

**2017-18 21<sup>st</sup> Century Community Learning Centers Application**

***Southwest 21<sup>st</sup> CCLC Future Leaders and Achievers Club***

**5.1 PROJECT ABSTRACT OR SUMMARY**

Palmetto, Catalina and Kaley Lake Como elementary schools offer 21<sup>st</sup> Century Community Learning Centers after-school programming on their campuses for students in grades 3-5 who are scoring in the lowest 25 percent on state standardized tests. Tutoring by certified teachers helps close academic gaps in English Language Arts, Mathematics and Science. In addition, academic and personal enrichment experiences will support students in achieving performance arts skills, improving decision-making skills and engaging in science, technology, engineering, arts and mathematics (STEAM) project-based learning. Adult family member educational activities support the connection between home and school for participating students.

**5.2 NEEDS ASSESSMENT**

The Southwest 21<sup>st</sup> CCLC Future Leaders and Achievers Club will serve 186 students in grades 3 through 5 in Catalina, Kaley Lake Como and Palmetto elementary schools. All participating schools serve high-need students where 75 to 100 percent of students are eligible for the free-or-reduced-price meals and the majority of students receive breakfast, lunch and dinner, when provided. Additionally between 70 to 95 percent of the schools' populations and surrounding communities live below the poverty line of \$24,250 (for a family of four).

Based upon the community financial demographics and survey data collected through various formal and informal methods, such as Advanced Educational School Stakeholder Surveys and anecdotal data taken during Title I parental involvement evenings, it is evident that the majority of students lack outside enriching learning experiences that expose students to 21<sup>st</sup> century skills. In addition to lacking the enriching educational experiences that hands-on, background experiences provide, the majority of the students at the targeted schools fall below proficiency on the Florida Standards Assessment (FSA). At Palmetto Elementary School, 40

percent of the student population was proficient in the area of reading for the 2015-2016 school year. At Catalina Elementary School, 30 percent of the student population was proficient in the area of reading for the 2015-2016 school year. At Kaley Lake Como Elementary School, 33 percent of the school's population was proficient in area of reading on the FSA for the 2015-2016 school year. In the area of mathematics the student populations of Palmetto, Catalina, and Kaley Lake Como scored at 51, 32, and 32 percent proficiency, respectively. Finally, in the area of science, Palmetto Elementary School students scored at 32 percent proficiency on the Florida Science Standards Assessment. Catalina Elementary School students scored a 24% proficiency on the Florida Science Standards Assessment. Kaley Lake Como scored a 23% proficiency on the Florida Science Standards Assessment.

Based on the academic, social, and community needs as identified by the school grant committee, the 21<sup>st</sup> Century Community Learning Center grant would greatly benefit the school communities of Palmetto, Catalina, and Kaley Lake Como elementary schools.

<b>Chart 1: Southwest 21<sup>st</sup> CCLC Demographics</b>													
<b>Participating Elementary Schools</b>	<b>Title I</b>	<b>% FRL</b>	<b>% Racial Rep.</b>				<b>% Hispanic</b>	<b>% ELL</b>	<b>% ESE w/o Gifted</b>	<b>Differentiated Accountability</b>	<b>2016 School Grade</b>	<b>2016-17 # Students</b>	<b>21st CCLC Students</b>
			<b>Black</b>	<b>White</b>	<b>Asian</b>	<b>Other</b>							
Catalina ES	√	82.72	79	19	0	2	21	22.7	14.4	Focus	D	752	70
Kaley Lake Como ES*	√	72.11	43	52	2	2	28	11.5	16.5	Focus	F/D	465	45
Palmetto	√	77.22	61	35	2	1	39	39.4	8.3	Focus	D	981	70

\* Combined schools

The early warning system used by each school includes the monitoring of:

1. Attendance of Kindergarten through fifth-grade students for all absences and tardiness.

2. Number of in- and out-of-school suspensions per student.
3. Kindergarten through fifth-grade students' academic progress in English Language Arts (ELA), math, writing and science.
4. The lowest 30 percent of students who scored a Level 1 and 2 on statewide standardized assessments or district/school assessments.

<b>Early Warning Indicators</b>				
<b>Number of K-5 Students Who Exhibit Each Early Warning Indicator</b>				
<b>Elementary School</b>	<b>Attendance Below 90%</b>	<b>One or More Suspensions</b>	<b>Course Failure in ELA or Math</b>	<b>Level 1 on State Assessment</b>
Catalina	184	39	394	164
Kaley Lake	80	80	201	135
Como				
Palmetto	201	109	604	258
<b>Number of K-5 Students Who Exhibit 2 or More Early Warning Indicators</b>				
Catalina	62			
Kaley Lake	152			
Como				
Palmetto	334			

The needs of the highly-mobile student populations at each school is evident in an assessment of Early Warning Indicators, student performance on standardized tests and other needs reflected in the demographics chart. The Southwest 21<sup>st</sup> CCLC after-school program is essential in helping provide supplemental support and enrichment to the students to be served.

### **5.3 PROGRAM EVALUATION**

#### **5.3.a Evaluation Plan**

**External Evaluator:** The Procurement office of Orange County Public Schools (OCPS) published a request for proposals from vendors who offer external evaluation services. The district now has a pool of external evaluators who have been identified as meeting minimum requirements for providing these services for district programs, including federal grant applications. If the grant is funded, the Fund Manager will review the external evaluators in the pool of candidates and select those who have provided support to 21<sup>st</sup> CCLC programs. Procurement will request quotes from those selected and an agreement will be established with a Scope of Work, deliverables and a payment plan identified. The district identifies the following qualifications: Qualifications of external evaluators in the pool: A minimum of a master's degree in a field appropriate to providing external evaluation services for educational programs. External evaluators selected for the pool provided evidence of their technical skills and research experience to the selection committee: (1) Literature search and acquisition of background materials; (2) Evaluation design and methodology (needs assessments, formative and summative evaluations, cost benefit and cost effectiveness analyses, development of an evaluation plan/design/logic model, and development of evaluation questions); (3) Appropriate sampling techniques for estimating population parameters and implementing cost-effective designs; (4) Interviewing techniques, survey construction, use of focus groups and classroom observations; (5) Protocols, instruments or test development, including evaluation of the psychometric properties of instruments; (6) Manipulation and analyses of large data sets, including both quantitative and qualitative data; (7) Univariate and multivariate statistical techniques, including multi-level modeling; (8) Data visualization, graphics and the development of presentations and reports.

**Evaluation Activities:** Progress toward the 21<sup>st</sup> CCLC program objectives at Palmetto, Catalina, and Kaley Lake Como elementary schools will be evaluated using academic, social-skill and community indicators, such as decreased amount of absences and tardies in addition to an increase or consistent attendance of targeted students' parents to the adult activities, for all areas for the identified students and families. The academic/tutoring services will be evaluated based on monthly growth learning-targeted assessments, as identified by the iReady instructional program for individual students in the program. The students identified in need of support will be assigned to the Curriculum Associates diagnostic and intervention online program entitled iReady for reading and mathematics support. Based on the weekly support received, the students should be meeting their monthly progress goal, typically six months of progress within their current established level, as determined by the iReady program.

Each student's 21<sup>st</sup> CCLC teacher will inform their Site Coordinator of student outcomes on the assessment and the Site Coordinator will be responsible for reporting growth or lack of growth to the principal, classroom teacher and parents. To monitor progress, the students enrolled in the 21<sup>st</sup> CCLC program, in conjunction with the school site, will also receive three diagnostic assessments that correlate student performance with predicted outcomes on the Florida Standards Assessment. This data will be shared with the Site Coordinator by the principal of the school to review for academic progress at the October, January, and March diagnostic checkpoints.

In order to measure academic outcomes and benefits from the homework portion of the program, classroom teachers will provide weekly completion updates to the Site Coordinator and parents and 21<sup>st</sup> CCLC teachers will be notified by the Site Coordinator. The expectation is, at minimum, a 90 percent completion rate of all homework by student participants in the program.

The social skills/enrichment component of the 21<sup>st</sup> Century Community Learning Center program will be measured in multiple ways. The first portion will be a reduction in or lack of

discipline referrals received by program participants as monitored by the Site Coordinator in conjunction with school deans. The second portion of measuring the enrichment activities will be an increase in student participation in special areas including art, music, and physical education. The participation of the targeted population will be measured based on participation surveys completed by the school's special area teachers quarterly in conjunction with school-based student report cards. The Site Coordinator will be responsible for collecting this data and sharing it with the program's targeted students, families, and community. In addition, the Site Coordinators will provide reports to the Project Assistant to share with the Project Director and External Evaluator for state reporting.

Those responsible to ensure accurate data is collected, maintained and reported include the Project Director, the Project Assistant (data collection person) and External Evaluator. The Project Assistant will be responsible to collect the data from the school staff, district accountability office and Site Coordinators. Project Director and External Evaluator will receive the data from the Project Assistant and will review and analyze it to drive program improvement. The Project Director is responsible to keep all three principals, Site Coordinators, Partners, Parents and the 21<sup>st</sup> CCLC Advisory Committee informed about ongoing data collection, progress toward the identified objectives and outcomes. The Advisory Committee will be composed of at least two parents, one regular school day teacher from each target school, and a diverse group of members of community agencies and the private sector, totaling at least 10 members, plus the principals, Project Director and External Evaluator. Site Coordinators will also assist with sharing this information with their school's community partners and parents through individual parent meetings and publicly announced community meetings with the targeted students' audience in addition to any community partners that wish to attend. The Project Director will be responsible to ensure the data is collected in the following timeline:

SOUTHWEST 21 <sup>st</sup> CCLC FUTURE LEADERS AND ACHIEVERS CLUB		
DATA COLLECTION TIMELINE		
Data	Timeline	Persons Responsible
Lesson Plans/Time Sheets Attendance/Snack Sheets Sign out Sheets/Project- Based Learning Activity Plans Partner Sign In Sheets	Submit data 7 days before the 15th of every month.	Project Assistant Site Coordinators
<b>State Standard Objectives</b>		
Pre/Post Test  Reading	End of grading periods 1, 2 and 4	Project Director Project Assistant Research Office
Pre/Post Test  Mathematics	End of grading periods 1, 2 and 4	Project Director Project Assistant Research Office
Pre/Post Test  Science	End of grading periods 1, 2 and 4	Project Director Project Assistant Research Office

SOUTHWEST 21 <sup>st</sup> CCLC FUTURE LEADERS AND ACHIEVERS CLUB		
DATA COLLECTION TIMELINE		
Data	Timeline	Persons Responsible
Third-Grade Promotion to Fourth Grade	Mid-year i-Ready assessment, FSA	Project Director Project Assistant Research Office
<b>Applicant Specified Objectives</b>		
Arts and Culture: Achieve Performing Arts Skills	Mid-Year and End-of-Year Authentic Assessment Reflecting Achievement of Select State Standards for Performing Arts	Project Assistant 21 <sup>st</sup> CCLC Teachers Overseeing the Performing Arts Activities
Behavior and Problem-Solving: Improve Decision- Making Skills	Mid-Year and End-of-Year Logs of all chess matches and logic-problem competitions to track student progress.	Project Assistant 21 <sup>st</sup> CCLC Teachers Overseeing the Chess & Logic Competitions
Adult Family Member Activities	Mid-Year and End-of-Year Participation Logs of Adult Family Members attendance and involvement in adult educational activities.	Project Director Site Coordinators Project Assistant

The Project Director, in collaboration with the External Evaluator, will report to the state all required data, consistent with the 21<sup>st</sup> CCLC Performance Metrics and Deliverables Chart and timeline.



**5.3.b Measurable Objectives and Assessments**

Please see attached table for review.

**5.4 APPLICANT'S EXPERIENCE AND CAPACITY**

The principal at Palmetto Elementary School will serve as Fund Manager over the administration of the Southwest 21<sup>st</sup> CCLC Future Leaders and Achievers Club program funds, as well as the lead among principals, ensuring that all 21<sup>st</sup> CCLC staff are meeting the grant commitments.

The principal at Palmetto Elementary School, Meredith Leftakis, has been a school-based leader for 3 years. Prior to becoming school-based, the principal was a Senior Administrator on the district and state level working primarily in Differentiated Accountability or turnaround schools to align instructional, facility, and fiscal responsibilities towards the goal of improving student academic success. Additionally, she has assisted in the coordination of STEM grants on the school and state-level to improve specifically student science achievement. As a result of her work with schools, student success in the areas of math and science has increased, at minimum, 10 percentage points as measured by the Florida Comprehensive Assessment Test and the Florida Standards Assessment.

The principal applicants at Palmetto, Catalina, and Kaley Lake Como are all charged with operating budgets ranging from \$2 to \$5 million, utilizing local and federal dollars to operate public schools in accordance with Florida Statue 1001.54. The management of funds requires regular audits completed on a school and district level, requiring that funds be managed correctly and appropriately in compliance with the funding authorities. All principal applicants have received audits with minimal errors for the 2015 and 2016 fiscal years. Additionally, all principal applicants are required to uphold all policies and management systems pursuant to the OCPS employment management codes and contracts.

The principal applicants at Palmetto, Catalina, and Kaley Lake Como are required to have and maintain their certificates in Educational Leadership from the Florida Department of

Education and to renew said certification with 120 professional development hours every four years. The professional development provided for certificate renewal spans from family and community involvement, 21<sup>st</sup> century skills for student academic and social advancement, and school improvement plan from creation to monitoring of implementation success.

The principal applicants at Palmetto, Catalina, and Kaley Lake Como have each developed successful academic and tutoring endeavors at each site utilizing Federal Title I dollars. In the creation, implementation and monitoring of the tutoring efforts, all three principal applicants have provided quality quantitative and quantitative data inclusive of progress monitoring tools and observational data to ensure that the program is aligned to the Florida State Standards and that students are appropriately engaged and outcomes of success are measured.

In addition to tutoring services, all three principal applicants have previous experience in the fiscal, personal, and student management of effective after-school enrichment experiences such as mentoring clubs, dramatic play, and problem-solving skills clubs. The applicants have created and collected effective qualitative data such as observable skill acquisition and improvement in during the day participation in social activities to gauge program effectiveness. Additionally, the participants track attendance patterns so that they can adjust all initiatives to increase or maintain positive attendance of the core student audience.

The OCPS Office of Grants and Special Projects will provide ongoing support to the team to ensure compliance with all district, state and federal requirements for the 21<sup>st</sup> CCLC program. The senior manager, Grant Compliance, will meet with the Fund Manager regularly to offer support at all levels, including set-up, implementation, reporting reminders, table-top monitoring and, at the end of the grant period, close out of the fund. The principal of Palmetto will serve as the Fund Manager, working closely with all principals and partners.

## **5.5 PARTNERSHIPS, COLLABORATION AND SUSTAINABILITY**

### **5.5.a Community Notice**

The principal applicants at Palmetto, Catalina, and Kaley Lake Como utilized various methods to inform their surrounding communities of their intention to apply for the 21<sup>st</sup> CCLC program. The methods used to inform the community include the OCPS Connect Orange Messenger Services (phone call, email, and text message), flyer distribution, and posting of the intention in various publicly accessed locations such as Publix, Target, and Lowes shopping locations. The applications for the 21<sup>st</sup> CCLC grant will be accessible by all interested community partners at each school site's front office. Additionally copies of the application will be available upon phone or email request to all public parties. Finally, a link to the application will be posted on the applicant schools' websites for equal access by any interested community member regardless of their public school student status.

### **5.5.b Partnerships**

The principal applicants have secured various community partnerships to ensure the success of the 21<sup>st</sup> CCLC program, inclusive of volunteers, supply donations, presentations, support for project-based learning and cash donations that align to academic and personal enrichment activities which support the identified objectives. Additionally, resources to support and inform parents in an increased involvement in their school day have been secured as referenced in the adult family activity schedule.

Examples of partner engagement in the Southwest 21<sup>st</sup> CCLC Future Leaders and Achievers Club, as reflected in the letters of commitment, include:

- Dramatic Education will provide drama lessons to students and will provide all supplies and lessons at Catalina Elementary School.
- Matt Taylor, a University of Central Florida doctoral students, will teach 21<sup>st</sup> CCLC students coding through use of Wonder Works DASH robots, Blockly software and iPads, all resources provided for the training by a UCF professor to ensure the students have the

benefit of coding experiences early in their education. Mr. Taylor has experience teaching students as young as preschool and kindergarten-age, as well as students with Downs Syndrome and terminally ill children.

- Re/Max 200 Realty will volunteer mentors and tutors for the academic tutoring portion of the after-school sessions at Catalina Elementary School.
- The Father's Table Foundation will be sending a cash donation towards the academic tutoring club at Palmetto Elementary School.
- Evolve Pharmacy Solutions will donate money and volunteering services to purchase supplies and provide support for the academic tutoring and enrichment/STEM clubs at Palmetto Elementary School.
- Horace Mann will donate volunteer mentoring hours and parent/staff food donations at Palmetto Elementary Schools and have extended their partnership to Kaley Lake Como Elementary School.
- Voyage Retirement Solutions will provide two parent seminars on financial planning, banking, and money management at Catalina Elementary School.
- Volunteers for Community Impact will provide volunteers for the academic tutoring portion of the after-school sessions at Palmetto Elementary School.

#### **5.5.c Collaboration with the Regular School Day**

The principal applicants at Palmetto, Catalina, and Kaley Lake Como, in an effort to ensure that all grant funds secured by the grant application are seamlessly integrated into already in place efforts for the academic and social skill, polled key members of the school community including administration, teaching staff, and classified staff members to best understand student needs and grant fund suitability. All staffs responded that they are committed to ensuring that secured grant funds complement current school improvement areas

in addition to a commitment to help the principal and the project director de-conflict any potential or incurred discrepancies during implementation.

**Catalina, Kaley Lake Como and Palmetto School Improvement Plan (SIP) Support:**

The 21<sup>st</sup> CCLC program aligns with the School Improvement Plans of all three schools through offering tutoring support by certified teachers in core academic subject areas. Specifically, their plans call for additional instruction to increase student proficiency of Florida State Standards. In addition, the SIP indicates that administrators and staff will implement a schoolwide positive behavior support system in order to maximize instructional time to increase student achievement. The proposed enrichment activities support this through engaging students in positive alternative activities, such as the performing arts or chess, both supporting improved decision-making.

**5.5.d Sustainability**

The principal applicants have reviewed the decrease in funds that occurs during years 3-5 and intend to ensure that all community partnerships are aware of the positive impacts and outcomes measured during years 1-2 of the program, so that an increase in partnership donations can secure the same level of fidelity in the program as experienced in years 1-2. Additionally, the principal applicants commit to reviewing the fiscal opportunities presented at the conclusion of year 2 of the program to ensure that the 21<sup>st</sup> CCLC program continues to function at its highest capacity for the benefit of the students and family communities of the school applicants. 21<sup>st</sup> CCLC staff pay is below the lower budget (80 percent of initial award) and will be sustained through grant funding. Any major one-time purchases for non-consumable items will be made in Years one and two, such as the computers, robots and materials and supplies.

## **5.6 PROGRAM PLAN**

### **5.6.a Target Students**

The targeted student populations for the 21<sup>st</sup> CCLC grant at Palmetto, Catalina, and Kaley Lake Como will include students who are performing in the bottom 25% percent of the schools' populations in grades 3-5 based on their Florida Standards Assessment developmental scale score and proficiency levels. The students included in the targeted have larger academic gaps than their peers between 2-4 grade levels below their expected performance on the Florida Standards Assessment. The targeted students, who represent those most in need of these supplemental services, also have family mobility rates that typically mirror the schools mobility rates of between 45-65%. The student families are often mobile based on financial needs or perceived benefits in other school communities. The goal of the grant to provide comprehensive support to both students and parents in their academic and social areas, and the targeted families, when provided with free, high-quality after-school programming, will be more likely to remain in their current school community based on the increased support received.

### **5.6.b Recruitment and Retention**

The principal applicants, upon receipt of grant approval, will hire a Project Director, Project Assistant and a Site Coordinator for each school. The Project Director will work with the Site Coordinators to compile recruitment lists of eligible students and will prepare a registration brochure to be used to notify parents of their child's eligibility to register for the program. The registration communication will be provided in English, Spanish, Vietnamese and Haitian-Creole and will be emailed and sent home to both the eligible public school children's parents and the nonpublic schools in their respective school zone. Staff will follow up with phone calls and/or visits to the identified students' homes to explain the benefits of enrollment in the 21<sup>st</sup> CCLC. The initial Adult Family Member Activity is an orientation to the 21<sup>st</sup> CCLC program requirements and activities planned for both students and their parents. Once the program

begins, the identified students' classroom teachers will be engaged in ensuring that students celebrate student success as a result of attendance in the 21<sup>st</sup> CCLC program, in addition to ensuring that students attend daily. The 21<sup>st</sup> CCLC teachers will regularly communicate with the students' school day teachers in support of student progress and recognition. Quarterly, the principal applicants, in conjunction with the Site Coordinators, will celebrate students with 90 percent attendance and above with a small celebration, funded by a community partner. Additionally, the school will recognize parents at a quarterly ceremony to encourage their continued attendance.

#### **5.6.c Student Program Activities**

The principal applicants commit to the following activities to provide enriching and rewarding experiences for the target student populations:

- Homework Help (Supports Objectives 1, 2, 3, 4a)
  - The students will receive time and the structure to share the homework that was assigned during that school day by the classroom teacher. The Project Director and 21<sup>st</sup> CCLC tutoring teachers will monitor student planners for assignments and provide student support during this time. The classroom teachers will inform the program director with a weekly calendar in advance for grades 3-5 of all assigned homework. The principal participants will also create mobile libraries with a variety of text for student accessibility when no homework has been provided or a student completes homework early.
- Academic Enrichment (Supports Objectives 1, 2, 3, 4a)
  - The students will be assigned a tutoring session in reading and in math with a certified, experienced teacher. The teacher will utilize the research-based iReady program to meet and exceed their current academic skill levels. The students will also be assigned monthly progress monitoring assessments to measure their growth based on goals set by the diagnostic portion of the iReady program.

- **Dramatic Arts (Supports Personal Enrichment 1 - Objective 5)**
  - The students will receive dramatic/performing arts support in the areas of singing, dancing, acting, and stage productions by certified teachers and instructors. The culmination will be a stage production during which the students can demonstrate their acquisition of the dramatic arts skills worked on throughout the year.
- **Problem-Solving Club (Supports Personal Enrichment 2 – Objective 6)**
  - The students engaged in this enrichment activity will learn the game of chess and other logic problem-style games to increase their decision making decision skill sets. The enrichment activity will culminate in a chess tournament with other schools to assess students' acquisition of their problem solving skill sets in unfamiliar environments.
- **STEAM Club (Supports Objectives 1, 2, 3, 4a, 5, and 6)**
  - The students engaged in this enrichment activity will learn about the scientific method, learn and utilize basic engineering techniques, increase their mathematics skills. The student enrichment activity will culminate in a district-wide science Olympiad competition where students will compete using the knowledge gained throughout the year.

#### **5.6.d Adult Family Member Program Activities**

The principal participants at Palmetto, Catalina, and Kaley Lake Como agreed to commit to the same five parent engagement activities (13 total sessions each; total of 19.5 hours of Adult Family Member Activities per school) including: (1) 21<sup>st</sup> CCLC Parent Information Session to cover the requirements of the program and planned activities (one session, 1.5 hours each); (2) Building the Bridge Between School and Home (three sessions, 1.5 hours each); (3) OCPS Parent Academy which is an ongoing parent education activity throughout the year (four sessions, 1.5 hours each); (4) Financial Literacy (two sessions, 1.5 hours each).



**5.6.e Staffing Plan and Professional Development**

The Palmetto principal (Fund Manager) will work closely with all principals to select a qualified Project Director, Project Assistant and Site Coordinators (one per school) to implement the Southwest 21<sup>st</sup> CCLC Future Leaders and Achievers Club after-school program at each site and support achievement of the desired objectives for the 21<sup>st</sup> CCLC students. The applicant principals and Site Coordinators will hire 21<sup>st</sup> CCLC teachers (Catalina 7, Kaley Lake Como 3 and Palmetto 6) at each school to maintain a 1:10 ratio for academics and 1:15 for other activities. Each school will also hire paraprofessionals (Catalina 3, Kaley Lake Como 1 and Palmetto 2) to support transition time to the after-school program, sign-in and support for students on early release days (Wednesdays), among other duties. ✓

The principal applicants will recruit, hire, and sustain a staff of certified K-6 teachers to direct, assist and become tutors. The personnel hired into these positions will also have a close relationship with the principal applicant and have a working knowledge of the school-wide procedures for academic, social, and parental involvement plans at their respective schools.

At least two teachers at each school will be trained in CPR/First Aid, using grant funding.

The Project Director and a Site Coordinator from each of the three participating schools will attend the Florida Department of Education 21<sup>st</sup> CCLC State Conference in Orlando in July.

**5.6.f Program Center(s)**

The school sites of the respective principal applicants contain a variety of learning spaces inclusive of covered pavilions, cafeterias, science labs, and computer labs. All schools contain a front office for centralized parent communication and to ensure a safe working and learning environment. Additionally, all schools contain ample space to house the targeted student populations.

The Southwest 21<sup>st</sup> CCLC program will run from August 21, 2017 through May 23, 2018 at all three sites for a total of 139 service days. When the school day ends, all 21<sup>st</sup> CCLC

students at will be directed to their school cafeterias, where they will sign in and begin program activities. In addition to the cafeteria, school classrooms, media centers, computers and athletic fields/facilities will be accessible.

**Catalina Elementary School** is located at 2448 W. 29<sup>th</sup> St., Orlando, FL 32805.

Catalina's school day ends at 3:30 p.m. on Monday, Tuesday and Thursday and 2:30 p.m. on Wednesdays (early release day). A total of 70 21<sup>st</sup> CCLC students will transition to the cafeteria to begin their after-school programming at 3:35 p.m. and it will extend to 6:00 p.m., totaling 10.68 hours of services per week.

**Kaley Lake Como Elementary School** is located at 1600 Kaley St., Orlando, FL 32806.

Kaley's school day ends at 3:30 p.m. on Monday, Tuesday and Thursday and 2:30 p.m. on Wednesdays (early release day). A total of 45 21<sup>st</sup> CCLC students will transition to the cafeteria to begin their after-school programming at 3:35 p.m. and it will extend to 6:00 p.m., totaling 10.68 hours of services per week.

**Palmetto Elementary School** is located at 2015 Duskin Ave., Orlando, FL 32839.

Palmetto's school day ends at 3:15 p.m. on Monday, Tuesday and Thursday and 2:15 p.m. on Wednesdays (early release day). A total of 70 21<sup>st</sup> CCLC students will transition to the cafeteria to begin their after-school programming at 3:20 p.m. and it will extend to 6:00 p.m., totaling 11.68 hours of services per week.

#### **5.6.g Safety and Student Transportation**

The principal applicants at the three school sites will utilize, when appropriate, only OCPS-approved transportation services vehicles and drivers. In addition to the approved transportation method, the schools will work with the Project Director to ensure that a safe arrival and dismissal plan is devised that provides ample adult supervision.

The facilities at Palmetto, Catalina, and Kaley Lake Como all have a single entry point that is only accessible by approved key card access. The remainders of the facilities are

surrounded by security fences to prevent unwanted access. Additionally, there are security cameras that record on a 24 hour basis on both the exterior and interiors of the buildings. Access to the school campuses is only granted to Orange County Public Schools employees who undergo a rigorous background screening prior to employment. There are staff at the single access point to verify parent identity including the use of a visitor management system that has access to national databases that screen for felonies and other crimes that would preclude the person from being present on the school campus. Once identified, parents are required to sign students out using a district-approved form. The student is taken to the access point by certified personnel and personally given to the parent to ensure student supervision at all times.

#### **5.6.h Dissemination Plan**

The principal applicants at Palmetto, Catalina, and Kaley Lake Como will disseminate the information regarding the program to students, parents, teachers and community partners in a variety of ways, such as the OCPS Connect Orange Messenger service which utilizes telephone, email, and text messages to convey information. The Project Director will provide status reports to the 21<sup>st</sup> CCLC Advisory Committee by email and in person when the committee holds its meetings twice a year. Additionally, the schools will be utilizing flyers in both English and the dominant languages of the school community such as Spanish, Vietnamese, and Haitian-Creole. Information will be posted on each schools' website with a specific link to a 21<sup>st</sup> CCLC site that includes the grant award letter, program objectives, an event calendar with upcoming program activities for both students and parents/adult family members, and reports on progress toward desired outcomes. Successes will be shared in district and learning community meetings among teachers and school leaders.

#### **5.7 Budget**

Please see budget narrative.