matters? Part 1

Type of Family Event: How to Help with Homework. Time: 5:30-6:30 pm. This event will help teach parents, especially those that struggle with the English language or with technology, how to help their students complete homework assignments and projects for school (at least 3 formal trainings per year)

(3) November 2020 Event: Social-Emotional Awareness Night

Type of Family Event: Training about Social-Emotional Process. Time: 5:00-6:30 pm.

This event will introduce the concept of social-emotional learning starts at home. Parents and families are critical partners in helping their children develop social and emotional know-how. They CASEL model the kinds of skills, attitudes, and behaviors we want all students to master. Parents/adult family members will learn how you can make a difference in the lives of your children – Parenting Practices in order to support



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their children's social and emotional development. Guests will include a Mental and Health Department representative. The Resilience Video will be presented as well.

December 2020 Event: Let's Celebrate Diversity

Type of Family Event: Information about the different Cultures that are represented at each School. Time: 5:15- 6:15 pm

This event will inform parents/adult family members about the various cultures and customs represented at each school. Students will showcase their PBL based on activities taught during the semester. Parents will cultivate an environment of community with other parents/families in the school.

(5) January 2021 Event: Parenting can be LOTS of FUN (Part 1) (Part 2)

Type of Family Event: Parenting Training. Time: 5:30 pm

These workshops will help family members learn about parenting and child development (3 formal workshops trainings. Community businesses and local officials from health department will join the 21st CCLC program offering resources and services available in the community, district and county.

(6) February 2021 Event: Seven Habits Family Learning Night

Type of Family Event: Life Readiness Skills Training. Time: 4:00 – 6:00 pm Parents/adult family members will learn how Leader in Me can help parents and guardians establish a powerful framework to nurture and develop life-ready leadership skills at home. The training is based on The 7 Habits of Highly Effective People to support families by sharing a framework of timeless principles to help nurture and develop life-readiness skills in children and teens to be successful at school and in the future.

(OPTIONAL) March 2021 Event: FSA Preparation for ALL

Type of Family Event: Informational Session to Prepare for FSA. Time: 5:30-6:30 pm

Preparing for Standardized Tests and Assessment will include best practices and strategies for helping your child prepare for the big day

(OPTIONAL) April 2021 Event: Literacy Night- BUILDING BRAINS THROUGH BOOKS (BBB NIGHT)

Type of Family Event: Book Fair for 21st CCLC Families. Time: 5:30 – 6:30 pm. Book Fair Activities including BINGO for reading learning how to enhance your literacy skills Reading Coach presents a program Media Specialists offers a book fair for 21st CCLC students

(OPTIONAL) May 2021 Event: Financial Literacy for All

Type of Family Event: Information Presentations. Time: 4:00 – 6:15 pm. A Community Workshop presented by partners from local businesses including banker, dentists, doctors, wellness centers etc. The Community Action Program will provide seminars on savings, home ownership, credit scores, and college savings.

(OPTIONAL) Summer 2021 Event: Health, Nutritional and Fitness Awareness

Type of Family Event: Hands-on Workshops. Time: 1:00 – 2:15 pm

Regular physical activity is good for everyone's health and people of all ages and body types can be physically active. National Physical Fitness and Sports workshops are a great time to spread the word. Parents/adult family members will practice some simple children and adolescents-physical activities. Learning about lowering the risk of common diseases such as high blood pressure, diabetes through improved eating habits. A simple snack recipe will be prepared for all participants to share. Presenters: Health Department, Health and Wellness Centers, School Nutritional Department and the Osceola Council on Aging.

3.8 Program Evaluation

The evaluation plan proposed for this program includes hiring an independent evaluation team based on specific 21st CCLC evaluation experience. The team's qualifications will include professional credentials, training and experience to collect, analyze, and interpret data to assist Nita M. Lowey 21st CCLC leaders in using disaggregated data in their review and analysis of program needs, and curriculum alignment. The team will also to collect, analyze, and disseminate trends and significant changes in data to plan and coordinate evaluation projects for designated programs and services for use in decision-making. To develop, design, and implement formative and summative activities necessary for program evaluation to maintain up-to-date research information on national, State, and local curriculum/instructional trends to interact on a regular basis with District staff and school personnel on how research and data can be used to support the school improvement process to provide evaluative data on student progress. Three team members hold a doctorate in Statistical Analysis with a focus on evaluation, assessment and accountability. The evaluation plan has been established to align with the 21st CCLC Principles of Effectiveness as described in ESEA SEC. 4205(2): 1) The program shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment; and 2) The evaluation results shall be used to refine, improve, and strengthen the program and to refine performance measures; and made available to the public upon request. The proposed plan for periodic evaluation of the 21st CCLC program includes both short-term and long-term measurements (formative and summative) to guarantee adjustments can be made in the event objectives are not being met (continuous improvement). The plan utilizes a collaborative program evaluation model, an effective method for ongoing program improvement. The collaborative model integrates the evaluation team into the development of an improvement plan based upon the evaluation results. The evaluation team will work with the program staff to utilize the assessment discoveries to create and execute program changes.

The evaluation results shall be used to refine, improve, and strengthen the program and to refine performance measures; and made available to the public upon request. The proposed plan for periodic evaluation of the 21st CCLC program includes both short-term and long-term measurements (formative and summative) to guarantee adjustments can be made in the event objectives are not being met (continuous improvement). The plan utilizes a collaborative program evaluation model, an effective method for ongoing program improvement. The evaluation team will work with the program staff to use the evaluation findings to develop and implement program changes. There are many benefits that this knowledge brings, but two significant benefits are: 1) the evaluation team's ability to provide realistic recommendations that do not unintentionally impact other parts of the program; and 2) program staff's reception of and positioning to make mid-program adjustment to established procedures.

The proposed evaluation timeline for these activities is as follows: During the summer the evaluation team will meet with each school level 21st CCLC staff and the Project Manager to go over program evaluation. In the Fall the Evaluation Team will prepare the baseline data. In the Spring the evaluation team will prepare the mid-year report in consultation with each school level 21st CCLC staff and the Project Manager. The team will conduct two annual on-site program visits, in the Fall and Spring, to monitor compliance with



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federal/state requirements and track progress toward program objectives during the month of January. The evaluation team will prepare a formative summary in February to include analysis of student attendance, program operation, objective assessment, participant interviews and surveys, and improvement recommendations.

A summative evaluation in August (as required) will include all United States Department of Education reporting requirements, such as student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability and overall recommendations for improving the program. The Summative Report can view in its entirety by visiting the District's website for 21st CCLC. Currently funded Nita M. Lowey 21st CCLC cohort's summative plans can be viewed at: https://osceolaschools.net/parent_resources/21st_century_after_school_program/21st_cclc_summative_evaluation_reports

Established performance measures, detailed in the program objectives, will be used to determine changes resulting from 21st CCLC activities and to guide program staff to make data-driven decisions for program improvement.

The detailed program objectives are as follows:

Objective 1: 60% of regularly participating students will improve English Language Arts/Writing as measured by report card grades from Focus online database. 10% increase from 2019.

Objective 2: 60% of regularly participating students will improve Mathematics as measured by report card grades from Focus online database. 10% increase from 2019.

Objective 3: 60% of regularly participating students will improve Science as measured by report card grades from Focus online database. 10% increase from 2019.

Objective 4: 65% of regularly participating students in third grade will achieve promotion based on their performance on the FSA from FDOE report. 10% increase from 2019.

Objective 5: 70% of regularly participating students will maintain a high performance or improve problem solving as measured by local standardized pre/post assessment conducted by instructor throughout course.

Objective 6: 80% of regularly participating students will maintain high performance or improve arts skills as measured by pre/post observational assessment collected by instructor throughout course.

Objective 8: 55% of regularly participating Adult Family Members maintain high performance or improve literacy skills as measured by perceptual survey completed at family programs throughout the year. The outcome measures will be used to assess impact on student achievement, relative to baseline data and benchmarks. The measurement results help answer evaluation questions related to program outcomes. Questions might ask if math activities are achieving the desired outcome and if there has been progress towards meeting an objective. The evaluation will also measure program outputs, including site operations, students served, partners, and staff training. The results of these measurements will help answer evaluation questions related to program implementation, such as whether it was implemented as proposed, properly managed, or received appropriate resources allocations.



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The evaluation includes data collection details for the evaluation team, program staff, and site staff to help ensure that all required data is collected and that appropriate resources have been allocated to measure program and student performance. The following objective assessment data will be collected: (1) English Language Arts/Writing: English language arts report card grades (Quarterly, Project manager); (2) Mathematics: math report card grades (Quarterly); (3) Science: science report card grades (Quarterly); (4) Behavior & Problem-Solving: student discipline data (Quarterly); and (5) Family Literacy: sign-in sheets and perceptual surveys (5 times/year at family events). In addition, per grant reporting requirements, the following data and documentation will be collected: (1) Registration forms and daily student attendance (Daily, Site-level Staff), (2) Average attendance data and student lists (Monthly, Project Manager), student and parent satisfaction surveys; teacher behavior improvement surveys (Annually, Site Coordinators & Project Manager), (3) US Department of Education 21st CCLC reporting (Annually, Evaluation Team). The Evaluation team will have access to EZ reports and will use this tool to obtain data for reporting documentation to the Federal, State and Local departments. To ensure the validity of program data, the evaluation team is responsible for the analysis of all program data. Quantitative data will be analyzed with descriptive statistics using means, standard deviations, and frequencies. Qualitative data will be analyzed by type and the degree of consensus between respondents will be determined. Common statistical procedures, such as t-test and chi-square test will be used as needed. The Project Manager will have direct access to student achievement data through FOCUS, the district data management system and EZ Report. FOCUS and EZ Report will be the primary data source for academic enrichment and personal enrichment assessment. This direct access minimizes disruptions to the program and decreases the amount of time spent compiling student data. To emphasize the impact of 21st CCLC activities, the district website will convey program details to the major stakeholders, public, etc. The website will document ongoing progress in meeting proposed goals/objectives by displaying the formative and summative reports. Feedback will be discussed quarterly with the Advisory Board for possible improvements to the project.

The evaluation team will help and oversight of the ongoing evaluation using the Continuous Improvement Model (CIM). This will include 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 objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The overall evaluation process is designed to provide a structure to (1) generate information for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting/ analyzing how the model works in practice, and (4) documenting/analyzing changes in targeted student's actions, attitudes, knowledge, performance. The evaluation team support will include database development, selection of data elements, data storage, evaluation planning, development of recommendations under CIM, survey development, and evaluation support to help ensure proper data are collected by the program and the service providers.

3.9 Approved Program Activities

English Language Arts Data:

SCHOOL LEVEL- Central Avenue Elementary 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 28.9% Level 2- 37.2% Level 3- 22.5% Level 4-10.1% Level 5- 1.4%

SCHOOL LEVEL - KOA Elementary 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 28.7% Level 2- 25.4% Level 3- 30.9% Level 4- 11.8% Level 5-3.3%

SCHOOL LEVEL - Pleasant Hill Elementary 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 30.9% Level 2- 26.3% Level 3- 24.9% Level 4-13.1% Level 5- 4.9%

DISTRICT LEVEL – Osceola 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 23.4% Level 2- 24.7% Level 3- 25.1% Level 4- 19.5% Level 5- 7.3%

STATE LEVEL – Florida 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 19.9% Level 2- 23.1% Level 3- 25.2% Level 4- 21.7% Level 5- 10.1% Objective 1: 60% of regularly participating students will improve English Language Arts/Writing as measured by report card grades from Focus online database. 10% increase from 2019.

English Language Arts Activity plans:

(1) During Instructional reading sessions students will write a novel their own graphic novel after learning about the different parts of a story. Students will make a K-W-L chart on what they know about graphic novels. Teacher will present different samples of graphic novels and students will analyze the characteristics. Students will select the content for their graphic novel by brainstorming and completing an idea web. Students will select the title of their graphic novel by selecting ideas from their brainstorming idea web. Students will begin to construct an outline for their book. Students will complete a beginning, middle, and end sheet for their books. Students will design a back cover for their books (including synopsis).

(2) Students will participate in the Literacy through Drama to write and perform their own skits.

Group Work: Discussion encourages students to debate and share ideas, summarizes the key points of a story or theme, analyze character behavior and think about how best to communicate ideas both physically and verbally.

Reading and Listening to Stories: Drama strategies can be drawn on to deepen the understanding of characters and situations or to explore alternative outcomes.

Stories can provide the launch pad for a one-off drama session or several weeks of work.

Language Learning: Drama is widely used in modern language learning to enable students to develop language skills through role- play.

(3) Using STEAM readers Students will explore, collaborate, and solve problems through hands-on, minds-on learning.

Strengthen literacy skills and content-area knowledge with high-interest readers and easy-to-implement lessons.

Apply the engineering design process to solve real-world problems.



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Engage in student-centered activities that support makerspaces and project- or problem-based learning objectives.

Promote the 4 Cs: communication, collaboration, critical thinking, and creativity

Embrace and learn from failure and promote ongoing reflection

Build skills to give, receive, and apply effective feedback

Make career connections with career advice from Smithsonian employees working in STEAM fields Support English language learners and model fluency with professional audio recordings.

(4) Students will access the Flocabulary software in the computer lab at least twice a week to access a library of songs, videos and activities for K-12 online learning. The Flocabulary software will supplement the instruction and engage students.

Mathematics Data:

SCHOOL LEVEL- Central Avenue Elementary 2018-19 Mathematics Assessment Results by Achievement Level of Total Student Percent: Level 1- 34.7% Level 2- 17.8% Level 3- 25.1% Level 4- 17.8% Level 5-4.6%

SCHOOL LEVEL - KOA Elementary 2018-19 Mathematics Assessment Results by Achievement Level of Total Student Percent: Level 1- 34.8% Level 2- 20.1% Level 3- 21.2% Level 4-17.2% Level 5- 6.6%

SCHOOL LEVEL - Pleasant Hill Elementary 2018-19 Mathematics Assessment Results by Achievement Level of Total Students Percent: Level 1- 33.1% Level 2- 20.7% Level 3-24.5% Level 4- 17.3% Level 5-4.3%

DISTRICT LEVEL – Osceola 2018-19 Mathematics Assessment Results by Achievement Level of Total Students Percent: Level 1- 29.2% Level 2- 20.6% Level 3- 26.8% Level 4- 15.4% Level 5- 8.1%

STATE LEVEL – Florida 2018-19 Mathematics Assessment Results by Achievement Level of Total Students Percent: Level 1- 22.4% Level 2- 18% Level 3- 27.3% Level 4- 19.6% Level 5- 12.7%

Objective 2: 60% of regularly participating students will improve Mathematics as measured by report card grades from Focus online database. 10% increase from 2019.

Math Activity plans:

(1) Students will engage in problem based learning that focuses on geometry and fractions (math) & earth & space (science).

Students are able to describe different polygons

Students are able to explain perimeter and area

Students are able to identify different figures with the same area or the same perimeters

Students are able to describe that figures with the same area can have different perimeters.

Students research a planet of their choice through NASA. <https://solarsystem.nasa.gov/planets/overview/>

Write down some key facts that make your planet different than the others.

Space Theme Park Design your theme park on a poster board and include its key features.

Key Features: Describe Atmosphere, Terrestrial or Gas, Geographic features & Color

(2) Students will develop mathematically and socially while having fun with cooperative math games and literature-based activities during the Math PBL Munchers session. The literature-based activities will link mathematics to everyday life. The stories have mathematical themes, represent various cultures, and appeal



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to children's natural interests. Corresponding activities—including explorations, art, drama, movement, and games—extend the mathematical focus in the story and promote a spirit of cooperation and fun.

(3) Money Matters will be used at least once a week to explore lessons that offer visual and kinetic representation of math concepts that develop strong math problem solving strategies like; currency counting, budgeting, credit, debit, savings, check writing, and a simple understanding of economics. Every lesson is a games or activity that fosters curiosity, discussion and growth through cooperation, collaboration and creative thinking.

In the computer lab students will use the Moby Math software to find and fix missing math skills that are essential for math comprehension. Students increase an average of 1 grade level with just 20 hours of practice. Moby Math is a comprehensive math curriculum for kindergarten to 8th grade.

Science Data:

SCHOOL LEVEL- Central Avenue Elementary 2018-19 Science Assessment Results by Achievement Level of Total Student Percent: Level 1- 32.5% Level 2- 31.2% Level 3- 34.7% Level 4- 3.9% Level 5- 7.8%

SCHOOL LEVEL - KOA Elementary 2018-19 Science Assessment Results by Achievement Level of Total Student Percent: Level 1- 35.7% Level 2- 27.4% Level 3- 32.7% Level 4-3.1% Level 5- 56.1%

SCHOOL LEVEL - Pleasant Hill Elementary 2018-19 Science Assessment Results by Achievement Level of Total Students Percent: Level 1- 27.1% Level 2- 30.5% Level 3-27.1% Level 4- 9.3% Level 5- 5.9%

DISTRICT LEVEL – Osceola 2018-19 Science Assessment Results by Achievement Level of Total Students Percent: Level 1- 18.5% Level 2- 27.6% Level 3- 30.7% Level 4- 12.2% Level 5- 11%

STATE LEVEL – Florida 2018-19 Science Assessment Results by Achievement Level of Total Students Percent: Level 1- 16.7% Level 2- 25.5% Level 3- 29.2% Level 4- 13.7% Level 5- 14.9%

Objective 3: 60% of regularly participating students will improve Science as measured by report card grades from Focus online database. 10% increase from 2019.

Science Activity Plans:

(1) Students will investigate the properties of matter and how changes matter. Activities include making different mixtures, bubble solutions, crystals, and separating mixtures into their original components.

(2) Students will construct, examine and explain simple machines to develop a deeper understanding of how they make work easier. Students will be introduced and will explore 6 simple machines to discover, design solutions for real-world problems, and conduct their own investigations.

Simple Machines to study Include:

Lever board

Wedge

Pulley with rope and hook

Cart with 4 removable wheels

Archimedes screw



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4-barrel weights
10 double-sided activity cards to build
Early engineering and problem-solving skills

Academic Enrichment

Objective 4: 65% of regularly participating students in third grade will achieve promotion based on their performance on the FSA from FDOE report. 10% increase from 2019.

Academic Enrichment Activity plans:

Students will learn about rain forests including the Amazon Rain Forest and the animals that live within their habit. They will create their own version of a rain forest with animals. Raise questions about the natural world, investigate them in individually and in teams through free exploration, and systematic investigations, and generate appropriate explanations based on those explorations.

Students will review/discuss properties of a rain forest.

Students will plan/draw what their rain forest will look like.

They will list all the materials that they need to create their rain forest.

Students will gather their materials to begin to work on to showcase their rain forest diorama.

Social Emotional Learning

Objective 5: 70% of regularly participating students will maintain a high performance or improve problem solving as measured by local standardized pre/post assessment conducted by instructor throughout course.

Social Emotional Learning Activity Plans:

The CASEL integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies that can be taught in many ways across many settings.

On a daily basis, students will discover the power they have within themselves to develop their potential and make choices that enhance the quality of their lives, relationships, and experiences through modules.

Students will participate in Interactive lessons complete with grade-level-appropriate examples and activities to ignite their curiosity. Each month of the school year for each grade level (K-5) students will form social-emotional habits based on the following modules:

Creating a Culture of Learning

Above or Below the Line

Learning from Mistakes

The Frame

Emotional Intelligence and Star Qualities

Other People's Opinions

Eliminating Negativity

Conflict Resolution

Know How We're Smart



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Personal Enrichment

Objective 6: 80% of regularly participating students will maintain high performance or improve arts skills as measured by pre/post observational assessment collected by instructor throughout course.

Personal Enrichment Activity Plans

Students will engage in reader's theater for developing reading fluency. Students will learn high frequency words and concepts and print through concepts about print through reading scripts to support early reading support. Use multi-leveled scripts to engage diverse students in improving their comprehension and fluency. Literary scripts enhance understanding of fiction and support cross-text analysis.

Content-area scripts expand students' academic vocabulary and knowledge.

Foundational skills scripts focus students on key aspects of literacy and language.

Students will also participate in Project Rhythm to both improve music knowledge along with social emotional, language and digital literacy knowledge.

Parents/ Adult Family Member Plans

Objective 8: 55% of regularly participating Adult Family Members maintain high performance or improve literacy skills as measured by perceptual survey completed at family programs throughout the year.

Parents/ Adult Family Member Activity Plans:

Provide parents and community members with financial literacy and related educational development-parent-led support groups and parenting education classes also financial literacy workshops will be designed to help teachers learn financial literacy concepts for themselves and how to incorporate these concepts into their teaching. Community businesses, banker, adult learning and nutritional agencies will support the program by offering services.

Parents/adult family members will introduce the concept of social-emotional learning starts at home. Parents and families are critical partners in helping their children develop social and emotional know-how. The CASEL model the kinds of skills, attitudes, and behaviors we want all students to master. Parents/adult family members will learn how you can make a difference in the lives of your children –Parenting Practices in order to support their children's social and emotional development. Guests will include a Mental and Health Department representative. The Resilience Video will be presented as well. The December parent/adult family member activity informs parents/adult family members about the various cultures and customs represented at each school. Students will showcase their PBL based on activities taught during the semester. Parents will cultivate an environment of community with other parents/families in the school.

The January, February and March parent/adult family member Workshop will help family members learn about parenting and child development (3 formal workshops trainings. Community businesses and local officials from health department will join the 21st CCLC program offering resources and services available in the community, district and county. Parents/adult family members will learn how Leader in Me can help parents and guardians establish a powerful framework to nurture and develop life-ready leadership skills at home. The training is based on The 7 Habits of Highly Effective People to support families by sharing a



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framework of timeless principles to help nurture and develop life-readiness skills in children and teens to be successful at school and in the future.

3.10a Staffing & Professional Development

Leadership Qualifications & Organizational Structure: The attached organizational chart shows that the 21st CCLC Program operates under the supervision of the Assistant Superintendent for Elementary School Curriculum and Instruction, who holds a Doctorate degree in Educational Leadership and has several years of successful instruction and administration experience. Additionally, the Director of Afterschool programs will coordinate the planning, implementation, and evaluation of afterschool programs. And will maintain a close working relationship with school administrators and elementary resource specialists to ensure information exchange, coordination of efforts, and general support for the decision-making. The Director holds a Master's degree in Educational Leadership and has several years of successful instruction and administration experience. The district-level 21st CCLC Project Manager, who holds a Doctorate degree in Educational Leadership and has several years of successful 21st CCLC program oversight to provide support to the targeted schools' day-to-day operations, This individual possesses related knowledge and skills, hold a Bachelor's degree or higher, and demonstrate significant pertinent experience. Responsibilities include managing and implementing the educational program as described in the approved application, serving as liaison with stakeholders, keeping records and submitting all required reports, and providing ongoing communication and technical assistance. Additionally, will provide training to staff on procedures and paperwork needed for implementation and operation of the program. The project manager will also coordinate and assist the schools with business partnerships and community collaborations. The school level leadership teams are committed to fulfilling all aspects of the grant plan including the staffing requirements of this funding source. High expectations have been for after-school staff. Clear and concise job descriptions for each position including site coordinator, adult education specialist, teachers, paraprofessionals, and media specialist have been developed to ensure that grant goals and objectives will be reached. To effectively lead the project, we will hire teachers who have demonstrated a wide variety of skills to serve as site coordinator to manage grant project at the school level.

All of the 21st CCLC after-school staff will be held accountable for delivering the best possible services to students and their families. Only the highest quality teachers, paraprofessionals, and school leaders who are both knowledgeable of the grant plan and invested in the outcomes that it provides for students, parents, and community members will be hired. All afterschool program tasks will be completed by the applicant staff versus contractors. Each school will employ, via a district Other Professional Services (OPS) contract, a dedicated site coordinator who is responsible for the school's daily operations and services delivery. Responsibilities include implementation of 21st CCLC policies and procedures and provision of ongoing support to ensure best practices are implemented with fidelity. Certified teachers, at least six, will also be employed via an OPS contract to supervise and provide all academic enrichment activities. In cooperation with the schools' certified teachers, highly qualified paraprofessionals, at least three. Highly qualified paraprofessionals, also employed via an OPS contract, will be selected to work in the program. Highly qualified paraprofessionals will need to have an associate degree or have passed the ParaPro Assessment for prospective and practicing paraprofessionals. It measures skills and knowledge in reading, math and writing

and the ability to apply those skills and knowledge to assist in classroom instruction. Paraprofessionals are expected to be dependable, flexible, and committed individuals to serve as instructional assistants. They will provide assistance with attendance, safety, group management, parent communication, classroom support, record keeping and provide homework help under the supervision of the certified teachers. The 21st CCLC Project Manager and Site Coordinators will work toward achieving 21st CCLC objectives. All 21st Century staff will be encouraged to attend the Grant Award Orientation. However, this opportunity will be mandatory for first year principals and site coordinators. Other professional development opportunities include networking meetings, webinars and various English Language Arts and Mathematics workshops. In addition, the site coordinators will attend a fall training conducted by the grant project manager. This training will provide grant overview, requirements, policies, procedures and expectations. Site Coordinator will also be given a handbook for the fiscal year to use as reference regarding program implementation, guidelines, procedures and best practices. The grant project manager will also share site curriculum ideas, and family engagement opportunities. Each site program staff will attend an onsite fall training conducted by the site coordinator. This training will provide grant overview, requirements and expectations. It will also cover the purpose, priorities, design, implementation, objectives/activities, target population, class options, research-based intervention strategies, youth development, family and community engagement, job descriptions and duties, time clock usage, time and effort logs, and student evaluation strategies. The district offers 1 day professional training to staff once a year. Training includes best practices in the areas of reading, math and technology as well as Positive Behavior Intervention Strategies (PBIS). Classroom teachers as well as program staff will participate in these trainings. Title I Part D will invite the Nita M. Lowey 21st CCLC staff members at each site to participate in meaning professional learning communities (PLC) to learn more about how to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Title II Part A funded professional development will be made available to the staff members at each site to continue to develop reading and math remediation strategies. Professional development is aligned to state and district objectives.

3.10b Professional Development

The 21st CCLC staff from Central Avenue, KOA, and Pleasant Hill Elementary schools will be expected to attend professional develop in-line with program activities and the needs of the targeted students served by the proposed plan. The District staff members will offer to the newly awarded 21st CCLC a one-day training in the summer. Six staff have been budgeted to attend the training. They will meet as a group and design a training to deliver to their respective sites to share information, lessons learned, and strategies for implementing a successful 21st CCLC program. The 21st CCLC staff also customarily attends the 21st CCLC Florida After School Alliance (FASA) state conference. Because the programs will use interventions for math and reading to close achievement gaps, we plan a focused professional development plan to integrate the objectives of the after-school program with our program service goals. To accomplish this, we will provide an orientation for all 21st CCLC school level staff prior to school beginning. This orientation will provide necessary explanations of the requirements of the 21st CCLC grant including roles and responsibilities,



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provide details about the program design or our application so that staff are fully informed and aware of funding levels and allowable expenses.

Additional trainings will be delivered by the Multi-Tiered Systems of Support (MTSS) coach and Exceptional Student Education Director to help the 21st CCLC teachers learn reteaching ideas, tutoring strategies and create intervention schedules based on the needs of individual students. Future in-service dates cover and review effective research based instructional strategies such as Kagan teaching methods and Marzano's Instructional strategies. After school staff will attend along with day school staff these professional development classes.

All 21st CCLC staff will be required to attend additional professional development that aligns with the goals and objectives proposed. The SEL professional development series purchased by the District, Edgenuity-Purpose Prep SEL, will provide 6 courses to all staff members of the 21st CCLC programs, all of which are thoughtfully taught by more than 80 engaging and diverse experts. Educators can use the activities or full courses to personalize the learning experience for their students. This curriculum is aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, Multi-Tiered Systems of Support (MTSS), and Positive Behavioral Interventions and Supports (PBIS) best practices. The workshops and Targeted Support Sessions will range from 3 to 6 hours, depending on the needs, and can accommodate up to 25 participants per session. Some workshops may be available virtually as well. At only 45–60 minutes long, Targeted Support sessions can be delivered during PLC or other common time to minimize the need for substitute coverage. A preliminary schedule has been set as follows; July 30, 2020 8:00a – 11:00a, August 4, 2020 1:00p – 4:00p, September 16, 2020 2:30p –3:30p Part 1, October 9, 2020 1:00p – 4:00p, November 4, 2020 2:30p – 3:30p Part 2, December 2, 2020 2:30 – 3:30p Part 3. Purpose Prep, provided in partnership with Edgenuity, translates the best research in online learning, neuroscience, pedagogy, and educational psychology into its instructional design. The program's engaging curriculum, targeted support for diverse learners, family engagement elements, and focused professional development ensure that students develop the productive attitudes and prosocial behavior needed for success in school, work, relationships, and life.

Additional virtual professional development via Zoom will be presented on The Social-Emotional Assets and Resilience Scales (SEARS) A New Way of Assessing Children's Social and Emotional Behavior. This training will cover cross-informant measures of students' assets and resilience, considering problem-solving skills, interpersonal skills, the ability to make and maintain friendships, the ability to cope with adversity, and the ability to be optimistic when faced with adversity. The Oregon Resiliency Project (ORP) is a research, training, and outreach effort aimed at social and emotional learning, mental health promotion, and social-emotional assessment intervention in school settings. Founded in 2001, ORP is directed by Ken Merrell, Ph.D., professor of school psychology at the University of Oregon. The Strong Kids programs are the signature development of the team.

Another virtual professional development session will explore the use of The Botvin LifeSkills Training Elementary School program. This comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program is designed for upper elementary school students. This highly



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effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. LifeSkills Training (LST) was developed by Dr. Gilbert J. Botvin, an internationally known expert on prevention and health behavior who has been a member of the Cornell University faculty for over 32 years. Dr. Botvin holds a Ph.D. from Columbia University and earned his BA from Colgate University. Dr. Botvin is currently a Professor Emeritus of Psychology in Public Health at Cornell University's Weill Medical College, serving previously as a Professor of Psychology in the Department of Public Health and a Professor of Psychology in the Department of Psychiatry. He was also an Attending Psychologist at the New York Presbyterian Hospital-Cornell Medical Center, Chief of the Division of Prevention and Health Behavior, and Director of Cornell's Institute for Prevention Research. Prior to joining the Cornell faculty, Dr. Botvin spent three years at the American Health Foundation where he was Director of Child Health Behavior Research. The expectation of all 21st CCLC staff is that they will attend at least one District, one State mandated professional activity and at least four trainings related to priorities of the goals, program objectives, academic student performance, Project-Based Learning, personal enrichment (SEL, Substance Abuse, etc.), understanding Base-line data, mid-year assessments of students actively participating in the 21st CCLC program including pre and posting testing procedures. Additionally, any site-specific training presented by the Project Manager and/or Site Coordinator that benefits the specific needs of targeted students will also be considered as must attend for all program staff members. All professional development activities will be documented through attendance logs, meeting agendas, performance evaluations, and feedback inventories.

3.11 Facilities

All schools within the School District of Osceola County, Florida are facilities. And all schools within the School District of Osceola County, Florida are considered exempt from DCF childcare licensure requirement. Documentation has been uploaded. The currently funded Nita M. Lowey 21st CCLC programs are all housed at facilities in the District. These programs and future programs facilities must adhere to and abide by local, state and federal guidelines. Locally, the facilities are bound by the 2019-20 SCHOOL BOARD RULES, Effective March 26, 2020 the updated rules (policies) can be found at:

(https://www.osceolaschools.net/UserFiles/Servers/Server_567106/File/Leadership/School%20Board%20Rules/2019-2020/___SDOC%20SBR%202019-20,%20032620.pdf)

In conjunction with local rules all facilities, including current 21st CCLC programs as well as future, are also required to abide by and provide an appropriate and safe environment that is governed by Florida Statutes. These program facilities also adhere to Federal guidelines as Legislation, Regulations, and Guidance. The Legislation Program Authority: Title IV, Part B of the ESEA, as amended by the Every Student Succeeds Act (ESSA)(20 U.S.C. 7171-7176). The authorizing legislation can be found at <https://www2.ed.gov/documents/essa-act-of-1965.pdf> (see pages 233 through 244 of the legislation).

Facility description: The Nita M. Lowey 21st CCLC programs are located at Central Avenue Elementary School, 500 W. Columbia Avenue Kissimmee, Florida 34741. Central Avenue is located within the city limits, in fact it is located less than three blocks from Main Street. Students and parents walk, ride bikes, and ride in cars or buses to get to the school. KOA Elementary School is situated at 5000 Koa Street Kissimmee, Florida 34758.



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KOA is located in the Poinciana Neighborhood and is more like a suburban area. Students and parents mostly walk, ride bikes, and ride in cars to get to the school. The third facility is Pleasant Hill Elementary Schools, 1801 Jack Calhoun Drive, Kissimmee, FL 34741. Pleasant Hill is located next to the city limits and is surrounded by heavily traveled railroad tracks. Students and parents mostly ride in buses or cars to get to the school. Adult family members can access the facility walking, riding bikes, and ride in cars or Lynx, public transportation, and has bus stops near each facility.

The three facilities are fully accessible, ADA compliant, meet all health and safety ordinances, and are maintained by the School District of Osceola County, FL. Each facility will run the 21st CCLC program in each school's cafeteria, media center, computer lab and select classrooms and provide an appropriate and safe environment that is governed by Florida Statutes, School Board Rules. It is important to that It is customary for all facilities to charge fees for the use of buildings, power, water and sanitary supplies for all events, programs and/or activities held on site after school hours. As a continued partnership between the programs and the District facility fees have been waived for all current Nita M. Lowey 21st CCLC programs as well as future programs.

Safe Environment: The facilities have video surveillance throughout the campus as well as outside the school. Video footage is archive, and in the event of an incident, will be reviewed as part of a depth investigation process.

All school buildings within the facility shall be inspected at least once during each school fiscal year by a person who is certified by the designated state agency. Such inspection shall be conducted to determine compliance with State Board of Education rules and shall include but not be limited to sanitation, wiring, plumbing, structural parts, safety hazards, and general repair needs. A copy of such inspection report(s) shall be submitted to the principal, Maintenance Department, Construction Services, Superintendent, and School Board. STATUTORY AUTHORITY: 1001.41, 1001.43, F.S. The three school facilities are fenced in, this includes all playgrounds for outdoor activities. Central Avenue Elementary and Pleasant Hill Elementary schools will require student transportation during the regular school year out-of-school hour's programs to transport targeted students to their home. These communities are considerably distant from the school. Students from the Kissimmee Highlands and Hoagland neighborhoods attend Pleasant Hill Elementary. The neighborhoods are between five to seven miles from the school. Students from Central Avenue Elementary live in the Reef Club Apartments in the McLaren Circle neighborhood which is about three miles from the school and on the west side of John Young Parkway a six-lane highway. Many of the parents at both schools require the use of public transportation and therefore would not be able to have their students stay after school as they would not have a way of picking them up after the program has ended. Koa Elementary students do not require transportation because it is a predominantly walk-in school and parents' pick-up students at the end of the 21st CCLC program.

Accessibility: The Nita M. Lowey 21st Century Community Learning Center programs will serve students on-site during out-of-school time and after the regular school day, participants need only to walk to the areas designated for the program, transportation to the activities is not required. Each school provides the

exclusive use of the computer lab (maximum occupancy 30) to use Math and Reading remediation software, the cafeteria/multipurpose room (maximum occupancy 200) where participating students will report to for check-in, snacks, homework help and dismissal, outdoor play area where students will participate in personal enrichment activities, media center (maximum occupancy 77) will be used for homework help, research and individual tutoring sessions conducted by a highly qualified interventionist. Supervision: The teacher-to-student ratio will be approximately 10:1 for academic enrichment activities and will not exceed 15:1 for personal enrichment activities. The program director will maintain safety and security, communicate with parents, and relieve teachers if needed. When appropriate to enhance safety, a teacher and other enrichment instructor may be paired. Release Procedures/Transitions: Following dismissal from school, students will be released to the secure and large capacity of the school cafeteria where attendance will be taken, and snack provided. Many of the participants are picked up at the end of the program by a parent, guardian, or approved individual. For dismissal from the 21st CCLC program, all participating students will convene again the large capacity of the school cafeteria. The Site Coordinator, teachers, and professional support staff will be available to communicate with parents. And escort walkers, bike riders to the designated areas described in the Safety procedures. Safety measures are in place to ensure the safety and well-being of the 21st CCLC students upon arrival and dismissal: (1) parent(s) must designate authorized adults to pick up child; (2) designated adult signs dismissal log; (3) designated adult must present photo identification to be compared to a copy on file.

3.12 Safety and Student Transportation

All schools within the School District of Osceola County, Florida (SDOC) are considered to be facilities. The currently funded Nita M. Lowey 21st CCLC programs are all housed at these facilities in the District. These programs and future program facilities must adhere to and abide by local, state and federal guidelines. Locally, the facilities are bound by the 2019-20 SCHOOL BOARD RULES, Effective March 26, 2020 the updated rules (policies) can be found at:

(https://www.osceolaschools.net/UserFiles/Servers/Server_567106/File/Leadership/School%20Board%20Rules/2019-2020/___SDOC%20SBR%202019-20,%20032620.pdf)

In conjunction with local rules all facilities, including current 21st CCLC programs as well as future, are also required to abide by and provide an appropriate and safe environment that is governed by Florida Statutes. These program facilities also adhere to Federal guidelines as Legislation, Regulations, and Guidance. The Legislation Program Authority: Title IV, Part B of the ESEA, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176). The authorizing legislation can be found at <https://www2.ed.gov/documents/essa-act-of-1965.pdf> (see pages 233 through 244 of the legislation).

The Nita M. Lowey 21st CCLC sites are located at Central Avenue Elementary School, 500 W. Columbia Avenue Kissimmee, Florida 34741, KOA Elementary School, 5000 Koa Street Kissimmee, Florida 34758 and Pleasant Hill Elementary Schools, 1253 Pleasant Hill Road Kissimmee, Florida 34741 The facilities are fully accessible, ADA compliant, meet all health and safety ordinances, and are maintained by the School District of Osceola County, FL. Each facility will run the 21st CCLC program in each school's cafeteria, media center, computer lab and classrooms.



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It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. An effective educational program requires the services of personnel of integrity, high ideals, and human understanding. The 21st CCLC program will be staffed with District highly qualified employees such as teachers, paraprofessionals, media specialists, interventionists, counselors, nurses, administrative assistants and bus drivers. Prior to beginning employment with the District, all candidates for all positions must undergo a criminal and employment background check to determine suitability for employment. The application for employment shall inform applicants they are subject to criminal background checks, and advise applicants that failure to be truthful on the application about prior criminal history will be grounds for ineligibility or dismissal from employment. As a condition of employment and prior to beginning work, an applicant who has received a conditional job offer must file a complete set of fingerprints taken by authorized an employee of the district trained to take fingerprints. The fingerprints shall be processed by the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). All applicants, except food service assistants, bus drivers, bus aides, professional support staff substitutes, and employees who have retired from the District, shall be required to pay for full costs of processing at the time of fingerprinting. All employees shall be expected to maintain and promote these qualities. The Board shall also expect all administrative, instructional and support staff. Each 21st CCLC staff member shall, prior to assuming his or her duties, be instructed as to his or her responsibilities regarding the health, safety, and welfare of students. If assigned duties require knowledge of rules, regulations or policies of a special nature, the written statement of duties assigned shall include the duty to be familiar with such material. Prior to assuming their duties all personnel shall be advised of the state, District, and school policies relevant to their responsibilities. All employees shall be responsible for reporting misconduct by School Board employees that affects the health, safety, or welfare of a student. STATUTORY AUTHORITY: 1001.41, 1001.42, F.S. Each school shall post in a prominent place at the school site and on each school's website the policies and procedures for reporting alleged misconduct by an instructional employee or school administrator which affects the health, safety or welfare of a student. The notice shall include the person to whom the misconduct should be reported and the penalties that will be imposed on instructional or school administrative staff who fail to report alleged or actual child abuse or misconduct. STATUTORY AUTHORITY: 1001.41, 1001.42, F.S. In light of the Marjory Stoneman Douglas Public Safety Commission's release of their initial report and the recommendations provided the District Leadership team has made policy changes. Central Avenue, KOA and Pleasant Hill elementary schools will employ a multi-level approach to school safety and security which includes, but (is) not limited to, physical security measures, emergency procedures and standard response protocols, school emergency drills, and active assailant response training. Additionally, Osceola Sheriff works closely with each school to address any specific security concerns. The District continues to work with a school safety and security consulting firm to ensure the efficacy of the safety and security measures that are employed.



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The School Board of Osceola County recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, parents, visitors, and school facilities. The School Board believes that the use of tobacco products on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, employees, and visitors. Smoking and other uses of tobacco products are detrimental to health and a significant contributor to medical issues and death. Thus, the purpose of this policy is to establish that the School District of Osceola County maintains a tobacco-free environment for all its facilities and to provide for notification to the District's employees, students, and the public.

All District facilities, including the three schools referenced above have created a School Safety and Security Plan with input from building administrators; School Resource Officer(s); representatives of the local law enforcement agencies; the local Fire Marshall(s); representative(s) from emergency medical services; representative(s) from the local emergency management agency; and/ or representative(s) of the Osceola County Health Department. Such Plan will be continued to be in effect during the out-of-school- hours of the Nita M. Lowey 21st Century Community Learning Center sessions. Emergency management and preparedness plans include notification procedures for weapon use and active shooter/hostage situations, hazardous materials and toxic chemical spills, weather emergencies, and exposure resulting from a manmade emergency. Emergency management and preparedness procedures for active shooter situations shall engage the participation of the School District school safety specialist, threat assessment team members, faculty, staff, and students for each school and be conducted by the law enforcement agency or agencies designated as first responders to the school's campus. Copies of each school plans have been provided to county and city law enforcement agencies, fire departments, and emergency preparedness officials. These plans are shared with School level Site Coordinators during the 21st CCLC New Award Orientation training before the start of the program. As an added measure of security each 21st CCLC program site coordinator will develop, publish and share with parents/adult family members a personalized Staff Handbook that includes a Safety Plan with items unique to each facility configuration, location and schedule of activities.

Safety Procedures for the facility and the 21st CCLC Program: School alarms shall be monitored, and malfunctions shall be reported for immediate repair. Emergency drills (fire, hurricane, tornado, active shooter/ hostage situation, other natural disaster, and school bus) shall be held in compliance with state requirements and formulated in consultation with the appropriate public safety agencies. Every 21st CCLC program conducts four mandatory fire drills. The District shall strive to protect students, staff, visitors, and volunteers from harm and/ or from conduct that poses a threat to school safety and to protect and support victims of crime from further victimization. Acts that pose a threat to school safety, as determined by the threat assessment team, shall be reported to local law enforcement. This policy applies to conduct on School District property, school, or District provided transportation, and at any school or District sponsored activity during and/or afterschool hours. This policy implements the zero-tolerance policy as outlined in Florida Statutes.

Each principal, site coordinator is responsible for adhering to the District guidelines and policies to ensure that students safely travel to and from the center. Students are under 21st CCLC staff supervision once they



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arrive at the designated area. Parents complete a required plan/dismissal form to indicate how their child (ren) will get home. All students are bus riders, walkers, bike riders or car riders. All walkers and bike riders gather in a central location and dismiss from there with appropriate supervision. Staff escort car riders to the pickup area and release them to parents/guardians with signature. Sites restrict entry points to preclude unknown persons from wandering the campus. Staff observes district safety/supervision requirements for students who receive program transportation.

The safety and operation procedures of the Nita M. Lowey 21st Century Community Learning Center are as follow:

1. Employ, assign and train all 21st CCLC staff members in specific responsibilities to ensure prompt, safe and orderly emergency drills and evacuations (as applicable for the specific type of emergency drill); 21st CCLC staff members as District employees MUST wear their District issued employee identification badge with picture and employee number at all times. ID badges enhance the security of the Nita M. Lowey 21st Century Community Learning Center. Employee IDs serve as a form of instant identification for everyone in the facility. Additionally, staff members wear a 21st CCLC button.
2. Identify and report any hazardous areas requiring corrective measures to ensure utmost safety of participating 21st CCLC students. Every member of the staff is responsible for the safety of pupils while on the school grounds. The principal shall eliminate all hazards on school grounds insofar as possible. The Main office doors are locked when the office closes at 4:30 pm.
3. 21st CCLC staff shall be assigned to supervise students on the school grounds. Program staff shall be on alert for any safety hazard and shall attempt to maintain orderly procedures on the part of the 21st CCLC students. 21st CCLC staff use the use of ten two-way radios. The radios are also used for: (1) Service during emergencies. Cell service towers and landlines may fail during an emergency or disaster. (2) Communication clarity. Two-way radios are designed to offer clear communication in most conditions. And (3) Ease of use. Two-way radios feature touch-button talk communication, creating a simple means of communication.
4. At the start of the program students arrive at the designated area, in most cases the cafeteria, each day the program is in session (Monday, Tuesday, Thursday, Friday) and is signed in by the Site Coordinator.
5. 21st CCLC students are supervised throughout the program, including transition time. No student is allowed in the hallways by themselves. A comprehensive plan has been established to ensure students use a “buddy system” with hall passes. To ensure adequate supervision each activity will adhere to ratio of 1 adult for every 15 21st CCLC students during academic activities and 1 adult for every 20 21st CCLC students during personal enrichment activities.
6. At the end of the program, students will be signed out in front office area and dismissed by the site coordinator according to transportation mode: (1) Walkers, with a signed parent consent on file to walk home after the end of the program, congregate in the cafeteria. Once all walkers have been accounted for they are escorted to the end of the school property by two 21st CCLC program staff members. These students are dismissed first as an additional safety measure. (2) Bike riders, with signed parent consent on file to ride their bikes home after the end of the program, are escorted to the bike area and once all bike riders have been accounted for they must walk their bikes to end of the school property while accompanied by two 21st CCLC program members. (3) Car riders, with a signed parent consent with tag number, on file to ride car home after the end of the program, have tags attached to their book bags. The tags match the 21st CCLC car



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rider tag that is issued to parents and is displayed on the rear view mirror. (4) School bus riders will gather at the bus loop and will load the afterschool activity bus while supervised by one 21st CCLC program staff member.

7. Early Release of 21st CCLC students Plan: Early pick up- Parents/adult family members may contact the site coordinator via phone or REMIND to indicate an urgent reason for early pick up. A doorbell is used to alert the Site Coordinator of an outside visitor, as the front office closes at 4:30 pm and the program ends at 6:25 pm. Once the Site Coordinator receives the parent/adult family member and verifies their identity via driver's license, military ID or passport, an early released form is completed and signed to keep track of excessive early releases.

The emergency procedures of the Nita M. Lowey 21st Century Community Learning Center are as follow:

1. Site Coordinator are CPR-First Aid certified and handle all emergencies including contacting parents/adult family members.

The parents of a seriously injured student shall be notified immediately; the teacher or paraprofessional employee to whom a student is assigned shall notify the Site Coordinator immediately and report such accident in accordance with the requirements of the School District of Osceola County Health & Safety Policy & Procedure Manual.

School Bus Transportation: The School Board directs that a sign containing the following language be placed at each educational facility: "The school has formal supervisory responsibility for a student during the time the student is being transported to or from the school at public expense; during the time the student is attending school; during the time the student is on the school premises, participating with authorization in a school sponsored activity; and, during a reasonable time before and after a student is on the school premises for attendance at a school or authorized participation in a school sponsored activity, and only when on the premises. A reasonable time means thirty minutes before or after the activity is scheduled or begins or ends, whichever is longer. The school's duty of supervision does not extend to anyone other than students attending school and students authorized to participate in school sponsored activities." School buses transport students to designated locations, and students walk home in groups for safety. The estimated maximum travel time for students is one hour. Many factors, such as traffic and weather conditions affect the length of the bus ride. Central Avenue Elementary and Pleasant Hill Elementary schools will require student transportation during the regular school year out-of-school hour's programs to transport targeted students to their home. These communities are considerably distant from the school. Students from the Kissimmee Highlands neighborhood attend Pleasant Hill Elementary which is seven miles from the school. Students from Central Avenue Elementary live in the Reef Club Apartments in the McLaren Circle neighborhood which is about three miles from the school and on the west side of John Young Parkway a six-lane highway. Many of the parents at both schools require the use of public transportation and therefore would not be able to have their students stay after school as they would not have a way of picking them up after the program has ended. Koa Elementary students do not require transportation because it is a predominantly walk-in school and parents' pick-up students at the end of the 21st CCLC program.

Il transported 21st CCLC students shall be provided instruction on safe practices on and off the bus during the first six (6) weeks of the program. The principal and transportation staff members shall determine the most



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effective and practical way to provide such instruction. All transportation equipment shall be maintained in safe operating condition. The transportation department shall be responsible for a planned program of maintenance to keep all vehicles running safely and efficiently. The mechanical condition of each school bus shall be determined at least once each thirty (30) working days that the bus is in operation. Any school bus which does not comply with the requirements of Florida Statutes and State Board of Education rules shall be withdrawn immediately from use until it meets such requirements.

For off-site activities, such as educational fieldtrips during the Nita M. Lowey 21st Century Community Learning Centers summer camps, students participate only if written permission is received from the parent/guardian on a SDOC permission slip. Parents/guardians must also provide information on how their child will get home upon return from the activity. To ensure the utmost security, the teacher/chaperone-to-student ratio for off-site activities will not exceed 1 :10. Transportation to and from an off-site activity is provided by a SDOC vehicle or by a transportation company from the SDOC's Approved Vendor list. Said transportation companies are on bid with the SDOC; therefore, the drivers are required to undergo background screenings and to meet the Jessica Lunsford Act. Schools that provide bus transportation to participants observe SDOC safety requirements. The site coordinator, administrator, bus driver, or other staff member confirms each bus rider's participation in the 21st CCLC Program before allowing students to board the bus. The School District of Osceola County, FL (SDOC) seriously considers the safety of participating families. Secure campuses will allow families to safely access services. All school facilities comply with local, state, and federal regulations regarding safety and accessibility, including the Americans with Disability Act. Sites will include all students regardless of disabilities.

3.13 Sustainability

An essential reason for the Nita M. Lowey 21st Century Community Learning Centers grant is to be able to cover the cost of a robust and comprehensive plan to improve the academic, emotional and social needs of at-risk students. Each school will work closely with the 21st CCLC Advisory Board, comprised of parents/adult family members, community leaders, District leaders, site coordinator, teachers and students, that will be established at the beginning of Year 1 to support and provide input in the development of the after school program. The advisory board will meet at least twice a year and will be leveraged to assist in finding external funds from local foundations and businesses. Local county funds will be pursued to offset program costs. The three schools have a solid reputation of requesting/accepting gifts from individuals and agencies. The 21st CCLC program at each facility will continue to leverage these resources and develop additional partnerships to obtain enough funds in years 3 to 5 to maintain the original level of service, both in quantity and quality. Once the grant funding decreases and ends, we have a commitment and loyalty of our partners such as School District of Osceola County, School District of Osceola County-School Advisory Council (SAC), Adult Learning Center Osceola, Dragon Financial, Junior Achievement of Central Florida, School Nutrition Services, University of Florida College of Agricultural and Life Sciences Department of Family, Youth and Community Sciences, American Endowment Foundation, All American Youth Sports, North Star Counseling of Central Florida, Panda Express, Super Kids Sport Center, and Publix to name a few. Organizations like these are committed to the betterment of the community and the success and well-being of families living in the community. We will continue to look to our partners for continued support in terms of in-kind contributions



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like volunteers, donated services and goods, and the expertise of their training contributions. Coordination of other state and local resources such as the Title I, to ensure we have resources to continue some key aspects of making sure our students get supplemental help with tutoring either during the day school or during after school hours and the adult members continue to benefit from parent involvement sessions sponsored by Title I and hosted at each school. We are also looking for other grant opportunities acquire other funding opportunities so that the program services can continue to some degree of benefit to the targeted students and their adult family members. We will continue to look to our partners for continued support in terms of in-kind contributions like volunteers, donated services and goods, and the expertise of their training contributions. Coordination with other federal grants such as Title II Part A for training, Title III for ELL support Title IX for educational supplies for the targeted students who are also experiencing homelessness. We will continue to enlist Valencia College students, University of Florida, Golden Age Senior Living Care senior citizens, Merrill Gardens at Solivita Marketplace senior citizens and OASIS volunteers to be able to continue one on one mentoring to help the targeted students and their adult family members stay motivated and focused on their academic and social well-being during the day school or during after school hours. We are also looking to our grants writer to search out other grant opportunities to acquire other funding opportunities so that the after-school programming may continue.