

1. PROJECT ABSTRACT/SUMMARY (FIXED REQUIREMENT)

The School District of Osceola County, Florida is dedicated to its mission to provide “education which inspires all to their highest potential.” Reaching this foundational goal means focusing the necessary attention on each child. The District’s 21st Century Community Learning Centers (21st CCLC) expand students’ academic and personal enrichment opportunities at two Title I schools: Deerwood Elementary and Highlands Elementary. Services will directly impact 195 afterschool program participants from August 2016 through May 2017 and 115 summer program participants in June/July 2017. The following table shows the basic program design.

Site	Component	Population	Students	Weekly Schedule	Days	Hours
Deerwood	Afterschool	Grades 2-5	75	4 days per week - Mon., Tues., Thurs., Fri.	137	12 per week 3:05p-6:05p
	Summer	Grades 2-5	50	4 days per week - Mon., Tues., Weds., Thurs.	24	16 per week 8:00a-12:00p
Highlands	Afterschool	Grades 2-5	120	4 days per week - Mon., Tues., Thurs., Fri.	137	12 per week 3:30p-6:30p
	Summer	Grades K-5	65	4 days per week - Mon., Tues., Weds., Thurs.	24	16 per week 8:30a-12:30p

This project will address the need to provide a safe learning environment during the prime afterschool hours for juvenile crime. It will fill community gaps by providing committed and dedicated programs that enhance learning at schools where students clearly face hardship. The District’s 21st CCLC (locally titled “S.P.I.R.I.T. - Students Participating In Recreation and Instruction Together!”) Afterschool Program will serve at-risk students with an effective supplemental program that focuses on academic success. Students will engage in project-based activities, including integrated academic enrichment in core subjects and recreation/physical education. The program will also provide adult family member services, such as classes fostering English language skills and basic computer proficiency.

2. NEEDS ASSESSMENT (7 POINTS)

The District used several strategies to identify the need for out-of-school programs. A thorough needs assessment examined schools' academic, behavioral, family, and community

data. This analysis identified the greatest need at two Title I schools in Kissimmee, Florida: Deerwood Elementary and Highlands Elementary. These sites demonstrate an acute compilation of risk factors in each category. Relevant statistics revealed high populations of low-income students, high rates of unemployment, significant growth of English Language Learners, and other circumstances that particularly affect these schools' academic achievement. Further exacerbating the sites' hardships and increasing the possibility of underachievement are ongoing public school funding reductions. This 21st CCLC project will respond to the educational needs of the targeted students and their families.

Throughout the 2015-2016 school year, Deerwood Elementary School has received several inquiries and surveys from various parent events (e.g. Open House, Title I events, School Advisory Council and Parent Teacher Organization meetings). Parents indicated a need for additional academic support, tutoring opportunities, homework assistance and extracurricular activities. Based on these survey results, the 21st CCLC objectives and activities will address the following needs: curriculum supporting achievement, library open to community, equal access to technology, adult education, school-community partnerships, increased student achievement, and extra-curricular activities to close learning gaps. Chosen Generation Christian Academy, a private school in Deerwood's vicinity (34758), has indicated interest in 21st CCLC.

In the spring of 2015, Highlands Elementary School surveyed parents, students, and staff to determine areas of strength and areas of need in regards to educational programming. Respondents identified concerns in the areas of parental involvement due to time constraints and work schedules, afterschool activities to close learning gaps, and language barriers. Highlands Elementary School data demonstrates a clear academic need, as it is currently a "D" school undergoing corrective action. The majority of students did not pass the Florida Standards Assessments in English Language Arts, Mathematics, and Science. District data, (STAR Reading and Mathematics) indicate a need as well, with 40% of students currently proficient in Reading and 57% of students proficient in Mathematics. Freedomland Christian Academy, a

private school in Highlands' area (34741), has indicated interest in 21st CCLC services.

The needs assessment explored various risk factors, including the: poverty rates; percentage/growth of English Language Learners; Title I status; state assessment results and school grades; attendance and suspension data; educational levels; survey results; unemployment and crime rates; and other county, school, and local education agency data. Specific needs are evident in these areas such as large populations of low-income students (100% Free/Reduced Lunch), high rates of unemployment, and significant growth of English Language Learners (35% at Deerwood and 56% at Highlands). This program would provide a structured atmosphere for homework assistance. Adult family member activities would assist in areas like English, employment applications, and technology.

Due to Osceola County's proximity to numerous tourist attractions, scores of residents work within the hospitality and service fields for minimum wage. Income statistics reflect the low-paying jobs many people hold. Based on the latest (2014) United States Census estimate, the median household income is \$44,551, well below the national median of \$53,482. An estimated 19.3% of adults and 27.5% of children ages 5-17 live below the poverty level. When looking specifically at Kissimmee, the city in which the targeted schools are located, the median household income drops drastically (by 20% from the county average) to \$35,452. And the persons in poverty rises to 24.8%. A significant 78.1% of the student population qualifies for the free/reduced lunch program. The United States Department of Labor's Local Area Unemployment Statistics reports Osceola County's unemployment rate at 4.9% for December 2015. And, as of January 2016, the school district's Families in Transition (FIT) Program was serving 2,365 students - 3.7% of the total population. The project will target at-risk students based on factors like academic results, income, truancy status, suspensions, and special needs.

The U.S. Census 2014 estimations show that 50% of Osceola County's residents report Hispanic or Latino origin. This figure doubles Florida's rate of 24.1%. The following table includes related demographics for the participating schools.

Targeted Elementary School	Enrollment	Free/Reduced Lunch	Homeless	Limited English Proficiency	Exceptional Student Ed.	Racial/Ethnic					
						White	Black	Asian/Pacific	Native American	Multi-Racial	Hispanic (Ethnic)
Deerwood	572	100%	5.4%	35%	16%	68%	24%	3%	3%	2%	65%
Highlands	804	100%	2.2%	56%	17%	82%	12%	3%	1%	2%	81%

As of December 2015, the District Food Services Department reports that **all** students qualify for free/reduced lunch at the targeted schools. These students experience great risk of facing discouragement, disengagement, and dropping out. This program would provide a structured atmosphere to keep them connected to school with academic and personal enrichment. In Kissimmee, the location of the targeted school sites, 81% of persons age 25 or older have graduated high school. And only 15% of such individuals hold a Bachelor's degree. The 2015-2016 average English Language Learners (ELL) rate is 45.5% for the sites. Many of these families (62.1% in Kissimmee) do not speak English at home, and parents would benefit from English classes. Activities to advance the literacy of parents and adult family members would assist them in becoming more effective partners in education of their students.

The following chart provides an academic overview of the participating schools.

Targeted Elementary School	Enrollment	* School Grade	* Percentage <u>Non</u> -Passing on Florida Standards Assessment		
			Reading	Math	Science
Deerwood	572	D	65	69	62
Highlands	804	D	64	69	64

Score data for the targeted schools' 2015 Florida Standards Assessment student performance in reading, math, and science appears in the previous table. These statistics show a below-average pattern of achievement. In all cases, well over half of students did not pass.

Behavioral incidents also affect student achievement. The following table shows the targeted schools and related statistics, including attendance and suspension data.

Targeted Elementary School	Attendance Below 90%	Suspended Out of School	Suspended at In-School Centers	One or More Suspensions	Student to Counselor Ratio
Deerwood	84	23	7	4	1:572
Highlands	136	21	8	31	1:804

Italicized column is 2015-2016 data. Other data is drawn from 2014-2015 (e.g. FDOE Survey 5).

The 2013-14 School Environmental Safety Incident Report (SESIR) denotes 368 incidents in Osceola. Substance-related offenses represent the greatest challenge, as they account for 45% (165/368) of the district total. The Florida Department of Juvenile Justice reports 1,402 delinquency arrests in Osceola County in 2014-2015. There were 75,066 delinquency arrests statewide, so Osceola County represents 2% of the activity across 67 counties. NeighborhoodScout reports that Kissimmee has one of the highest crime rates in America compared to all communities of all sizes. Kissimmee's combined violent and property crime rate is 49 per one thousand residents. Within Florida, more than 86% of the communities have a lower crime rate than Kissimmee. Statistics are based on data from the Federal Bureau of Investigation, the U.S. Justice Department, and 18,000 local law enforcement agencies.

Based on the community needs, this Osceola County 21st CCLC project will target elementary school students who are not meeting high standards on academic assessments in ways that consider the viewpoints of populations to be served/impacted. It will provide a safe learning environment for a total of 195 at-risk students during the prime afterschool hours for juvenile crime. Deerwood Elementary will serve 75 students in 2nd-5th grade. And 120 students in 2nd-5th grade will participate at Highlands Elementary. During the summer, Deerwood will serve 50 students in grades 2-5. Highlands' summer program will be open to 65 students in 2nd-5th grade. Resources currently available to help meet the needs include Title I, Part A (Academic Achievement of Disadvantaged); Title III, Part A (English Acquisition); and Title X, Part C (Homeless). The schools will coordinate funding as appropriate to maximize impact.

3. PROGRAM EVALUATION (15 POINTS)

3A) Evaluation Plan: An independent evaluator was selected based on specific 21st CCLC

evaluation experience. Kevin Crossman, the external evaluator, has served as the District's 21st CCLC evaluator for the past four years. Mr. Crossman has 25 years of implementing and evaluating educational programs and was previously a state evaluator and director of technology for the FDOE 21st CCLC Administrative Team. As a state evaluator, he evaluated hundreds of Florida's 21st CCLC programs. As director of technology, he created and managed the statewide 21st CCLC database and oversaw entry and validation of federal reporting data.

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 assimilates the evaluator into the development of an improvement plan based upon the evaluation results. Most evaluation models leave improvement planning to the project staff, as evaluators are not engaged after evaluation reports are submitted. The evaluator will work with the program staff to use the evaluation findings to develop and implement program changes. When evaluators and program staff work together throughout the entire program, all participants gain a deeper understanding of how the program operates and what impact is anticipated. There are many benefits that this knowledge brings, but two significant benefits are: 1) the evaluator'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 evaluator will conduct fall, winter, and spring on-site program visits to monitor compliance with federal/state requirements and track progress toward program objectives. The evaluator 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.

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 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 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.

The evaluation includes data collection details for the evaluator, 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 Specialist); (2) Mathematics: math report card grades (Quarterly); (3) Science: science report card grades (Quarterly); (4) Algebra I End-of-Course Exam: algebra 1 district progress monitoring scores (Quarterly) and end-of-course test scores (Annually); (5) Behavior & Problem-Solving: student discipline data (Quarterly); (6) College/Career Readiness:

local career exploration assessment results (Pre, Mid, and Post); and (7) Family Literacy: sign-in sheets and perceptual surveys (6 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 Specialist), student and parent satisfaction surveys; teacher behavior improvement surveys (Annually, Site Coordinators & Project Specialists), (3) US Department of Education 21st CCLC reporting (Annually, Evaluator).

To ensure the validity of program data, the evaluator 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 Specialist will have direct access to student achievement data through FOCUS, the district data management system. FOCUS 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.

3b) Measurable Objectives and Assessments

The table was completed online utilizing the web-based applicant system. The objectives— 1-English Language Arts/Writing, 2-Mathematics, 3-Science, 4-Third Grade Promotion, 5-Personal Enrichment 1 (Behavioral and Problem-Solving), 6-Personal Enrichment 2 (Health & Nutrition), 7-Adult Family Services (Literacy) — meet program requirements and use benchmarks that experiential data has proven to be challenging yet attainable. The program

design links to needs assessment findings. It responds to parents' concerns about additional academic support to raise proficiency and close learning gaps in the core areas, homework assistance, extracurricular enrichment, and family involvement. The schools show a clear academic need; both hold a 2015 school grade of "D," so 21st CCLC's emphasis on core subjects aligns well. The structured atmosphere will provide homework assistance to high-risk students and keep them connected to school with academic and personal enrichment. The safe learning environment will protect students during primetime juvenile crime hours while opening the library to the community, offering access to technology, building school-community partnerships, and providing adult family member activities to counteract language/employment barriers. The evaluator's data collection plan and responsibilities timeline will ensure access to appropriate data. Since the centers are district schools, obtaining data does not pose an issue.

4. APPLICANT'S EXPERIENCE AND CAPACITY (10 POINTS)

4A - Program Administration and Fiscal Management

- *Managing Public/Federal Funding:* Capacity to manage 21st CCLC is evident in the District's expansive history of developing, implementing, and monitoring many grant projects funded through federal, state, and private sources. Awards over just the last ten years total millions of dollars and include 21st CCLC and the following federal program examples: Carol M. White Physical Education Program (PEP), Emergency Response and Crisis Management Program, Race to the Top (Florida LEA), Safe Schools/Healthy Students (SS/HS) Initiative, Smaller Learning Communities (SLC) Program, and Teaching American History Program. District experience grew dramatically with its SS/HS project, an extensive positive youth development effort that spanned 2007-2012. The grant facilitated creation and implementation of an integrated, community-wide plan designed to create safe, respectful, and drug-free school environments and to promote prosocial skills and healthy childhood development.

District finance officers employ fiscal management methods that integrate sound business practices. The District's commitment to wisely using its resources has resulted in

minimal overhead and low per-student costs (\$7,251 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, of 2010, 2011, 2012, 2013, and 2014.

- *Administrative Capabilities & Management Systems/Policies:* 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.

- *Monitoring & Audit Activities:* State law requires that all local governments 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 2014 and 2015, 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 requirements that could have a direct and material effect on major federal programs.

- *Leadership Qualifications & Organizational Structure:* The attached organizational chart shows that the 21st CCLC Program operates under the supervision of the Assistant Superintendent for Middle School Curriculum and Instruction, who holds a Master's degree in Educational Leadership and has several years of successful instruction and administration experience. The district-level 21st CCLC Project Specialist will provide support to the targeted schools' day-to-day operations. This individual will possess related knowledge and skills, hold a Bachelor's degree or higher, and demonstrate 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. 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 Project Specialist and Site Coordinators will work toward achieving 21st CCLC objectives.

4B - Program Implementation

- *Experience Providing Related Services:* The District is well-versed in all aspects of the 21st CCLC Program. It received an initial award in 2002 followed by grants in 2003, 2006, 2009, 2011, 2012, and 2014. All approved programs incorporate a large, well-rounded scope of activities aligned with Florida Standards. They have demonstrated success in raising academic performance, improving attendance, and reducing disciplinary referrals at 19 school sites.

- *Monitoring & Audit Activities:* State-level authorities have provided useful feedback through desktop and on-site monitoring. The two areas cited for improvement over the last two years were the 21st CCLC Advisory Board and Adult Family Member Activities. The District is currently implementing recommendations to improve advisory board participation and documentation and adult activity quality, consistency, and attendance.

4C - Program Evaluations

- *Experience Collecting, Maintaining, Analyzing & Reporting Data:* Since its founding in 1887, the District has worked independently and collaboratively to develop materials; plan training; formulate best practices; and collect, maintain, analyze, and report data. And it has shared, distributed, and/or presented results on local, regional, state, and national levels. Holding student achievement as the number one district priority, the leadership team carefully analyzes areas of need and guides the development and provision of educational activities to raise academic performance and improve overall circumstances for students.

- *Processes to Support Evaluation Activities:* The District's Business and Fiscal Services Department and Grant Management Office facilitate appropriate administration of funding, including the required reporting. These divisions routinely address audit requests and reports needed for local, state, and federal agencies. Such support staff members will assist as needed throughout the project period. They will provide assistance in submitting performance and financial reports per 21st CCLC parameters. Self-assessment and monitoring methods, such as the Continuous Improvement Model (CIM) and various technology programs, result in outcomes

and data for use in the evaluation and improvement processes.

- *Use of Data for Improvement:* Per School Board Rule 2.255, the District adopts an annual strategic plan for achieving its goals. The process includes establishment of an outcome-based evaluation process that delineates performance standards, assessment procedures for collecting data, and benchmarks. The District's Research, Evaluation and Accountability (REA) Department provides related services, including data research, analysis, and reporting. The District's commitment to a Theory of Change is represented by the Continuous Improvement Model (CIM) idea that student and teacher success must be a continuous effort. Its key parts include analyzing data, developing timelines, providing quality instruction/services, and frequently assessing students for understanding. The CIM steps, 1) Plan, 2) Do, 3) Check, and 4) Act, build a solid foundation for effective strategizing and ongoing evaluation. This structure serves as the internal system for guiding district initiatives' creation, execution, and refinement.

- *Monitoring/Audit:* The last two years' outcomes did not include evaluation findings.

5. PARTNERSHIPS, COLLABORATION & SUSTAINABILITY (8 POINTS)

5A) Community Notice

The District provided *notice of its intent to apply* through the Community Relations Department's Weekly Media Tip Sheet published on 2/11/2016. The piece relayed meaningful explanation of the program purpose, existing centers, proposed centers, student services, and adult activities. Sites will continue to partner with parents and community members/ organizations and disseminate information to them via the School Advisory Council (SAC), etc.

The district website currently features a specially-designated *21st CCLC Program webpage*. Within one month of award notification, this new project will receive a link from the main 21st CCLC webpage. It will contain a copy of the approved application, scheduled services, student products, and progress reports. To further emphasize the impact of 21st CCLC activities, the website will convey the status of meeting proposed objectives by displaying the formative and summative reports. The 21st CCLC Project Specialist will update the site at least

once a month during the project period, and the site will reflect the latest revision date.

5B) Partnerships

The schools have secured diverse partnerships aligned with the needs of the target populations to support the 21st CCLC program, as shown in the attached Partners Table and Contribution Letters. Highlands Elementary is collaborating with First Baptist Church of Kissimmee (Parent Involvement), Vehicle for Change (Math, Science, and Character Education), and Maureen Donahue (Parent Involvement). At Deerwood, Raise the Barre Dance Company will commit to hosting a weekly club that uses movement to enhance health, physical fitness, social skills and facilitate academic and character development. Deerwood will also develop a partnership with Denny's Restaurant to enhance student education by teaching students of all grade levels about First Aid, healthy eating habits, and kitchen cleanliness. Center State Bank will provide financial literacy lessons to students on banking tasks, including completing ledgers and balancing a checking account. The students will demonstrate their financial literacy in conjunction with the Amazing Race PBL with a goal of completing the designated tasks and keeping their accounts 'in the black' throughout the adventure. In addition, the School Resource Officer (Osceola County Sheriff's Office) will provide parent/student classes on cyber safety and drug awareness plus gang awareness and violence prevention for parents.

5C) Collaborations with the Regular School Day

Consultation during the Development of the Application: This project's participating schools will act as the centers, which guaranteed their inclusion in the project development and ensures their ongoing involvement in all project aspects. Such an arrangement provides a distinct advantage in the planning and implementation phases. The teachers working in the afterschool program are the same teachers who serve the students during the regular school day. The timely and meaningful collaboration between instructors will facilitate alignment of during-school and after-school activities to complement one another. Deerwood and Highlands

have driven the assessment of targeted students' needs and development of responsive objectives and activities. School leadership has identified available resources and aligned them to maximize desired student outcomes. The site-based teams also categorized gaps and weaknesses, which the 21st CCLC Program will address, during this process. With support from the District Grant Management Office, school staff have translated such problem/solution information into this comprehensive program plan. (The attached school commitment letters clearly identify the school's role and collaboration commitment.)

Continued Collaboration: The District's 21st CCLC projects implement a solid plan for ongoing, timely, and meaningful collaboration between the regular school day teachers and the afterschool program teachers. All teachers may use the district data management system for ongoing access to students' achievement data. These records pertain to various measures throughout the year, such as the state assessments, TeenBiz/KidBiz, STAR, formative assessments, and summative assessments. This information will drive instruction and increase the student success rate. The Site Coordinators will keep regular school day teachers up to date on the 21st CCLC activities via the district email system, website announcements, staff meetings, campus notifications, program newsletters and/or articulation forms. The schools' teachers/staff will know whom to contact to refer a student to the program, and the site coordinator's contact information is widely available. The district email system facilitates direct contact between the targeted students' teachers. Site meetings will include the administrators and teachers and involve discussion of goals and activities at the project, school, and student level. Regular school day teachers will document homework and other notes in each student's agenda, which the afterschool teachers will routinely consult for direction. Day and afterschool teachers will partner to coordinate design of activities like Project-Based Learning (PBL). The district-level 21st CCLC Project Specialist will provide collaboration/communication support to the schools and visit each site at least two times per month. Communication with participants' parents will occur regularly via email/website announcements, monthly newsletters detailing

activities and student success, Iris (automated) phone system calls about upcoming events, and important information in the student agenda to promote parental involvement.

The 21st CCLC Program supports the targeted sites' School Improvement Plans (SIPs). Each school's SIP includes a strategic goal centered on standards-based instruction. The 21st CCLC activities directly support this SIP area by delivering activities that help students meet state and local academic achievement standards. The afterschool/summer program ensures students requiring additional assistance receive it through this unique extended learning opportunity. It also contributes to the schools' creation of an environment conducive to learning for all students with a specific focus on English Language Learner and Exceptional Student Education populations. The SIPs emphasize use of Early Warning Systems to characterize struggling students. The system tracks data on attendance, suspensions, course failure, statewide assessment performance (level 1) in English Language Arts and Mathematics, and retentions. Leadership will develop a rapport with any student exhibiting two or more early warning indicators and notify the teacher of the student's high-risk status. Such students will receive referral to the 21st CCLC Program for additional support to promote their success. Finally, Family Involvement acts as an integral SIP area. Parental involvement has been historically limited due to the other demands placed upon parents/guardians. However, the schools continually seeks to find new/improved ways of partnering with parents to help students become successful and reach their highest potential. In cooperation activities through the Title I Office, School Advisory Council, and Parent Involvement Plan (PIP), the 21st CCLC Program's significant concentration on and innovative approach to adult family member services will build a stronger bridge between school and home.

5D) Sustainability

Program staff will develop a comprehensive sustainability plan during years 1-2 for implementation during years 3-5 when funding declines and at the close of year 5 when funding expires. The district-level 21st CCLC Project Specialist will seek to establish and maintain

relationships with organizations interested in sustaining the program. Such associations include the Children’s Cabinet of Osceola County, which believes that every child and family has the right to be safe, healthy, educated and employable. Therefore, this group of professionals assembles and seeks resources to meet gaps in services. The 21st CCLC Project Specialist will be one of the Cabinet’s 60+ members who are dedicated to improving the lives of children and families in the community. The project’s 21st CCLC Advisory Board (10-15 individuals) will serve as another crucial sustainability resource via quarterly meetings. Its diverse membership, comprised of the project specialist, site coordinators, teachers, parents, and community agency/private sector representatives, will ensure broad program involvement and support. The Advisory Board will seek and pursue viable opportunities for continued sustainability, such as grant funding, cash/in-kind donations, government support, and school resources. School leadership understands the responsibility to offer the same level of services in years 3-5 in spite of the 20% reduction in annual funding. To maintain the required consistency in numbers of students, hours, and days, schools may draw from Supplemental Academic Instruction (SAI) monies, business partner support, and other sources.

6. PROGRAM PLAN (35 POINTS)

6A) Target Students

Test scores of students in grades two through five will be evaluated 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 STAR (grades 2-5). 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 math and science activities and other challenging courses. The program will also target students being retained in kindergarten, first grade, and second grade plus the lowest quartile for grades 3-5.

6B) Recruitment and Retention

The project will target at-risk students based on factors like academic results, socio-

economic status, behavior, and special needs (English proficiency, Homeless, Migrant, or Disabled). The administrative and instructional staff will share responsibility for recruiting and retaining students. School personnel will encourage students to participate in this 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 families.

6C) Student Program Activities

Homework Help: The schools will provide homework help and support, a concern noted by many parents. 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 particular day may checkout a library book for independent reading or use the computer for PBL-related research.

Academic Enrichment: The program schedule emphasizes academics in direct support of objectives 1-4. 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 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 (Deerwood) in reading and math, and Footsteps2Brilliance (Highlands) in all subject areas will increase student performance in comprehension, vocabulary acquisition, and writing. BrainPop, research-based software

program that enhances literacy learning through multimedia instruction, will motivate and engage learners in curricular topics. Flocabulary produces educational 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 raise struggling readers' vocabulary acquisition.

The program will deliver additional support in the areas of STEM. The focus is targeting weaknesses in problem solving, vocabulary, and planning solutions. Hands-on learning stations will connect STEM content to real-world application and foster collaboration. Other activities will include AIMS, Lego Robotics (Deerwood), Moby Max (Highlands), Interactive White Board lessons (and the use of technology/lab equipment), guest speakers and various in-house experiences (e.g. Gem Mining and Reptile Encounter/Wild Florida).

Deerwood will provide PBL units of study that integrate all subject areas and support the Florida State Standards. Students will engage in projects that include the Challengers Publishing Company, Challengers Reporting to other Challengers, and developing the Challengers Video Production Company. These projects 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 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.

Deerwood's PBL units of study will provide a variety of remedial learning opportunities. Students will rotate through academically-focused, engaging activities to promote student learning gains in Reading, Math, and STEM. Literacy rotations, such as research stations in the media center and classrooms using Discovery Education and AIMS (Activities Integrating Math & Science) activities will support all student projects. Discovery Education will provide students

with real-world informational text as they increase literacy/comprehension skills. The Sunshine State Young Reader's Award Program and Junior Award Program is a statewide reading motivational program that encourages K-5 students to read independently for personal satisfaction based on interest. Student literature circles will promote the love of literacy across grade levels and families. All students will increase Reading and Language Arts scores through literacy-based, cooperative learning stations. Based on the diagnostic results, i-Ready will automatically provide individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style-learning environment.

Highlands Elementary will incorporate Project-Based Learning (PBL) experiences, which combine core academics, into the daily programming. Effective afterschool programs embrace the fact that instruction needs to be different from the strategies used during the regular school day. Using best practices that include PBL guarantees rigorous and relevant instruction in meaningful real-world application to facilitate improved student achievement. PBL units of study will integrate all subject areas and support Florida State Standards. For example, Highlands Giddy-Up Gazette addresses literacy, writing, listening and speaking, technology, and social development. Students will select high-interest topics to research and report while using relevant technology skills. This learning environment will 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. Print and web-based publications will serve the school community, families, and local stakeholders.

In conjunction with PBL units of study, Highlands will provide a variety of remedial learning opportunities. Students will rotate through STEM -focused, engaging activities to promote student learning gains in Reading, Math, and Science. Literacy rotations, such as

research stations in the media center using district-purchased software programs and technology labs, will support all student projects. Other activities will provide students with real-world informational text as they increase literacy/comprehension skills. All students will increase Reading and Language Arts scores through literacy-based, cooperative learning stations.

Other Enrichment Activities: Deerwood will incorporate Champ Challengers, which will provide mentoring services and cover sportsmanship, demonstrations, and skill development and training. Students will also participate in anti-bullying classes, using resources such as Stop Bullying Now (SBN). StopBullying.gov coordinates closely with the Federal Partners in Bullying Prevention Steering Committee, an interagency effort led by the Department of Education that works to coordinate policy, research, and communications on bullying topics. The Federal Partners include representatives from the U.S. Departments of Agriculture, Defense, Education, Health and Human Services, the Interior, and Justice, as well as the Federal Trade Commission and the White House Initiative on Asian Americans and Pacific Islanders. The schools will also address student needs through various sports and fitness programs. Team Sports may include Flag Football, Basketball, Golf, Soccer, Frisbee Golf, Tennis, Track, Volleyball, Aerobics, and Balance and Agility Stations. Students will participate in organized sports to be determined by students' interests and use teamwork strategies to increase health and fitness skills. Students will monitor individual progress as they work to develop and refine their fitness levels. Nutritional classes will focus on making good food choices and learning life skills of food preparation using raw foods in place of processed foods.

Day in the Afterschool Program: After the bell at the end of the school day, schools will maintain children's on-site safety through established methods for security (as used during the regular school day) and supervision of a well-trained and caring staff. Afterschool participants will report to sign in 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 of 15-20. 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 two sites are attached.

6D) Adult Family Member Program Activities

Deerwood will offer adult family education classes/events once a month in August, September, January, February, March, and April (for a total of 6 meaningful activities). Adult education classes will occur in hourly increments and most likely reach 10-25 adult family members per session. Activities will cover a range of subjects, including Florida State Standards, grade level expectations, literacy, math and science presentation rotations, accessing student grades, computer technology and communication, parenting, and English as a Second Language. Family events will also consist of STEM and curriculum nights, academic showcases and bully awareness presentations. These events have been determined based on a community interest survey distributed to parents. The school library will be open during adult education programs, and adults and community members may check out books. Information will be collected during the family nights to survey parents on their interests, community strengths, barriers to student and parent participation, and resources they believe the project should incorporate. Courses will be designed based on identified need. In addition to the adult classes, Deerwood will host a family celebration to recognize students' 21st CCLC participation and success. The event will occur at a convenient evening time, and the school (not the 21st CCLC grant) will sponsor food, door prizes, student entertainment, parent education and recognition. Families will witness firsthand program activities and positive reinforcement; participate in educational "games" with their children; watch performances; and have the opportunity to win

prizes of family-oriented games, puzzles, craft materials, and other related items. Translators will be available for family events and specific programs to clearly communicate with parents.

Starting in August, Highlands will offer adult family member events every other month (August, October, December, February, and April) with a final session in May for a total of six. Expected attendance is 10-25 adult family members. The goal of these hour-long events is to give parents the tools needed to be an integral part of their child's education, as well as build the relationship between the community and families of students who attend Highlands. The programs being offered will include (among others) community resources, internet safety, financial advice, and academic support. Family events will consist of student showcases, academic nights, parent workshops, and free computer resources.

6E) Staffing Plan and Professional Development

Staffing Plan: The project management team will consist of highly-qualified staff members recruited at the district and school levels via Human Resources procedures. As district employees, 21st CCLC Program staff members will pass a background check, drug testing, and fingerprinting (required by Florida Statute §1012.32 and School Board Rule 6.17). Procedures apply to the employment of all grant-funded workers, including contractors, subcontractors and regular volunteers. Human Resources verifies, collects and retains all certification records. Teachers must hold valid Florida Educator's certificates. Paraprofessionals must have either earned an Associate's Degree (or the equivalent of two years of post-secondary education) or passed the Paraprofessional Test. Understanding the importance of extraordinarily competent and motivated staff, targeted schools will carefully recruit their 21st CCLC site coordinator(s), teachers, and paraprofessionals in numbers that ensure appropriate staff ratios. All staff must be well versed in verbal and written communication and comfortable working with students, parents, teachers, and community members. Site coordinators will maintain a highly positive attitude to encourage teachers/staff, retain student enrollment, and make families feel welcome and accepted. All staff must maintain regular contact with classroom teachers and articulate

program participants' academic needs. Teachers will provide detailed instructional plans (e.g. PBL). Organizational charts are attached.

Professional Development: Employees will participate in relevant professional development, including a mandatory training session to review program requirements, policies/procedures, expectations, and goals. The District commits to send at least two project staff members to the Florida Department of Education's statewide 21st CCLC training in August 2016. The district-level 21st CCLC Project Specialist will attend the administrative strand, while the school site coordinator/lead teacher will enroll in the program strand. The District 21st CCLC Office will provide its annual, local training to site coordinators/staff in late August 2016, and statewide training attendees will disseminate the information received to other program staff.

6F) Program Center(s)

The 21st CCLC locations are Deerwood Elementary (3701 Marigold Avenue, Kissimmee 34758) and Highlands Elementary (800 West Donegan Avenue, Kissimmee 34741). The classes will occur indoors in the cafeteria, library, computer lab, classrooms, etc. and outside in the garden/covered PE area. Snacks will be served in the cafeteria, and parents will pick up students in the Media Center. Each school serves 600-800 students during the regular school day, meaning the facilities are more than adequate to safely accommodate the proposed number of targeted 21st CCLC students. The sites follow regular school day procedures, such as the School Board Rules and Code of Student Conduct, to ensure student safety. Students would comply with the same rules when traveling to and from classes, such as walking in pairs and following positive behavior supports expectations. School facilities comply with local, state, and federal regulations, including the Americans with Disability Act, to ensure accessibility.

6G) Safety and Student Transportation

Safety: The District considers safety of students participating in the 21st CCLC program as the highest priority. All employees will wear their employee badge and assume responsibility for student safety. During the afterschool program, students, staff, and parents will follow the

same procedures that are used during the school day. Staff will supervise students at all times during classroom activities and hallway transitions. At the program's end, staff will escort students to the Media Center where they will be checked out by their parents. Before releasing a child, the site coordinator will check the parent's driver's license to ensure it matches the identification in FOCUS (district database system). Students will check in at the cafeteria to wait for pick up by their first rotation staff member. Parent information will be collected at the start of the program and parents may then indicate if an alternative family or friend may pick up their child. A site coordinator will be present on campus when 21st CCLC runs. And a school administrator will be accessible to provide support and help maintain student safety.

Transportation: Staff will supervise all students at all times from arrival to dismissal. A parent or authorized adult must sign out and pick up each student. No students will be allowed to ride their bikes or walk home after 21st Century. Parents or authorized adults will have to complete a required dismissal form, as part of the application process.

6H) Dissemination Plan

The program will use many effective marketing methods to disseminate clear program details to appropriate populations, including students, families, community members, and other stakeholders. Examples of these tools are flyers, brochures, school bulletins, special announcements, newsletters/mailers, websites, marquees, newspaper articles, family night and parent advisory committee presentations. Producing materials in English and Spanish will help to eliminate potential communication barriers. The schools will provide 21st CCLC information via parent surveys (to deliver program details and collect further needs assessment data), informative emails, mass call-out announcements, and personal calls (bilingual). Within one month of the award notification, this new project will receive its own link from the District's main 21st CCLC webpage. This resource will include a copy of the approved application, announce all scheduled services, showcase student products, and feature progress reports. The 21st CCLC Project Specialist will update the site at least monthly and post the latest revision date.

**Assurance of Providing Equitable Services for Private Schools
(Private School Participation)**

NARRATIVE RESPONSES

In accordance with 34 C.F.R. Part 76.656, provide the following information in reference to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC:

- (a) A description of how the applicant will meet the federal requirements for participation of students enrolled in private schools.

The School District of Osceola County 21st Century Community Learning Centers (CCLC) makes available the opportunity for public school children attending private schools located in Osceola County to participate in 21st CCLC Afterschool programs if there is an operational site within the private school's catchment area. The SDOC ensures that students attending private school are afforded equitable 21st CCLC program activities/services through the Title I, Part A consultation process and Intent to Participate notification.

- (b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

No students enrolled in North Kissimmee Christian School have been identified as eligible to benefits under the program at the proposed Highlands Elementary site. Three students enrolled at Central Pointe Christian Academy are eligible to benefits under the program at the proposed Deerwood Elementary site and no students enrolled in Chosen Generation School have been identified as eligible to benefits under the program.

- (c) The number of students enrolled in private schools who will receive benefits under the program.

Three students enrolled in Central Pointe Christian Academy may receive benefits under the program at the proposed Highlands Elementary School.

(d) The basis the applicant used to select the students.

Students enrolled in private schools who have been identified in the lowest quartile for Math and Reading are selected first. Those students are offered the opportunity to participate in the 21st Century Community Learning Center located in the private schools catchment area. If additional space is available, other high need students attending the private school within the school's catchment area may apply to participate.

(e) The manner and extent to which the applicant complied with § 76.652 (consultation).

The School District of Osceola County conducts consultation to private schools in a timely and meaningful manner during design, development, and implementation of the program. Consultation must occur before the LEA officials make any decision that affects the opportunity for private school students to participate. The consultation process is between the public and private school officials regarding the Title I Program services available to meet the needs of eligible private school children. Consultation includes several meetings between the Local Education Agency (LEA) officials and appropriate private school officials. The LEA affords the private school officials a genuine opportunity to express their views regarding each area subject to the consultation requirements. Private school officials are apprised of the method by which the LEA will identify the needs of the eligible children, the services the LEA will offer, and the means utilized to provide services. The LEA will assess the services and use results to drive the plan for improvement of services.

(f) The places and times that the students will receive benefits under the program.

Site	Afterschool		Summer	
Highlands Elementary	M,T,TH,F	3:30 PM – 6:30 PM	M,T,W, TH	8:30 AM – 12:30 PM
Deerwood Elementary	M,T,TH,F	3:15 PM – 6 :15PM	M,T,W, TH	8:00 AM – 12:00 PM

(g) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

There are no differences between the program benefits provided to public and private school students.