

1. PROJECT ABSTRACT/SUMMARY (FIXED REQUIREMENT)

The School District of Osceola County, Florida is dedicated to its mission to provide “education which inspires all to their highest potential as productive citizens.” Reaching this foundational goal means focusing the necessary attention on each child. The District's 21st Century Community Learning Centers (21st CCLC) expand students' academic and personal enrichment opportunities at three elementary Title I schools Cypress Elementary, Flora Ridge Elementary and Thacker Avenue Elementary. Services will directly impact a total of 245 afterschool program participants from August 2018- May 2019 and 185 summer programs combined participants in June/July 2019.

Site	Component	Population	Students	Weekly Schedule	Days	Hours
CYPRESS	Afterschool	Grades K-5	75	4 days per week – Mon., Tue., Thu., Fri.	132	12 per week 3:25p-6:25p
	Summer	Grades K-5	55	4 days per week - Mon.,Tue., Thu., Fri.	24	24 per week 8:00a-2:00p
FLORA RIDGE	Afterschool	Grades K-5	85	4 days per week - Mon.,Tue., Thu., Fri.	132	10 per week 4:05p-6:35p
	Summer	Grades K-5	65	4 days per week - Mon.,Tue., Thu., Fri.	24	24 per week 8:00a-2:00p
THACKER AVENUE	Afterschool	Grades K-5	85	4 days per week - Mon.,Tue., Thu., Fri.	132	12 per week 3:35p-6:35p
	Summer	Grades K-5	65	4 days per week - Mon.,Tue., Thu., Fri.	24	24 per week 8:00a-2:00p

This project will address the need to provide a safe learning environment during the prime afterschool hours for juvenile crime. It will fill community gaps by providing committed and dedicated programs that enhance learning at schools where students clearly face hardship. The District's 21st CCLC (locally titled “S.P.I.R.I.T. - Students Participating In Recreation and

Instruction Together!") Afterschool Program will serve at-risk students with an effective supplemental program that focuses on academic success. Students will engage in project-based activities, including integrated academic enrichment in core subjects and recreation/physical education. The program will also provide adult family member services, such as classes fostering English language skills and basic computer proficiency.

2. NEEDS ASSESSMENT (7 POINTS)

The District used several strategies to identify the need for out-of-school programs. A thorough needs assessment examined schools' academic, behavioral, family, and community data. This analysis identified the greatest need at three current Title I schools in Kissimmee, Florida; Cypress Elementary, Flora Ridge and Thacker Avenue Elementary. These sites demonstrate an acute compilation of risk factors in each category. Relevant statistics revealed high populations of low-income students, high rates of unemployment, significant growth of English Language Learners, and other circumstances that particularly affect these schools' academic achievement. Further exacerbating the sites' hardships and increasing the possibility of underachievement are ongoing public school funding reductions. This 21st CCLC project will respond to the educational needs of the targeted students and their families.

The community expressed the need for a 21st CCLC program at these schools. Throughout the 2017-2018 school year, schools have received several parent inquiries and surveys from various parent events (such as Open House, Title I events, School Advisory Council and Parent Teacher Organization meetings). Parents indicated a need for additional academic support, tutoring opportunities, homework assistance and extracurricular activities. Based on these survey results, the 21st CCLC objectives and activities will address the following needs: curriculum supporting achievement, library open to community, equal access to technology, adult education, ESOL classes, school-community partnerships, increased student achievement, and extra-curricular activities to close learning gaps.

In the spring of 2017, each school surveyed parents, students, and staff to determine

areas of strength and areas of need in regards to educational programming. Respondents identified concerns in the areas of parental involvement due to time constraints and work schedules, afterschool activities to close learning gaps, and language barriers. Flora Ridge Elementary school data demonstrates a clear academic need, as it is currently a “D” school undergoing corrective action. In 2018-19 Flora Ridge Elementary is not eligible for Title I funding. Table below indicates the performance of Level 3 and above each school.

Targeted Elementary School	FSA ELA %	FSA MATH %	SCIENCE %
Cypress Elementary	46.0	48.4	36.1
Flora Ridge Elementary	34.5	39.5	36.2
Thacker Avenue; Elementary	41.7	44.5	36.4

The needs assessment explored various risk factors, including the: poverty rates; percentage/growth of English Language Learners; Title I status, (18-19 Cypress and Thacker only) state assessment results and school grades; attendance and suspension data; educational levels; survey results; unemployment and crime rates; and other county, school, and local education agency data. Specific needs are evident in these areas. The schools experience large populations of low-income students (100% Free/Reduced Lunch), high rates of unemployment, and significant growth of English Language Learners (48% ELL- Cypress, 61% ELL-Flora Ridge and 41% ELL- Thacker). These students often lack support after school for completing homework and projects. This program would provide a structured atmosphere for homework assistance. Adult family member activities would assist in areas like English, employment applications, and technology.

Due to Osceola County’s proximity to numerous tourist attractions, scores of residents work within the hospitality and service fields for minimum wage. Income statistics reflect the low-paying jobs many people hold. Based on the latest (2016) United States Census estimate, in 2016, the median household income of the 97,569 households in Osceola County, FL was \$51,436, well below the national median of \$59,039. An estimated 19.3% of adults and 27.5% of children ages 5-17 live below the poverty level. When looking specifically at

Kissimmee, the city in which the targeted schools are located, the median household income drops drastically (by 20% from the county average) to \$38,262. And the persons in poverty rises to 24.8%. A significant 78.1% of the student population qualifies for the free/reduced lunch program. The United States Department of Labor’s Local Area Unemployment Statistics reports Osceola County’s unemployment rate at 3.7% for December 2017. And, as of January 2018, the school district’s Families in Transition (FIT) Program was serving 3,340 students – 4.96% of the total population. The project will target at-risk students based on factors like academic results, income, truancy status, suspensions, and special needs (English proficiency, Homeless, Migrant, or Disabled).

The following table includes related demographics for the participating schools.

Targeted Elementary School	Enrollment	Free/Reduced Lunch	Homeless	Limited English Proficiency	Exceptional Student Ed.	Racial/Ethnic					
						White	Black	Asian/Pacific	Native American	Multi-Racial	Hispanic (Ethnic)
Cypress	717	100%	8%	48%	18%	71%	14%	1%	9%	4%	74%
Flora Ridge	1,012	100%	4%	61%	11%	85%	8%	1%	2%	4%	75%
Thacker Avenue	853	100%	11%	41%	12%	73%	21%	1%	1%	2%	59%

As of December 2017, the District Food Services Department reports that all students qualify for free/reduced lunch at the targeted schools. These students experience great risk of facing discouragement, disengagement, and dropping out. This program would provide a structured atmosphere to keep them connected to school with academic and personal enrichment. In Kissimmee, the location of the targeted school sites, 81% of persons age 25 or older have graduated high school. And only 15% of such individuals hold a Bachelor’s degree. The 2017-18 average English Language Learners (ELL) rate is 50.66% for the sites. Many of these families (62.1% in Kissimmee) do not speak English at home, and parents would benefit from English classes. Activities to advance the literacy of parents and adult family members to help them become more effective partners in the education of their students. Social and

emotional learning (SEL) sessions will be offered to help adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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

Targeted Elementary School	Enrollment	* School Grade
Cypress Elementary	717	C
Flora Ridge Elementary	1012	D
Thacker Avenue Elementary	853	C

Score data for the targeted schools' 2018 Florida Standards Assessment student performance in reading, math, and science appears in the previous table. These statistics show a below-average pattern of achievement. In all cases, well over half of students did not earn a passing score on the subject area test.

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

Targeted Elementary School	Suspended Out of School	Suspended at In-School Centers	Student to Counselor Ratio
Cypress	43	4	1:717
Flora Ridge	74	91	1:1012
Thacker Avenue	26	4	1:853

The Florida Department of Juvenile Justice reports 1,004 delinquency arrests in Osceola County in 2017. There were 85,495 delinquency arrests statewide, so Osceola County represents 1.17% of the activity across 67 counties. NeighborhoodScout website reports that Kissimmee, where the targeted schools are located, has one of the highest crime rates in America compared to all communities of all sizes (from small towns to very largest cities). Kissimmee's combined violent and property crime rate is 45.93 per one thousand residents. Within Florida, more than 86% of the communities have a lower crime rate than Kissimmee. Statistics are based on data from the Federal Bureau of Investigation, the U.S. Justice

Department, and 18,000 local law enforcement agencies.

Based on the community needs, this Osceola County 21st CCLC project will target elementary school students who are not meeting high standards on academic assessments in ways that consider the viewpoints of the populations to be served/impacted. It will provide a safe learning environment for a total of 245 at-risk students during the prime afterschool hours for juvenile crime. Resources currently available to help meet the needs include federal funding like Title I, Part A (Academic Achievement of Disadvantaged), excluding Flora Ridge Elementary; Title III, Part A (English Acquisition); and Title X, Part C (Homeless). The schools will coordinate with these resources as appropriate to maximize 21st CCLC impact.

3. PROGRAM EVALUATION (15 POINTS)

3A) Evaluation Plan

An independent evaluator is selected based on specific 21st CCLC evaluation experience. Dr. Byrd is the President and CEO for the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER). He holds a doctorate in counseling psychology with a focus on evaluation, assessment, and treatment of children, families. Dr. Byrd has been a reviewer for a variety of grant competitions, such as Race to the Top for the US Department of Education, Charter Schools for the FDOE, and 21st CCLC in multiple states. Most recently worked eight years as a Research Assistant Professor with the University of Florida, where he managed an annual budget of over \$2 million to provide administrative oversight of several large-scale educational and youth service programs, including Florida's 21st Century Community Learning Centers Program. The evaluation plan has been established to align with the 21st CCLC Principles of Effectiveness as described in ESEA SEC. 4205(2): 1) The program shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment; and 2) The evaluation results shall be used to refine, improve, and strengthen the program and to refine performance measures; and made available to the public upon request. The proposed plan for periodic evaluation of the 21st CCLC

program includes both short-term and long-term measurements (formative and summative) to guarantee adjustments can be made in the event objectives are not being met (continuous improvement). The plan utilizes a collaborative program evaluation model, an effective method for ongoing program improvement. The collaborative model assimilates the evaluator into the development of an improvement plan based upon the evaluation results. Most evaluation models leave improvement planning to the project staff, as evaluators are not engaged after evaluation reports are submitted. The evaluator will work with the program staff to use the evaluation findings to develop and implement program changes. There are many benefits that this knowledge brings, but two significant benefits are: 1) the evaluator's ability to provide realistic recommendations that do not unintentionally impact other parts of the program; and 2) program staff's reception of and positioning to make mid-program adjustment to established procedures.

The evaluator will conduct fall, winter, and spring on-site program visits to monitor compliance with federal/state requirements and track progress toward program objectives. The evaluator will prepare a formative summary in February to include analysis of student attendance, program operation, objective assessment, participant interviews and surveys, and improvement recommendations. A summative evaluation in August (as required) will include all United States Department of Education reporting requirements, such as student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability and overall recommendations for improving the program.

Established performance measures, detailed in the program objectives, will be used to determine changes resulting from 21st CCLC activities and to guide program staff to make data-driven decisions for program improvement. The outcome measures will be used to assess impact on student achievement, relative to baseline data and benchmarks. The measurement results help answer evaluation questions related to program outcomes. Questions might ask if math activities are achieving the desired outcome and if there has been progress towards

meeting an objective. The evaluation will also measure program outputs, including site operations, students served, partners, and staff training. The results of these measurements will help answer evaluation questions related to program implementation, such as whether it was implemented as proposed, properly managed, or received appropriate resources allocations.

The evaluation includes data collection details for the evaluator, program staff, and site staff to help ensure that all required data is collected and that appropriate resources have been allocated to measure program and student performance. The following objective assessment data will be collected: (1) English Language Arts/Writing: English language arts report card grades (Quarterly, Project Specialist); (2) Mathematics: math report card grades (Quarterly); (3) Science: science report card grades (Quarterly); (4) Behavior & Problem-Solving: student discipline data (Quarterly); and (5) Family Literacy: sign-in sheets and perceptual surveys (5 times/year at family events). In addition, per grant reporting requirements, the following data and documentation will be collected: (1) Registration forms and daily student attendance (Daily, Site-level Staff), (2) Average attendance data and student lists (Monthly, Project Specialist), student and parent satisfaction surveys; teacher behavior improvement surveys (Annually, Site Coordinators & Project Specialists), (3) US Department of Education 21st CCLC reporting (Annually, Evaluator).

To ensure the validity of program data, the evaluator is responsible for the analysis of all program data. Quantitative data will be analyzed with descriptive statistics using means, standard deviations, and frequencies. Qualitative data will be analyzed by type and the degree of consensus between respondents will be determined. Common statistical procedures, such as t-test and chi-square test will be used as needed. The Project Specialist will have direct access to student achievement data through FOCUS, the district data management system. FOCUS will be the primary data source for academic enrichment and personal enrichment assessment. This direct access minimizes disruptions to the program and decreases the amount of time spent compiling student data. To emphasize the impact of 21st CCLC activities, the district

website will convey program details to the major stakeholders, public, etc. The website will document ongoing progress in meeting proposed goals/objectives by displaying the formative and summative reports. Feedback will be discussed quarterly with the Advisory Board for possible improvements to the project.

3b) Measurable Objectives and Assessments

The table was completed utilizing the 2018-2019 Request for Proposal (RFP) Measurable Objectives and Assessments form. The objectives— 1-English Language Arts/Writing, 2-Mathematics, 3-Science, 4- Third Grade Promotion, 5-Personal Enrichment (Behavior and Problem-Solving), 6-Personal Enrichment (Health & Nutrition) 8-Adult Family Services (Literacy) — meet program requirements and use benchmarks that experiential data has proven to be challenging yet attainable. The program design links to needs assessment findings. It responds to parents' concerns about additional academic support to raise proficiency and close learning gaps in the core areas, homework assistance, extracurricular enrichment, social emotional learning to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions, and family involvement. Flora Ridge received a school grade of "D" so it will need support as it is identified as a Comprehensive and Targeted Support and Improvement school. The remaining schools show a clear academic need; Cypress and Thacker Avenue Elementary hold a 2018 school grade of "C," therefore 21st CCLC's emphasis on core subjects aligns well. The structured atmosphere will provide homework assistance to high-risk students and keep them connected to school with academic and personal enrichment. The safe learning environment will protect students during primetime juvenile crime hours while opening the library to the community, offering access to technology, building school-community partnerships, and providing adult family member activities to counteract language/employment barriers. The evaluator's data collection plan and responsibilities timeline will ensure access to appropriate

data. Since the centers are district schools, obtaining data does not pose an issue.

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

4A - Program Administration and Fiscal Management

- *Managing Public/Federal Funding:* Capacity to manage 21st CCLC is evident in the District's expansive history of developing, implementing, and monitoring many grant projects funded through federal, state, and private sources. Awards over just the last ten years total millions of dollars and include 21st CCLC and the following federal program examples: Carol M. White Physical Education Program (PEP), Emergency Response and Crisis Management Program, Race to the Top (Florida LEA), Safe Schools/Healthy Students (SS/HS) Initiative, Smaller Learning Communities (SLC) Program, and Teaching American History Program. District experience grew dramatically with its SS/HS project, an extensive positive youth development effort that spanned 2007-2017. The grant facilitated creation and implementation of an integrated, community-wide plan designed to create safe, respectful, and drug-free school environments and to promote prosocial skills and healthy childhood development.

District finance officers employ fiscal management methods that integrate sound business practices. The District's commitment to wisely using its resources has resulted in minimal overhead and low per-student costs (\$7,135 per FTE). It has also repeatedly earned the Certificate of Achievement for Excellence in Financial Reporting, the highest form of governmental accounting and financial reporting recognition. The Government Finance Officers Association bestowed this award for the District's comprehensive annual financial reports for the fiscal years, which end June 30th, of 2010, 2011, 2012, 2013, 2014, 2015, 2016 and 2017.

- *Administrative Capabilities & Management Systems/Policies:* To maintain budgetary compliance and accountability, the School Board follows procedures established by Florida Statutes and State Board of Education Rules in creating budget balances for governmental funds. Budgets are prepared, public hearings are held, and original budgets are adopted annually for all governmental fund types in accordance with procedures and time intervals

prescribed by applicable laws and rules. Appropriations are controlled at the object level (e.g., salaries, purchased services, and capital outlay) within each activity (e.g., instruction, pupil personnel services, and school administration) and may be amended by resolution at any School Board meeting prior to the due date for the annual financial report. Budgets are prepared using the same modified accrual basis as is used to account for governmental funds. Budgetary information is integrated into the accounting system and, to facilitate budget control, budget balances are encumbered when purchase orders are issued. Appropriations lapse at fiscal year-end and outstanding encumbrances are honored from the next year's appropriations. Programs, systems and initiatives are in place to ensure all stakeholders the opportunity to meet the challenge of rigorous standards and achievement goals. Integral components of data collection, management and analysis include tools like Focus. The District's Total Education Resources Management System (TERMS) enables the storage, organization, and query of critical data.

- *Monitoring & Audit Activities:* State law requires that all local governments publish, after the close of each fiscal year, a complete set of financial statements presented in conformity with generally accepted accounting principles (GAAP) and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants. Pursuant to that requirement, the District routinely issues a comprehensive annual financial report (CAFR) for each fiscal year ending June 30th. The firm of Moore, Stephens, Lovelace, P.A. audited district financial statements for the last two years. For both 2016 and 2017, the independent auditors concluded that the District's basic financial statements were fairly presented in conformity with GAAP. The firm conducted its audit of compliance in accordance with the generally accepted auditing standards, standards applicable to financial audits contained in Government Auditing Standards, and OMB Circular A-133. The independent audit further determined that the District complied, in all material respects, with requirements that could have a direct and material effect on major federal programs.

- **Leadership Qualifications & Organizational Structure:** The attached organizational chart shows that the 21st CCLC Program operates under the supervision of the Director of Early Childhood Education and Afterschool Programs, who holds a Master's degree in Educational Leadership and has over 28 years of successful instruction and administration combined experience. The district-level 21st CCLC Project Specialist will provide support to the targeted schools' day-to-day operations. This individual will possess related knowledge and skills, hold a Bachelor's degree or higher, and demonstrate significant pertinent experience. Responsibilities include managing and implementing the educational program and budget described in the approved application, serving as liaison with stakeholders, keeping records and submitting all required reports, and providing ongoing communication and technical assistance. Each school will employ a dedicated site coordinator who is responsible for the school's daily operations and services delivery. Responsibilities include implementation of 21st CCLC policies and procedures and provision of ongoing support to ensure best practices are implemented with fidelity. A certified teacher will supervise and provide all academic activities. In cooperation with the schools' highly-qualified educators, certified support staff members, and administrative/leadership teams, the Project Specialist and Site Coordinators will work toward achieving 21st CCLC objectives.

4B - Program Implementation

- **Experience Providing Related Services:** The District is well-versed in all aspects of the 21st CCLC Program. It received an initial award in 2002 followed by grants in 2003, 2006, 2009, 2011, 2012, 2014 and 2016. All approved programs incorporate a large, well-rounded scope of activities aligned with Florida Standards. They have demonstrated success in raising academic performance, improving attendance, and reducing disciplinary referrals at 19 school sites.

- **Monitoring & Audit Activities:** State-level authorities have provided useful feedback through desktop and on-site monitoring. The two areas cited for improvement over the last two years were the 21st CCLC Advisory Board and Adult Family Member Activities. The District is

currently implementing recommendations to improve advisory board participation and documentation and adult activity quality, consistency, and attendance.

4C - Program Evaluations

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

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

- *Use of Data for Improvement:* Per School Board Rule 2.255, the District adopts an annual strategic plan for achieving its goals. The process includes establishment of an outcome-based evaluation process that delineates performance standards, assessment procedures for collecting data, and benchmarks. The District's Research, Evaluation and Accountability (REA) Department provides related services, including data research, analysis, and reporting. The District's commitment to a Theory of Change is represented by the Continuous Improvement Model (CIM) idea that student and teacher success must be a continuous effort. Its key parts include analyzing data, developing timelines, providing quality instruction/services, and

frequently assessing students for understanding. The CIM steps, 1) Plan, 2) Do, 3) Check, and 4) Act, build a solid foundation for effective strategizing and ongoing evaluation. This structure serves as the internal system for guiding district initiatives' creation, execution, and refinement.

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

5. PARTNERSHIPS, COLLABORATION & SUSTAINABILITY (8 POINTS)

5A) Community Notice

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

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

5B) Partnerships

The schools have secured diverse partnerships aligned with the needs of the target populations to support the 21st CCLC program, as shown in the attached Partners Table and Contribution Letters. Sites will continue to partner with parents and community members/organizations via the School Advisory Council (SAC), etc. to inform the community about this Request for Application. With the assistance of the District Project Specialist, the schools are looking to build community partnerships in order to increase sustainability. Possible partnerships will be sought with the local library, faith-based resources, Valencia College, Osceola Technical College,

Solivita (a large, national award-winning retirement community) and the Poinciana Regional Medical Center.

The District and School will use a variety of marketing tools to disseminate program information to the appropriate populations, such as flyers, brochures, school bulletins (with program schedules), special announcements, newsletters/mail outs, Twitter, school marquee, local newspaper articles, "National Lights on Afterschool Day" events, open houses, youth tours, community summits, family nights and parent advisory committee presentations. The district website currently features a specially-designated area for the 21st CCLC program

5C) Collaborations with the Regular School Day

Consultation during the Development of the Application: This project's participating schools will act as the centers, which guarantee their inclusion in the project development and ensure their ongoing involvement in all project aspects. Such an arrangement provides a distinct advantage in the planning and implementation phases. The teachers working in the afterschool program are the same teachers who serve the students during the regular school day. The timely and meaningful collaboration between instructors will facilitate alignment of during-school and after-school activities to complement one another. Cypress, Flora Ridge and Thacker Avenue have driven the assessment of targeted students' needs and development of responsive objectives and activities. School leadership has identified available resources and aligned them to maximize desired student outcomes. The site-based teams also categorized gaps and weaknesses, which the 21st CCLC Program will address, during this process. With support from the District Grant Management Office, school staff have translated such problem/solution information into this comprehensive program plan. (The attached school commitment letters clearly identify the school's role and collaboration commitment.)

Continued Collaboration: The District's 21st CCLC projects implement a solid plan for ongoing, timely, and meaningful collaboration between the regular school day teachers and the afterschool program teachers. All teachers may use the district data management system for

ongoing access to students' achievement data. These records pertain to various measures throughout the year, such as the state assessments, Achieve 3000, I-READY, formative assessments, and summative assessments. This information will drive instruction and increase the student success rate. The Site Coordinators will keep regular school day teachers up to date on the 21st CCLC activities via the district email system, website announcements, staff meetings, campus notifications, program newsletters and/or articulation forms. The schools' teachers/staff will know whom to contact to refer a student to the program, and the site coordinator's contact information is widely available. The district use of Office 365 facilitates direct contact between the targeted students' teachers. Site meetings will include the administrators and teachers and involve discussion of goals and activities at the project, school, and student level. Regular school day teachers will document homework and other notes in each student's agenda, which the afterschool teachers will routinely consult for direction. Day and afterschool teachers will partner to coordinate design of activities like Project-Based Learning (PBL). The district-level 21st CCLC Project Specialist will provide collaboration/communication support to the schools and visit each site at least two times per month. Communication with participants' parents will occur regularly via email/website announcements, monthly newsletters detailing activities and student success, Iris (automated) phone system calls about upcoming events, and important information in the student agenda to promote parental involvement.

The 21st CCLC Program supports the targeted sites' School Improvement Plans (SIPs). Each school's SIP includes a strategic goal centered on standards-based instruction. The 21st CCLC activities directly support this SIP area by delivering activities that help students meet state and local academic achievement standards. The afterschool/summer program ensures students requiring additional assistance receive it through this unique extended learning opportunity. It also contributes to the schools' creation of an environment conducive to learning for all students with a specific focus on English Language Learner and Exceptional Student

Education populations. The SIPs emphasize use of Early Warning Systems to characterize struggling students. The system tracks data on attendance, suspensions, and course failure, statewide assessment performance (level 1) in English Language Arts and Mathematics, and retentions. Leadership will develop a rapport with any student exhibiting two or more early warning indicators and notify the teacher of the student's high-risk status. Such students will receive referral to the 21st CCLC Program for additional support to promote their success. Finally, Family Involvement acts as an integral SIP area. Parental involvement has been historically limited due to the other demands placed upon parents/guardians. However, the schools continually seeks to find new/improved ways of partnering with parents to help students become successful and reach their highest potential. In cooperation activities through the Title I Office, School Advisory Council, and Parent Involvement Plan (PIP), the 21st CCLC Program's significant concentration on and innovative approach to adult family member services will build a stronger bridge between school and home.

5D) Sustainability

Program staff will develop a comprehensive sustainability plan during years 1-2 for implementation during years 3-5 when funding declines and at the close of year 5 when funding expires. The district-level 21st CCLC Project Specialist will seek to establish and maintain relationships with organizations interested in sustaining the program. Such associations include the Children's Cabinet of Osceola County, which believes that every child and family has the right to be safe, healthy, educated and employable. Therefore, this group of professionals assembles and seeks resources to meet gaps in services. The 21st CCLC Project Specialist will be one of the Cabinet's 60+ members who are dedicated to improving the lives of children and families in the community. The project's 21st CCLC Advisory Board (10-15 individuals) will serve as another crucial sustainability resource via quarterly meetings. Its diverse membership, comprised of the project specialist, site coordinators, teachers, parents, and community agency/private sector representatives, will ensure broad program involvement and support. The

Advisory Board will seek and pursue viable opportunities for continued sustainability, such as grant funding, cash/in-kind donations, government support, and school resources. School leadership understands the responsibility to offer the same level of services in years 3-5 in spite of the 20% reduction in annual funding. To maintain the required consistency in numbers of students, hours, and days, schools may draw from Supplemental Academic Instruction (SAI) monies, business partner support, and other sources.

6. PROGRAM PLAN (35 POINTS)

6A) Target Students

Test scores of students in grades three through five will be evaluated to identify students scoring below the 25th percentile for academic achievement in reading and math, according to the Florida Standards Assessment (grades 3-5) and I-READY (grades K-2). Input from teachers will also be used. These students will receive registration priority. The program will also provide services to students needing enrichment through hands-on science, technology, engineering, art and math (STEAM) activities and other challenging courses. The program will also target students being retained plus the lowest quartile for grades 3-5.

6B) Recruitment and Retention

The project will target at-risk students based on factors like academic results, socio-economic status, behavior, and special needs (English proficiency, Homeless, Migrant, or Disabled). The administrative and instructional staff will share responsibility for recruiting and retaining students. School personnel will encourage students to participate in this afterschool program during teacher/parent conferences. Program information will also be available during school hours, parent nights, open house sessions, and other related school events, such as reading, math, science, media and MTSS nights. School staff will work closely with parents to support family needs and offer quality, high-interest programming that will encourage regular attendance. Various forms of communication, such as the school website, biweekly reminders, automated dial-out calls, reminder texts, and informational newsletters, will reach families.

6C) Student Program Activities

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

Academic Enrichment: The program schedule emphasizes academics in direct support of objectives 1-4. Project-Based Learning (PBL) will incorporate a wide range of subjects via instructional and hands-on teaching modalities. The timely and meaningful collaboration between instructors will facilitate alignment of during- and after-school activities to complement one another. Topics covered by regular school day teachers will guide development of PBLs, which will involve various programs that support remediation in core subjects. Reading A-Z, differentiated/standards-based i-Ready lessons in reading and math, and Footsteps2Brilliance in all subject areas will increase student performance in comprehension, vocabulary acquisition, and writing. Flocabulary produces educational hip-hop music and engaging curricular materials to teach academic vocabulary content for K-12. Used in over 10,000 schools nationwide, it is proven to raise struggling readers' vocabulary acquisition.

The program will deliver additional support in the areas of STEAM. The focus is targeting weaknesses in problem solving, vocabulary, and planning solutions. Hands-on learning stations will connect STEAM content to real-world application and foster collaboration. The schools will provide PBL units of study that integrate all subject areas and support the Florida State Standards. Students will engage in projects that will support integrated learning in all areas of literacy, writing, listening and speaking, technology, and social development. Students will select high-interest topics to research and report while utilizing relevant technology skills. This

learning environment will offer students the following: student-centered instruction, multisensory stimulation, multimedia learning, active/exploratory/inquiry-based learning, critical thinking and informed decision making, collaboration, self-expression, and authentic real-world context. Publications will serve the school community, families, and local stakeholders in the form of print, video, and web-based informational text.

PBL units of study will also provide a variety of remedial learning opportunities. Students will rotate through academically-focused, engaging activities to promote student learning gains in Reading, Math, STEAM and Literacy rotations. The Sunshine State Young Reader's Award Program and Junior Award Program is a statewide reading motivational program that encourages K-5 students to read independently for personal satisfaction based on interest. Student literature circles will promote the love of literacy across grade levels and families. All students will increase Reading and Language Arts scores through literacy-based, cooperative learning stations. Based on the diagnostic results, i-Ready will automatically provide individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style-learning environment.

Each school will incorporate Project-Based Learning (PBL) to offer students the following: student-centered instruction, multisensory stimulation, multimedia learning, active/exploratory/inquiry-based learning into the daily programming, critical thinking and informed decision making, collaboration, self-expression, and authentic real-world context. Little Bits Coding Kits will be purchased and used to apply collaboration strategies to support problem solving within the design cycle of a program. Students will create a plan as part of the iterative design process, both independently and with diverse collaborative teams (e.g., storyboard, flowchart, pseudo-code, story map). During this PBL students will be able to identify, using accurate terminology, simple hardware and software problems that may occur during

use, and apply strategies for solving problems.

Other Enrichment Activities: At each school students will also participate in anti-bullying classes, using resources such as Stop Bullying Now (SBN). The StopBullying.gov coordinates closely with the Federal Partners in Bullying Prevention Steering Committee, an interagency effort led by the Department of Education that works to coordinate policy, research, and communications on bullying topics. The Federal Partners include representatives from the U.S. Departments of Agriculture, Defense, Education, Health and Human Services, the Interior, and Justice, as well as the Federal Trade Commission and the White House Initiative on Asian Americans and Pacific Islanders. ULTIMATE Elementary School Counseling Classroom Guidance Lesson Curriculum will be incorporated too boost the program with engaging, interactive activities that cover topics such as SMART goals, feelings, responsibility, career education, self-esteem, friendship and more with fun, themed units for each grade level (K-5). This curriculum will facilitate to partner teachers, families, and communities to promote students' social, emotional, and academic learning. The schools will also address student needs through various sports and fitness programs. Team Sports may include Flag Football, Basketball, Golf, Soccer, Frisbee Golf, Tennis, Track, Volleyball, Aerobics, and Balance and Agility Stations. Students will participate in organized sports to be determined by students' interests and use teamwork strategies to increase health and fitness skills. Students will monitor individual progress as they work to develop and refine their fitness levels. Nutritional classes will focus on making good food choices and learning life skills of food preparation using raw foods in place of processed foods.

Day in the Afterschool Program: After the bell at the end of the school day, schools will maintain children's on-site safety through established methods for security (as used during the regular school day) and supervision of a well-trained and caring staff. Afterschool participants will report to sign in and wait for their first rotation teacher, who will escort students to the classroom. They will receive a nutritional snack and have an opportunity to participate in a brief

physical activity to unwind and let off steam. Next, half of the students will complete homework with adult support and receive academic tutoring in literacy and math skills. The other half of students will participate in enrichment activities. The two groups of students will switch activities part way through the afternoon. Then academic rotations and Project-Based Learning will consume the remainder of the program time. Students will participate in subgroups of 15-20. At program's end, teachers escort students to the pick-up area. The Site Coordinator(s) ensure students remain on site and follow documented check-in/check-out procedures for accountability purposes. Sample Schedules and Center Profiles for the two sites are attached.

6D) Adult Family Member Program Activities

The schools will offer adult family education classes/events once a month in September, January, February, March, and April (for a total of 5 meaningful activities). Adult education classes will occur in hourly increments and most likely reach 10-25 adult family members per session. Activities will cover a range of subjects, including Florida State Standards, grade level expectations, literacy, math and science presentation rotations, accessing student grades, computer technology and communication, parenting, and English as a Second Language. Family events will also consist of STEAM and curriculum nights, academic showcases and bully awareness presentations. These events have been determined based on a community interest survey distributed to parents. The school library will be open during adult education programs, and adults and community members may check out books. Information will be collected during the family nights to survey parents on their interests, community strengths, barriers to student and parent participation, and resources they believe the project should incorporate. Courses will be designed based on identified need. In addition to the adult classes, each school will host a family celebration to recognize students' 21st CCLC participation and success. The event will occur at a convenient evening time, and the school (not the 21st CCLC grant) will sponsor food, door prizes, student entertainment, parent education and recognition. Families will witness firsthand program activities and positive reinforcement; participate in educational "games" with

their children; watch performances; and have the opportunity to win prizes of family-oriented games, puzzles, craft materials, and other related items. Translators will be available for family events and specific programs to clearly communicate with parents.

The goal of these hour-long events is to give parents the tools needed to be an integral parent of their child's education, as well as build the relationship between the community and families of students who attend each school. The programs being offered will include (among others) community resources, internet safety, financial advice, and academic support. Family events will consist of student showcases, academic nights, parent workshops, and free computer resources.

6E) Staffing Plan and Professional Development

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

PBL). Organizational charts are attached.

Professional Development: Employees will participate in relevant professional development, including a mandatory training session to review program requirements, policies/procedures, expectations, and goals. The District commits to send at least two project staff members to the Florida Department of Education's statewide 21st CCLC training in August 2018. The district-level 21st CCLC Project Specialist will attend the administrative strand, while the school site coordinator/lead teacher will enroll in the program strand. The District 21st CCLC Office will provide its annual, local training to site coordinators/staff in late August 2018, and statewide training attendees will disseminate the information received to other program staff.

6F) Program Center(s)

The 21st CCLC locations are Cypress Elementary (2251 Lakeside Drive, Kissimmee 34743), Flora Ridge Elementary (2900 Dyer Blvd, Kissimmee 34741) and Thacker Avenue Elementary (301 Thacker Avenue, Kissimmee 34741). The classes will occur indoors in the cafeteria, library, computer lab, classrooms, etc. and outside in the garden/covered PE area. Snacks will be served in the cafeteria, and parents will pick up students in the Media Center. Each school serves 717-1012 students during the regular school day, meaning the facilities are more than adequate to safely accommodate the proposed number of targeted 21st CCLC students. The sites follow regular school day procedures, such as the School Board Rules and Code of Student Conduct, to ensure student safety. Students would comply with the same rules when traveling to and from classes, such as walking in pairs and following positive behavior supports expectations. School facilities comply with local, state, and federal regulations, including the Americans with Disability Act, to ensure accessibility.

6G) Safety and Student Transportation

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

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

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

6H) Dissemination Plan

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



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Osceola County School District (Cohort 17 – Cypress) – 490-2449B-9CCC4

STATEWIDE STANDARD OBJECTIVES

Academic Objectives in Core Subjects (All Programs)

Objective Domain Area	Objective 1: English Language Arts/Writing	Objective 2: Mathematics	Objective 3: Science
Objective Narrative	Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve mathematics to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve science to a satisfactory level or above or maintain an above satisfactory level of performance.
Objective Assessment	55% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	60% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	55% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
Measure	Academic Report Card Grades	Academic Report Card Grades	Academic Report Card Grades
Standard for Success for graded courses using A-F grading scale	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)
Student Grade Groups Measured	All grade levels	All grade levels	All grade levels
Benchmark	55	60	55
Justify the Benchmark	Based on the School Grades data for target schools, the average ELA achievement was 46% (Cypress - 50%; Flora Ridge - 41%; Thacker Avenue - 47%). It is ideal to have the benchmark above (approximately 10%) the current performance of the targeted school which would make it challenging yet achievable over the course of the funding period.	Based on the School Grades data for target schools, the average math achievement was 49% (Cypress - 53%; Flora Ridge - 45%; Thacker Avenue - 49%). It is ideal to have the benchmark above (approximately 10%) the current performance of the targeted school which would make it challenging yet achievable over the course of the funding period.	Based on the School Grades data for target schools, the average science achievement was 43% (Cypress - 44%; Flora Ridge - 43%; Thacker Avenue - 43%). It is ideal to have the benchmark above (approximately 10%) the current performance of the targeted school which would make it challenging yet achievable over the course of the funding period.
Person(s) Responsible for Data Collection	Grant manager, projects' manager and site coordinator	Grant manager, projects' manager and site coordinator	Grant manager, projects' manager and site coordinator



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Plan for Obtaining Data	Grades are collected as part of the regular operations of the school. Grades are entered into FOCUS - Online Grade Portal directly by school teachers as part of their regular duties. FOCUS, also contains the Student Information System used by the District. The system allows access to grades, progress reports and attendance. FOCUS serves parents/guardians, students, teachers and administrators. Student data is retrieved for each student in the 21st CCLC program and provided to the external evaluator for review and analysis. This assists the site coordinator in collecting data for reporting.	Grades are collected as part of the regular operations of the school. Grades are entered into FOCUS - Online Grade Portal directly by school teachers as part of their regular duties. FOCUS, also contains the Student Information System used by the District. The system allows access to grades, progress reports and attendance. FOCUS serves parents/guardians, students, teachers and administrators. Student data is retrieved for each student in the 21st CCLC program and provided to the external evaluator for review and analysis. This assists the site coordinator in collecting data for reporting.	Grades are collected as part of the regular operations of the school. Grades are entered into FOCUS - Online Grade Portal directly by school teachers as part of their regular duties. FOCUS, also contains the Student Information System used by the District. The system allows access to grades, progress reports and attendance. FOCUS serves parents/guardians, students, teachers and administrators. Student data is retrieved for each student in the 21st CCLC program and provided to the external evaluator for review and analysis. This assists the site coordinator in collecting data for reporting.
Data Collection Points	Academic grades for quarters 1, 2, and 4.	Academic grades for quarters 1, 2, and 4.	Academic grades for quarters 1, 2, and 4.
Mid-Year Change Measured	Change in academic grades from quarter 1 to quarter 2.	Change in academic grades from quarter 1 to quarter 2.	Change in academic grades from quarter 1 to quarter 2.
End-of-Year Change Measured	Change in academic grades from quarter 1 to quarter 4.	Change in academic grades from quarter 1 to quarter 4.	Change in academic grades from quarter 1 to quarter 4.

Objectives for Academic Benchmarks (All Programs)

Objective Domain Area	Objective 4a: Third Grade Promotion		
Objective Narrative	Improve the third grade promotion rate based on Florida Standard Assessment (FSA) requirements.		
Objective Assessment	70% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.		
Measure	FSA Score		
Standard for Success	Students achieve an FSA score sufficient to achieve promotion to fourth grade.		
Student Grade Groups Measured	3rd Grade		
Benchmark	70		
Justify the Benchmark	Based on the FSA data for English/Language Arts and the		



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	criteria for third grade promotion using FSA (score of Level 2 or above), the average percentage of students from the targeted schools was 67%. As such, the benchmark was set at 70% to reflect a very challenging objective, but still achievable.		
Person(s) Responsible for Data Collection	Grant manager, projects' manager and site coordinator		
Plan for Obtaining Data	Grades are collected as part of the regular operations of the school. Grades are entered into FOCUS - Online Grade Portal directly by school teachers as part of their regular duties. FOCUS, also contains the Student Information System used by the District. The system allows access to grades, progress reports and attendance. FOCUS serves parents/guardians, students, teachers and administrators. Student data is retrieved for each student in the 21st CCLC program and provided to the external evaluator for review and analysis. This assists the site coordinator in collecting data for reporting.		
Data Collection Points	December, End of School Year		
Mid-Year Change Measured	Progress monitoring assessment, if applicable		
End-of-Year Change Measured	FSA Score		



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APPLICANT-SPECIFIED OBJECTIVES

Objective 5: Personal Enrichment (All Programs)

Objective Narrative	maintain high performance or improve decision-making behaviors
Domain Area	Personal Enrichment – Behavior & Problem-Solving
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	K, 1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	70% of regularly participating students will maintain high performance or improve their decision-making behaviors as measured by pre-, mid-, post-assessment.
Benchmark(s)	70
Justify the Benchmark(s)	Based on mid-year performance on behavior and problem-solving skills at an Osceola CSD 21 st CCLC program with similar demographics, 76% of students demonstrated positive character traits as measured by school records. With this being the first time 21 st CCLC programming is offered at the target school and a need for support in the areas of social emotional learning and positive decision-making (per the School Improvement Plan), it is believed that 70% is a challenging yet achievable benchmark.
Content Area	decision-making behaviors
Participant Group	regularly participating students
Intended Program Impact for Each Measure	maintain high performance or improve
Measure Category	pre-, mid-, post-assessment
Name of the Measure If unknown, provide details on the type.	ULTIMATE elementary school counseling classroom guidance lesson curriculum objectives assessment checklists.
Plan for Mid-Year Progress for Each Measure	Pre-Post in Fall (Aug./ Dec.) -- Students achieving this metric will either (1) maintain their level of knowledge from pre-test to post-test; (2) maintain a score of at least 70% or better from pre-test to post-test; or (3) improve their level of knowledge.
Plan for End-of-Year Performance for Each Measure	Pre-Post in Fall (Aug./ Dec.) and Spring (Jan./ May) -- Students achieving this metric will either (1) maintain their level of knowledge from pre-test to post-test (; (2) maintain a score of at least 70% or better from pre-test to post-test; or (3) improve their level of knowledge.
Plan for Obtaining Data for Each Measure	Pre-post assessments are developed and/or approved by the program evaluator. The assessments are administered during the normal course of the program activities, allowing for an integrated activity that helps guide the programming to meet the needs of the students. Students generally take paper-pencil assessments that are submitted for analysis to the evaluator.

Objective 6: Personal Enrichment (If Serving Elementary Programs)

Objective Narrative	maintain high performance or improve physical activity
Domain Area	Personal Enrichment - Health & Nutrition
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	K, 1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	70% of regularly participating students will maintain high performance or improve their physical activity as measured by pre-, mid-, post-assessment.
Benchmark(s)	70
Justify the Benchmark(s)	Based on mid-year performance on health and nutrition at an Osceola CSD 21 st CCLC program with similar demographics, 80% of students improved their physical and personal wellness. With this being the first time 21 st CCLC programming is offered at the target school and a need to supplement the physical education activities offered during the school day at the target school, it is believed that 70% is a challenging yet achievable benchmark while allotting for growth and improvement within this population.



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Content Area	physical activity
Participant Group	regularly participating students
Intended Program Impact for Each Measure	maintain high performance or improve
Measure Category	pre-, mid-, post-assessment
Name of the Measure If unknown, provide details on the type.	Presidents Physical Fitness Test (Selected Items - Curl Ups, Push Ups, Pull Ups)
Plan for Mid-Year Progress for Each Measure	Pre-Test in Fall (Aug./ Dec.) -- Students achieving this metric will either (1) maintain their level of physical fitness from pre-test to post-test (; (2) maintain a score of at least 70% or better from pre-test to post-test; or (3) improve their level of physical fitness.
Plan for End-of-Year Performance for Each Measure	Pre-Post in Fall (Aug./ Dec.) and Spring (Jan./ May) -- Students achieving this metric will either (1) maintain their level of physical fitness from pre-test to post-test; (2) maintain a score of at least 70% or better from pre-test to post-test; or (3) improve their level of physical fitness).
Plan for Obtaining Data for Each Measure	Pre-mid-post assessments in fitness are developed and/or approved by the program evaluator and/or district coach/PE teacher. The assessments are administered during the normal course of the program activities, allowing for an integrated activity that helps guide the programming to meet the needs of the students.

Objective 7: Adult Family Services (All Programs)

Objective Narrative	maintain high performance or improve literacy skills
Domain Area	Family Literacy
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	K, 1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	55% of adult family members of regularly participating students will maintain high performance or improve their literacy skills as measured by perceptual survey (parent).
Benchmark(s)	55
Justify the Benchmark(s)	Per the targeted school's Parental Involvement Plan, there is a need for multiple family events to build capacity in several academic domains (i.e. STEM, literacy, technology). Studies have shown that parental involvement and literacy levels of parents with low socioeconomic status are nearly a third of those from higher income households. The program believes that a benchmark of 55% of participating adult family members demonstrating improvement in literacy skills is a challenging yet achievable level.
Content Area	literacy skills
Participant Group	adult family members of regularly participating students
Intended Program Impact for Each Measure	maintain high performance or improve
Measure Category	perceptual survey (parent)
Name of the Measure If unknown, provide details on the type.	Adult Literacy Performance Survey (ALPS) - The ALPS developed by CASPER will be provided to all parents attending the adult family literacy trainings under the 21st CCLC program.
Plan for Mid-Year Progress for Each Measure	Attainment is measured by the number of parents responding positively to the seven questions on the ALPS. The CASPER-ALPS assesses self-reported impact on knowledge and behavioral impacts on parenting and educational involvement. Mid-year progress will explore the proportion of parents reporting increased knowledge and/or behavioral impacts secondary to participating in adult family literacy trainings. Mid-year progress will be based on those trainings occurring from the summer through December.
Plan for End-of-Year Performance for Each Measure	End-of-Year progress will be based on all adult family literacy trainings provided from the summer to the end of the Academic Year (in keeping with federal data reporting periods). Attainment is measured by the number of parents responding positively to the



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	<p>seven questions on the ALPS. The ALPS assesses self-reported impact on knowledge and behavioral impacts on parenting and educational involvement. End-of-year progress will explore the proportion of parents reporting increased knowledge and/or behavioral impacts secondary to participating in adult family literacy trainings.</p>
<p>Plan for Obtaining Data for Each Measure</p>	<p>Survey with CASPER's ALPS will be restricted to parents identified as actively participating in the adult family literacy events. The survey is administered at the end of each adult family literacy training providing during the course of the program year. Data are collected via paper-and-pencil methods and entered into a database. The data are anonymous, and they are not connected to student or adult family member names or demographics. Anonymous data are most likely to provide realistic and more accurate responses and feedback. Data is provided to the evaluator for analysis and feedback.</p>