



2020-2021 Scope of Work

Agency Name: Osceola CSD

Project Number: 490-2441B-1CEL1

Program Name:

3.1 Project Model Description

Expanded Learning Opportunities (ELOs)

Engaging Instructional Enhancements

Youth Development Programming

Special Populations Programming; e.g. SWD or ELL

Health and Support Services

Physical and Mental Health Needs

Family Support Initiatives

Substance Abuse Prevention Programming

Families and Communities as Assets

Family Engagement Initiatives

Adult Education (ESOL, job training, GED)

Parent Engagement in Advocacy and school Decision Making

The School District of Osceola County supports the Nita M. Lowey 21st CCLC Expanded Learning Program (ELP). Each program has three components: Expanded Learning Opportunities, Health and Support Services and Families and Communities as Assets. Locations: Central Avenue Elementary, Thacker Avenue Elementary and Pleasant Hill Elementary. Each ELP serves 50 students identified for additional academic support and enrichment. Schedule: Every Monday through Friday from 8:20 am to 3:20 pm, and it is comprised of 6 daily sessions of 45 minutes plus 1 hour per day for students with trauma.



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Support or related services are provided in small groups in a separate setting within the school and are coordinated with the regular school day teachers for learning continuity. Participating students receive additional support to meet local and state academic standards in reading and math. Personal enrichment activities include drug-abuse prevention, behavior and social-emotional learning. Adult family members of students served in the programs are offered adult English, Advocacy, Financial Literacy and Social-Emotional workshops to foster involvement that supports students achievement.

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 just the last twenty years total millions of dollars and include Nita M. Lowey 21st CCLC funding and 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 learnings 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,



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including demonstrating certification eligibility through work experience and education; passing a comprehensive 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 yearend 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.



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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 our opinion, 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 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 provide 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 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



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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_).

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 external evaluator 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 school hours of operation. 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. 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 Manager and Integrated Services Coordinator and the Intervention Teacher will work toward achieving 21st CCLC objectives. The 10-month



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Integrated Services Coordinator (ISC) is responsible for the school's daily operations and services delivery. The ISC qualifications must include MS with certification in school social work, psychology or guidance and counseling or valid state clinical social worker or mental health license. Responsibilities include implementation of 21st CCLC policies and procedures and provision of ongoing support to ensure best practices are implemented with fidelity. Additionally, the ISC serves as liaison between school personnel, parents and community agencies and provide assistance on meeting the physical, social, emotional and developmental needs of 21st CCLC targeted students to enhance their functioning within the school program. The Intervention Teacher must have A Bachelor's Degree in Education. A valid Florida Teaching certificate. A minimum of three years of successful teaching experience. One year experience as grade- level chairperson, team leader, or resource teacher is desired. And must demonstrate competency in curriculum writing and development, staff development planning and presentation. The Intervention Teacher will supervise and provide all academic enrichment activities. The Intervention Teacher will provide assistance with attendance, safety, group management, parent communication, classroom support, record keeping and provide homework help.

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 presented in the grant proposal.



3.3 Needs Assessment

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. And there are a high number of disruptive behaviors as evidenced by a high number of disciplinary referrals being processed by the administrative staff.

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

- (1) Economically Disadvantaged
- (2) Below Academic Proficiency and attended low performing schools (ESSA Category TS&I)
- (3) Live in High Crime Areas
- (4) Majority of Students is Minorities
- (5) High Number of Disruptive Behavior
- (6) Community Resources to Support After/During school

Risk Factors, Data Used & Demographics: Central Avenue Elementary, Thacker Avenue Elementary and Pleasant Hill Elementary schools are Title I schools and on ESSA Category-TS&I Classifications for 2019 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.

(1) Economically Disadvantaged: The Percent of Economically Disadvantaged for Central Avenue and Thacker Avenue are 100%. Pleasant Hill is 97.8% School Grades for 2018-19 are: Central Avenue – C, Thacker – C and



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Pleasant Hill - C. The enrollment at each school is high Central Avenue – 727; Thacker – 810, and Pleasant Hill – 758 enough to support an after/during school program with an Average Daily Attendance (ADA) of 85 to 75 students at the schools. As an indicator of poverty, 100% of the students received free/reduced lunch last year. 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.

They are living at or below the poverty line, (Title I schools and Free and Reduced Lunch rates); 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: 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>).

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- 15.6% Level 5- 4%

SCHOOL LEVEL – Thacker Avenue Elementary 2018-19 English Language Arts Assessment Results by Achievement Level of Total Student Percent: Level 1- 27.8% Level 2- 28% Level 3- 24.6% 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%

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 – Thacker Avenue Elementary 2018-19 Mathematics Assessment Results by Achievement Level of Total Student Percent: Level 1- 30.1% Level 2- 20.3% Level 3- 23.5% Level 4-19.3% Level 5- 6.9%



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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 – Thacker Avenue Elementary 2018-19 Science Assessment Results by Achievement Level of Total Student Percent: Level 1- 34.7% Level 2- 21% Level 3- 25% Level 4-12.9% Level 5- 6.5%

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 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 – the majority of students at the three schools are below proficiency in ELA, Math and Science – Central Avenue, Level 1 & 2 English Language Arts (ELA): 66.1%, Math: 52.5%; Thacker Avenue, ELA: 55.8%, Math: 50.4% and Pleasant Hill, ELA: 57.2%, Math: 51.8%.

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 12.8% to 23.1% higher than 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 proficiency. The students tested at the three schools combined scored in Achievement Level 1 & Achievement Level 2 ranging from 10.4% to



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12.5% 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.

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 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 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



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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 ELA 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 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/during school and in school.

(3) Live in High Crime Area:

All the schools are 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%; Thacker Avenue: 66.4% Hispanic, 12.7% African American, and Pleasant Hill: 66.6% Hispanic, 11.9% African American. Many parents and/or adult family members are English Language Learners. 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 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 after/during school and summer program. In December 2019, parents from the three schools were surveyed (261 responded) to determine their interest in an after/during school 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 Thacker Avenue parents expressed their disappointment when the existing 21st CCLC after/during school program ended in July of 2019 and were elated when via the renewability process 21st CCLC services were extended through December of 2019.

(5) High Numbers of Disruptive Behavior:

District Behavior Data Period August 2019 through March 12, 2020.

Central Avenue: Office Discipline Referrals 224, Days of In-school Suspension 22/180, Days of Out of School Suspension 42/180

Thacker Avenue: Office Discipline Referrals 289, Days of In-school Suspension 19/180, Days of Out of School Suspension 54/180

Pleasant Hill: Office Discipline Referrals 154, Days of In-school Suspension 6/180, Days of Out of School Suspension 29/180

District Average: Office Discipline Referrals 161, Days of In-school Suspension 12/180, Days of Out of School Suspension 28/180

Effective discipline helps in the achievement of goals, expectation and expectation and responsibility in students (Dunham, 1984:66). Good discipline creates a good learning environment and prepares learners for the future. Various studies have been conducted on issues pertaining to schools' academic performance,



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such as those by Malekela (2000:61), Galabawa (2000:100) and Mosha (2000:4). They have pointed out some factors that lead to varying levels of performance in schools, including availability of teachers, availability of teaching and learning materials and language communication. Omari (1995) talks about school discipline as one among aspects that influence performance in schools. School discipline is an essential element in any educational institution if the students are to benefit from the opportunities offered to them. According to School Environmental Safety Incident Reporting (SESIR) System - District & State Reports <http://www.fldoe.org/safe-schools/discipline-data.shtml> and the FOCUS School Software Student information System records from August 2019 until March 2020 Central Avenue Elementary processed 77 first offense disciplinary referrals, 31 second offense disciplinary referrals and 21 third offense disciplinary referrals, Thacker Avenue Elementary processed 89 first offense disciplinary referrals, 39 second offense disciplinary referrals and 26 third offense disciplinary referrals, and Pleasant Hill Elementary processed 66 first offense disciplinary referrals, 33 second offense disciplinary referrals and 20 third offense disciplinary referrals. The "ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student" describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. The use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. Central Avenue's School Improvement Plan indicates the area of focus #5 To Strengthen systems school wide for behavior and attendance. The data shows that behavior incidences last year did decrease, but not as much as desired. Thacker Avenue's School Improvement Plan indicates the area of focus #6 to strengthen the process of identifying student needs and providing the appropriate interventions. Research shows that responding to individual student needs through a multi-tiered support system of support will improve student achievement. Pleasant Hill's School Improvement Plan indicates the area of focus #1 to strengthen collaborative processes to ensure that the learning needs of all students are met. <https://www.floridacims.org/districts>



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(6) Community Resources to Support After/during school: 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 after/during school programs. The Central Avenue Elementary SAC met on November 14, 2019 at 3:30pm in Media Center, the Thacker Avenue Elementary SAC met on November 12, 2019 at 8:45am in Media Center and the Pleasant Hill Elementary SAC met on November 21, 2019 4:00pm 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 after/during school 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 after/during school program. The Osceola County Health Department along with other community resources provides nutrition and health educational programs for presentations upon request. Healthy living 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



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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 during school program. Due to limited resources, daily during 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, Thacker Avenue and Pleasant Hill Elementary schools without the 21st CCLC Funding. Title 1 funds can pay for a small percent of tutoring after/during school but not to the scope and impact the 21st CCLC program can provide. ELA 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 ELA 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" 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 ELA 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 after/during school program. University of Florida- College of Agricultural and Life Sciences Department of Family, Youth and Community Sciences FNP commits to



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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, 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 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 an 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/during 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.

3.6 Staffing, Collaboration and Professional Development

3.6.a. Staffing and Collaboration

Staffing: 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



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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 set for 21st CCLC staff. Clear and concise job descriptions for each position including Integrated Services Coordinator, Adult Education Specialist and Intervention teachers 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 Integrated Services 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 a 10-month Integrated Services Coordinator (ISC) who is responsible for the school's daily operations and services delivery. The ISC qualifications must include MS with certification in school social work, psychology or guidance and counseling or valid state clinical social worker or



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mental health license. Responsibilities include implementation of 21st CCLC policies and procedures and provision of ongoing support to ensure best practices are implemented with fidelity. Additionally, the ISC serve as liaison between school personnel, parents and community agencies and provide assistance on meeting the physical, social, emotional and developmental needs of 21st CCLC targeted students to enhance their functioning within the school program. A 10-month Intervention Teacher will also be employed to supervise and provide all academic enrichment activities. 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 Integrated Services Coordinator. Other professional development opportunities include networking meetings, webinars and various English Language Arts, Mathematics and Science workshops. In addition, the Integrated Services Coordinators at each school will attend a fall training conducted by the grant project manager. This training will provide grant overview, requirements, policies, procedures and expectations. The ISC will also be given a handbook for the fiscal year to use as reference regarding program implementation, guidelines, procedures and best practices. The 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 Integrated Services 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



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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.

Collaboration: The 21st CCLC program can 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, Thacker Avenue 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, Thacker Avenue 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.

As regular faculty members, the Integrated Services Coordinator (ISC) and the Intervention Teacher site 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 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 ISC will be housed full time at each school, 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, Zoom, 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 Integrated Services Coordinator and Intervention Teacher will be on-going and integral since the



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inception of this proposal and will continue. The principal will meet at least monthly (and usually more frequently) with the Integrated Services Coordinator and Intervention Teachers 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 Integrated Services Coordinator and Intervention Teacher 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 schools 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.

Collaboration with the parents and/or adult family members will be through signage, out dials, email/text messages, flyers, event booths and school newsletters. Information will be shared with students through announcements, student leadership group meetings and flyers. All parent and/or adult family



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communication will be translated as needed. We will spotlight the 21st Century Community Learning Center in the monthly school newsletter that is distributed to District staff, parents and community members. The newsletter will highlight the goals and objectives of the grant plan, academic gains, afterschool student of the month, best practices of the teachers and staff, and partner contributions to the academic achievement, behavior and social emotional well-being of the students.

3.6.b. Professional Development

The 21st CCLC staff from Central Avenue, Thacker Avenue, 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, 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.



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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.



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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 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.

3.8 Community Notice, Recruitment, and Dissemination of Information

Every June the District Leadership team invites school level leaders (principal, assistant principal,



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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 Century Community Learning Centers participation guidance to help school level leaders understand their eligibility and 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, Thacker Avenue 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 Expanded Learning Program during 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 After-school Programs convened the principals from Central Avenue, Thacker Avenue 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 whose 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 school time (OST) programming at the following schools: Central Avenue Elementary School- 500 West Columbia Kissimmee, FL 34741, Thacker Avenue Elementary School- 301 N. Thacker Avenue Kissimmee, FL 34741 and Pleasant Hill Elementary School- 1801 Jack Calhoun Drive 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



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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 Integrated Services Coordinators' name, program dates and Program Hours. 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



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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.

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.

3.9 Facilities

All schools within the School District of Osceola County, Florida are considered to be facilities. 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



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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 Expanded Learning Programs (ELP) 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. Thacker Avenue Elementary School is situated at 301 N. Thacker Avenue Street Kissimmee, Florida 34741. Thacker Avenue lies within the city limits. Many 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, Florida 34741.

Pleasant Hill is located next to the city limits and is surrounded by heavily traveled railroad tracks.

Students and parents mostly ride in school buses or cars to get to the school. Adult family members can access the facility walking, riding bikes, and ride in cars or use Lynx, public transportation. Each school 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 during and 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 Expanded Learning Programs as well as future programs.



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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 an in-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.

Accessibility: The Nita M. Lowey 21st Century Community Learning Center Expanded Learning Programs will serve students on-site during the regular school day, participants will be escorted to the areas designated for the program—transportation to the activities is not required. Each school will provide a secured classroom within the campus for the Integrated Services Coordinator (ISC) and Intervention Teacher to deliver services to the targeted students. The safety of students is of the highest priority and has been carefully considered. Policies and procedures for ensuring student safety are a primary component of the District's Operational and Policy embedded in the School Board Rules, which the program is required to follow. All 21st CCLC ELP staff, who are District employees, are cleared through a Level II background screening prior to being hired as a District wide condition of employment Additional procedures for student safety include: school evacuation plan and crisis response. **Supervision:** The teacher-to-student ratio will be approximately 10:1.

Release Procedures/Transitions: Following the conclusion of each program session, students will be escorted by the ISC or a paraprofessional back to their classroom. Safety procedures are in place to ensure the safety of the students upon arrival and dismissal of the during school hour program sessions.

3.10 Safety and Student Transportation

All schools within the School District of Osceola County, Florida are considered to be facilities. The



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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, Thacker Avenue Elementary School, 301 N. Thacker Avenue Kissimmee, Florida 34741 and Pleasant Hill Elementary Schools, 1801 Jack Calhoun Drive 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 Expanded Learning Program in a designated room.

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



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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, Pleasant Hill and Thacker Avenue 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



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assailant response training. Additionally, Osceola Sherriff 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.

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 man made 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 has 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



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the program. As an added measure of security each 21st CCLC program Integrated Services 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, Integrated Services 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 arrive at the designated area. Program Staff observes District safety/supervision requirements for students who are under their direct supervision.

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

(7) 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.



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(8) 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.

(9) 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. The use of ten two-way radios is used by 21st CCLC staff in conjunction with the daytime school staff. 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.

(6) Daily sessions will be scheduled during school hours by the Integrated Services Coordinator (ISC). At the beginning of each session the ISC will pick up each student from their homeroom and escort them to the meeting room and will sign-in the participants. At the end of the session the ISC will escort students back to their homerooms, in the event the ISC is detained a paraprofessional will return students to class.

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 10 21st CCLC students during program sessions.

At the end of the program session, students will be signed out and escorted back to their classroom.



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(7) Early Release of 21st CCLC students Plan:

Early pick up- Parents/adult family members may contact the Integrated Services Coordinator, Intervention Teacher or Homeroom Teacher via phone or use REMIND to indicate an urgent reason for early pick up. During the program session the ISC 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 during school hours will be the same as the procedures delineated by the School Board for ALL Schools.

If a student seriously injured during the program sessions the school front office and parents shall be notified immediately and a report such accident in accordance with the requirements of the School District of Osceola County Health & Safety Policy & Procedure Manual will be completed.

The SDOC considers the safety of participating families a very serious matter. 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.

School Bus Transportation will not be contracted as all intervention services will be conducted during the school day via pull-out program sessions.

3.11 Sustainability

An essential reason for the Nita M. Lowey 21st Century Community Learning Centers Expanded Learning Program 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.



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Each school will work closely with the 21st CCLC Advisory Board, comprised of parents/adult family members, community leaders, District leaders, Integrated Services Coordinator (ISC), Intervention Teacher, regular teachers and students, that will be established at the beginning of Year 1 to support and provide input in the development of the during school hours 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 like volunteers, donated services and goods, and the expertise of their training contributions. We are dedicated to combining resources and coordinating with federal, state and local programs to make the best use of this grant opportunity. The schools will work hard to create a climate of collaboration focused on high quality during school hours programming. This means every possible school and District resource will be leveraged to offer a well- planned and organized during school hours program. The shared expertise of District administrators consisting of our director of After School Programs, assistant superintendent of elementary curriculum and instruction, director of Title I, director of Student Services, director of Instructional Technology, director of Professional Development, and the executive director of research, evaluation and accountability will collaborate to deliver services, monitor student achievement, and evaluate the quality of our offerings.



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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, Osceola Council on Aging 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 and after school hours. We are also looking to our grants writers to search out other grant opportunities to acquire other funding opportunities so that the during programming may continue.