

2017-18 21st Century Community Learning Centers Application

Apopka 21st CCLC Academy

5.1 PROJECT ABSTRACT OR SUMMARY

"Apopka Begins and Ends with an A" 21st Century Community Learning Centers Academy offers engaging after-school academic and personal enrichment to 150 low-socioeconomic students in Grades 2-5 attending Wheatley and Zellwood elementary schools. Participants score below grade-level proficiency in core subject areas. Through project-based learning and other experiential activities, students strengthen their academic achievement in English language arts, mathematics and science; learn about physical fitness, health and nutrition; experience visual and performing arts; and explore careers, such as engineering, the arts and public service. Adult family members attend meaningful educational activities to support their child's success. (100 words)

5.2 NEEDS ASSESSMENT (7 points)

Wheatley and Zellwood elementary schools, both Title I schools, are located in high-poverty neighborhoods in the rural region of South Apopka and Zellwood, Florida, and within the North Learning Community of Orange County Public Schools (OCPS), the 10th largest school district in the nation. Wheatley Elementary was named for Phillis Wheatley, who was kidnapped from West Africa and enslaved, but then became the first African American and one of the first women to publish a book of poetry in the colonies in 1761. An inspiration to the students over many generations of Wheatley students, an impressive photograph of her is in the school lobby.

Historically a rich farming community, the first school in Zellwood was built from poles in 1877, serving as the town hall, courtroom, opera house and a church. The following year a sturdier school structure was built, but burned down and then replaced for \$500. Since that time, the school has been rebuilt twice, most recently five years ago, and is now a model for OCPS's "green" schools with such features as a reflective white roof to help cut electricity costs, solar

panels that power the hot water systems and sensors that automatically turn off lights. Zellwood students actively promote energy efficiency and environmental protection.

Demographics: Chart 1 below reflects the schools' demographics. Both schools serve high percentages of students from low-income families and English Language Learners (ELLs), including students of migrant families. The attendance rate last year was 93.99% at Wheatley and 95.06% at Zellwood elementary schools. Last year, discipline referrals included: Wheatley - Level 1 – 0; Level 2 – 1; Level 3 – 27; and Level 4 (most serious) – 1 and Zellwood - Level 1 – 3; Level 2 – 73; Level 3 – 26; and Level 4 – 0.

Chart 1: Apopka 21 st CCLC Academy 2016-17 Demographics													
Apopka 21 st CCLC Academy Elementary Schools	Title I	% FRL	% Racial Rep.				% Hispanic	% ELL	% ESE w/o Gifted	# Migrant Students	2016 School Grade	2016-17 # Students	21 st CCLC Students
			Black	White	Asian	Other							
Wheatley ES	√	100	67	29	1	3	25	15.3	7	2	D	453	70
Zellwood ES	√	90.65	16	80	0	3	54	29.2	10.9	11	D	661	80

(Data in all charts are from district reports, including the Title I report, Student Enrollment Summary, ELL, ESE and migrant student lists, FDOE Accountability website and the census.)

Wheatley is located in the 32703 zip code and Zellwood is in the 32798 zip code area. Census data indicates that the poverty rate of both schools exceeds that of Orange County, Florida and the nation. The poverty rate of the 32798 zip code (Zellwood) is twice that of the national average. The median income level in both school communities is well below that of Orange County, Florida and the national averages. The Personal Crime Risk, an index determined by crime data obtained from the FBI, local police departments and municipalities, is

233 for the 32703 (Wheatley) zip code and 143 for the 32798 (Zellwood) zip code. The state index is 128 and the national index is 100. The Personal Crime Risk for Wheatley is more than twice the national average and almost twice the state average. Zellwood's crime risk also exceeds state and national averages.

In Chart 2, second-grade student academic performance on the **Measures of Academic Progress (MAP)** in Reading remains below district averages for Wheatley and one point above the district average for Zellwood.

Chart 2: <i>Apopka 21st CCLC Academy Schools</i>				
Measures of Academic Progress - Reading - Grade 2				
21 st CCLC Elementary Schools	Grade	Fall 2015	Winter 2016	Spring 2016
Wheatley Elementary	2	174	180	184
Zellwood Elementary	2	180	185	192
District	2	177	184	191

As reflected in Chart 3 below, the percent of third- through fifth-grade students scoring on the Florida Standards Assessment (FSA) at Level 3 or above (passing/grade level proficiency or above) in English Language Arts (ELA) is: Wheatley, 27% and Zellwood, 43%. The percent of third- through fifth-grade students scoring at Level 3 or above on the Florida Standards Assessment (FSA) in Mathematics is: Wheatley, 35% and Zellwood, 39%. The percent of fifth-grade students scoring on the Florida Comprehensive Assessment Test (FCAT 2.0) in Science at Level 3 or above is: Wheatley, 44% and Zellwood, 34%. Wheatley and Zellwood's school grades dropped from a C in 2015 to a D in 2016. Wheatley Elementary has a state-mandated extended school day to offer more time for teaching and learning. Students in Grades 3-5 are scoring below district and state averages in ELA, Mathematics and Science.

Chart 3: Apopka 21st CCLC Academy Schools % Grades 3-5 Students Scoring at Level 3 or Above (Grade Level Proficiency)							
	Grade	ELA (FSA)		Mathematics (FSA)		Science (FCAT 2.0)	
		2015	2016	2015	2016	2015	2016
Wheatley Elementary	3	38	31	43	34		
	4	41	27	50	33		
	5	38	24	49	37	53	45
Zellwood Elementary	3	52	53	57	37		
	4	39	32	46	37		
	5	46	41	46	45	42	34
District	3	55	54	58	58		
	4	56	51	60	55		
	5	53	54	54	55	53	50
State	3	53	54	58	61		
	4	54	52	59	59		
	5	52	52	55	55	53	51

Apopka Community Action Teams (CAT): Through an ambitious and innovative education initiative, the mayor of Apopka operationalized his vision to bring together community action teams (CAT) in support of Apopka area schools, with an intent to improve their state-based grades. The initiative, entitled "Apopka Begins and Ends with an A", established CAT teams—representing parents, teachers, school leaders, school district administrators, community members (many who attended these schools), and representatives from business, industry, nonprofit and governmental agencies—to identify the needs of students, parents and

teachers at each school and discuss and operationalize potential solutions. The Apopka City Council allocated funds to pay the City of Life Foundation to professionally facilitate these meetings, ensuring an efficient process that is inclusive of all key stakeholders. The facilitator maintains and distributes minutes, including a task list status report.

Wheatley and Zellwood elementary schools were selected to establish 21st Century Community Learning Centers (21st CCLC) on their campuses as they are the highest-need elementary schools in the Apopka area. CAT members proposed solutions, including after-school activities to address the need to improve student achievement, particularly for the most disadvantaged students, to keep students safe, expand learning time and offer opportunities for academic and personal enrichment. Parent/adult family member needs included more parent engagement, lack of internet access, financial education and English language learning. School staff identified the need for ongoing therapy for children and families due to the traumas they face, such as unique challenges to a large immigrant community.

The **qualitative data** used to identify the need for 21st CCLC programming was based on the CAT-generated information, representing all key stakeholders. Teachers were surveyed about their interest in working in the program. Students were surveyed to learn about topics of interest. Parents were surveyed to learn about educational topics that interested them.

Quantitative data included demographics, assessments and early warning signs.

Private School Needs: OCPS Grants and Special Projects held a nonpublic schools meeting on February 21, 2017 at the Ronald Blocker Educational Leadership Center with Orange County private, nonprofit school representatives to discuss planning of federal and state program grant applications, including 21st CCLC. Eligibility and process for participation of eligible private school children was discussed and their rights for equitable participation. On June 5, 2017, Orange County private schools were also notified by email of the revisions in the grant guidance and provided the final list of applicant public schools, with contact information,

planning to apply for 2017-18 new and continuation grants. Interested private schools were invited to contact the applicant schools to ask questions and provide input to the applications.

Current Out-of-School Services at Wheatley and Zellwood Elementary Schools:

Before school: **Wheatley** offers breakfast daily to all students and My Brother's Keeper once a week, providing male mentors for boys; **Zellwood** provides breakfast daily and occasional volunteer tutoring by teachers; **After school:** **Wheatley** has an extended school day and a contracts with ASP to provide fee-based extended day services; no bus transportation home; **Zellwood** contracts with Champions for fee-based extended day services; no bus transportation home; **After school clubs:** **Wheatley** offers Project Lovely once a week, a mentoring program for girls; **Zellwood** offers Chess and STEM after school clubs; **Tutoring:** **Wheatley** offers Title I-funded after school tutoring (Grades 3-5); **Zellwood** offers Title I-funded after school tutoring in conjunction with the Minority Achievement Office Third Grade Reading Acceleration Program; **Saturday Program:** **Wheatley** offers Saturday School from 8 a.m. – noon for Grades 3-5 every other Saturday (Sept-Nov) and every Saturday (Feb-April); **Zellwood** offers Saturday School once a month in support of Chess and STEM clubs); **Summer:** both schools offer a Title I-funded Four-Week Summer Reading Camp.

Specific gaps to be addressed through the Apopka 21st CCLC Academy: Gaps to be addressed include: (1) After-school services are needed on Mondays through Thursdays, free for students who would otherwise not be able to afford to participate; (2) Access to consistent after-school tutoring by certified teachers; (3) Participation in a variety of academic and personal enrichment activities in the arts, STEM, health education (physical fitness, health and nutrition), career exploration; (4) Real-world, authentic project-based learning experiences with community support and recognition of each student's successes; (5) Social skills training and counseling to address social-emotional challenges affecting children; (6) Bus transportation home for all students at the end of the program day; (7) Improved parent communication in both English and Spanish; (8) Adult educational opportunities of interest to 21st CCLC family members.

Research-based strategies: Academic enrichment will be offered to students through project-based learning, using student-centered projects to help improve problem solving and thinking skills and engagement (Berends, Boersma & Weggemann, 2003; Scarborough, Bresnen, Edelman, Laurent, Newell & Swann, 2004; Tsang, 1997). PBLs helps school be more engaging for students, contributes to their learning, builds skills for college and career readiness, addresses standards (Florida Standards), offers opportunities to use technology, is fun for the teachers and the students, supports educational equity and connects students and schools with their communities and the real world (Buck Institute for Education).

5.3 PROGRAM EVALUATION (15 points)

5.3.a Evaluation Plan

Independent Evaluator and Required Qualifications: An independent evaluator will be selected from the district's External Evaluator pool of candidates, who are identified through the OCPS Procurement Department's process to ensure each meets high standards and is qualified to perform an independent evaluation that supports program improvement. When the grant is funded, the Fund Manager will work with the OCPS grants compliance staff and Procurement Services to select an External Evaluator from the pool and to prepare a Scope of Work, deliverables and payment plan for the 21st CCLC external evaluation services agreement. 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 and Timeline: The evaluation plan for the Apopka 21st CCLC Academy program at both schools is designed to answer the questions below using a mixed-method approach that will include collection of both quantitative and qualitative data.

1. To what extent are the program goals and objectives being accomplished?
2. How do stakeholders (i.e., students, parents, teachers, school-based faculty and staff and community partners) perceive the program?
3. What are the successes and challenges in implementing the 21st CCLC grant at Wheatley and Zellwood elementary schools?

The evaluation plan meets the Measures of Effectiveness as described in ESSA:

Evidence-based research that the program or activity will help students meet challenging State academic standards and local academic standards: All activities are aligned with identified objectives that are specified in the Objectives Table. The research base for implementing project-based learning to help student achieve state and local standards is provided on page 7.

Assurance that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures: Each school specified activities that support program objectives and align with content the students are learning in their classrooms and grade-level Florida Standards in ELA, Mathematics, Science, Visual Arts, Performing Arts, Health Education and Career Exploration. Performance indicators and measures are specified in the Objectives Table.

Collection of data necessary for the measurement of student success: Evaluation activities will include planning, implementation, reporting and dissemination.

PLANNING: The evaluation team—Project Director, External Evaluator, Site Coordinators (liaison to principals) and the Project Assistant (designated data staff member)—are responsible to ensure that all appropriate progress monitoring and summative data is collected on each participant, reviewed to guide program improvements, reported to the Florida Department of Education (FDOE) as required and disseminated to key stakeholders. Prior to implementation of the program year, the evaluation team will review the FDOE Deliverables and Performance Metrics chart and objectives to create a shared Evaluation Calendar, identifying what data must be collected by specific dates, reporting due dates and the persons responsible.

IMPLEMENTATION: The Project Director will oversee the Project Assistant, who will be responsible for ongoing data collection for each school, aligned with the required 21st CCLC deliverables and performance measures and the program's Objectives Table measures.

In addition, the external evaluator will make recommendations based on observations, focus groups, data collected and discussions with the program leadership, teachers, students, families and community partners, providing not only quantitative, but also qualitative data for a comprehensive evaluation that reflects the quality of implementation and impact of the program. Results will be used to inform program improvements. The data collection timetable follows.

DATA COLLECTION TIMELINE		
Data	Timeline	Persons Responsible
Lesson Plans/Time Sheets Attendance/Snack Sheets Sign out Sheets/Project-	Submit data 7 days before the 15th of every month.	Project Assistant Site Coordinators

DATA COLLECTION TIMELINE		
Data	Timeline	Persons Responsible
Based Learning Activity Plans Partner Sign In Sheets		
State Standard Objectives		
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
Third-Grade Promotion to Fourth Grade	Mid-year i-Ready assessment, FSA	Project Director Project Assistant Research Office
Applicant Specified Objectives		
Visual Arts	Mid-Year and End-of-Year Rubric Reflecting Select Florida Standards (CPALMS) for Grades 2-5 Visual Arts (Observational Assessment Tool) and Student Portfolios	Project Assistant 21 st CCLC Teachers Overseeing the Visual Arts Activities

DATA COLLECTION TIMELINE		
Data	Timeline	Persons Responsible
Performing Arts	Mid-Year and End-of-Year Rubric Reflecting Select Florida Standards (CPALMS) for Grades 2-5 Theatre and Music (Observational Assessment Tool)	Project Assistant 21 st CCLC Teachers Overseeing the Performing Arts Activities
Healthy Eating Habits, Nutrition	Pre-, Mid-Year and End-of-Year Student Perceptual Survey for Grades 2-5 Reflecting Understanding of Core Concepts Aligned with Select Health Education Standards (CPALMS) and Student Self-Evaluation of Improved Eating Habits.	Project Assistant 21 st CCLC Teachers Overseeing the Health Education Activities
Physical Fitness and Personal Wellness	Pre-, Mid-Year and End-of-Year Student Perceptual Survey for Grades 2-5 Reflecting Understanding of Core Concepts Aligned with Select Health Education Standards (CPALMS) Related to Physical Fitness.	Project Assistant 21 st CCLC Teachers Overseeing the Health Education Activities
Career Exploration	Pre-, Mid-Year and End-of-Year Student Perceptual Survey for Grades 2-5 Reflecting Awareness of Careers that Interest Them	Project Assistant 21 st CCLC Teachers Overseeing the Career Exploration Activities
Adult Family Member Activities	Mid-Year and End-of-Year Parent Perceptual Survey for Adult Family Members of 21 st CCLC Students (Grades 2-5) that Reflect	Project Director Site Coordinators Project Assistant

DATA COLLECTION TIMELINE		
Data	Timeline	Persons Responsible
	Their Self-perceptions of Feeling Better Prepared to Support their Child's Academic Success.	

REPORTING: Reporting on deliverables and performance metrics will include: (1) Baseline data submission; (2) Mid-Year Data Submission; (3) Formative Evaluation Summary; (4) End-of-Year Data Submission; (5) Stakeholder's Survey Data; (6) Summative Evaluation Report; and (7) Federal Data Collection and Reporting. Monthly data will also be reported on attendance, number of participating students, number of participating adult family members, service days and service hours provided for the program, as specified in the Site Profile Worksheets.

DISSEMINATION: Data collected will be shared with the community and key stakeholders:

- Data will also be reported to the **Apopka 21st CCLC Advisory Council** two times a year. The council will include at least two parents, a regular school day teacher from each school, and members of community agencies and the private sector, with a total of at least 12 members, plus the principals, Project Director and External Evaluator. Community Action Team members will be invited to serve on the council. Minutes will be taken and attendance recorded. The council will review current or future program needs, concerns, evaluation results, program operations and sustainability.
- **Students** will be recognized for their efforts, progress and successes among their peers, teachers, parents and the community.
- **Teachers and School Leaders** will be updated through 21st CCLC teacher ongoing communication with school-day teachers, representation on the 21st CCLC Advisory Council; and through North Learning Community principal meetings

- **Parents** will be updated through serving on the 21st CCLC Advisory Council or school community action team, through PTA, OCPS EdConnect (calls parents), school newsletters, school websites, parent activities and 21st CCLC parent-teacher communication.
- **Community Partners** will be updated through community action team meetings, School Advisory Council meetings, PTA, school newsletter and the *Apopka Chief* newspaper.

5.3.b. Measurable Objectives and Assessments

Please see the attached Program Objective's Table.

5.4 APPLICANT'S EXPERIENCE AND CAPACITY (10 points)

Program Administration and Fiscal Management: The School Board of Orange County has served as fiscal agent over 21st Century Community Learning Centers grant applications since the program was federal direct, back in the 1990s. The office of Grants and Special Projects oversees compliance for more than \$133 million in grant funding. The Senior Manager, Compliance, will work with the Fund Manager and Project Director to ensure compliance with all program, district, state and federal requirements.

Program Implementation: Linton Atkinson, Ed.D., principal of Wheatley Elementary, will serve as Fund Manager over the project and will hire the Project Director, Project Assistant and External Evaluator to implement the project in both schools, in collaboration with Franklin Mattucci, principal of Zellwood Elementary. Prior to attaining his doctorate in Educational Leadership, Dr. Atkinson earned a specialist degree in Educational Leadership/Curriculum Design, an M.A. in Liberal Studies and a B.A. in History and English. His prior and current grant experience is extensive, serving as: (1) Fund manager in the final year (2015-16) of a 21st CCLC Extended Learning Day grant at Wheatley Elementary school; (2) Senior Administrator on Assignment at Sadler Elementary helping prepare documentation for their 21st CCLC grant; (3) Principal of Wheatley, managing a \$1 million School Improvement Grant; (4) Manager of a technology grant in Harlem, called Mouse Squad. He prepared and uploaded reports weekly, maintained attendance and kept the principal aware of the progress made throughout the year;

(5) A grant writer on a team that wrote a Citizens School Grant in New York City, an after-school program similar to 21st CCLC, a program that included homework help and extra-curricular activities. Dr. Atkinson was responsible for program evaluations in all of the above grants and, as principal of Wheatley Elementary, oversees program evaluation on school and district initiatives, as reflected in his School Improvement Plan.

5.5 PARTNERSHIPS, COLLABORATION AND SUSTAINABILITY (8 points)

5.5.a Community Notice: Prior to submission of the application, the community was notified of plans to submit the application through the Community Action Teams at each school. In addition, principals surveyed students, teachers and parents regarding interest in the program. Also, plans to apply were included in a legal advertisement and emails to invite nonpublic school participation. The application was placed in each school office for review by the community.

5.5.b Partnerships: The "Apopka Begins and Ends with an A" initiative generated Community Action Teams for each school (28 at Wheatley and 29 at Zellwood elementary schools), representing numerous partners in education. Letters of commitment:

City of Apopka Mayor Joe Kilsheimer and the Apopka City Council commits to the following services for both schools at no cost: (1) Ensure each participating 21st CCLC student learns about bike safety and obtains a bike helmet (a Wheatley student was hit and killed by a car this year); (2) Arrange for police officers to visit the 21st CCLC sites and enjoy positive interaction with the students; (3) Provide an age-appropriate educational presentation at each site on the City of Apopka's Water Conservation efforts with some hands-on learning opportunities (Zellwood is a Green School); (4) Post 21st CCLC children's art in the lobby of Apopka City Hall; (5) Attend special events at the school where 21st CCLC students share their products and results with City of Apopka leadership and officials and hear public officials present on their roles in government, aligned with the college and career readiness objective; (6) Invite 21st CCLC students present to a civic-related plan of action to the city council, one of the planned project-based learning activities; (7) Highlight the successes of the Apopka 21st CCLC Academy program in city communication

venues; (8) Encourage volunteerism in the Apopka 21st CCLC Academy program through a volunteer sign-up event; (9) Provide information on the city's spring, summer and winter camps for youth; and (10) Sustain funding in the upcoming school year for community action team facilitation to further generate building partnerships for the launching and continuation of the program.

City of Life Foundation commits to continue providing the City of Apopka a discount to continue to provide facilitation to community action team (CAT) sessions. They provided sample sign-in sheets that reflect the broad participation of community members in CAT meetings.

Florida Hospital Apopka commits to the following services for both schools at no cost (valued at \$10,896): (1) Train and certify up to 16 teachers in CPR/First Aid during a two- to three-hour session at Florida Hospital's Altamonte Springs training center before the school year begins, at a mutually-agreed upon date; and (2) Offer the *Mission: FIT Possible* program during after-school hours on each site, teaching children to uncover the clues of healthy living. The fun, interactive and comprehensive fit program features nutritional fitness, physical fitness, emotional fitness and restorative fitness. The program also offers online resources for parents. Volunteer facilitators will present the program over sessions on each school site during the school year.

First Presbyterian Church of Apopka commits to both Wheatley and Zellwood elementary schools' 21st CCLC programs to (1) teach lessons about peace and activities that support peace; (2) explore careers in the ministry; and (3) discuss the importance of community and relationships among diverse people and organizations.

New Destiny Christian Center commits to Wheatley Elementary School to: (1) provide mentors throughout the school year to the My Brother's Keeper program which will mentor a selected group of boys in the 21st CCLC program; (2) provide incentives for 21st CCLC *Students of the Week* throughout the school year; (3) assist with sports and arts programs; (4) assist and fund, as needed, assemblies and special functions for the 21st CCLC program.

A Kid's Club, LLC commits to Wheatley Elementary School to offer social enrichment services to 21st CCLC students that enhance students' social competencies.

Devereux Advanced Behavioral Health, a nonprofit behavioral healthcare organization that operates a national network of programs and services to individuals of all ages who have emotional, developmental and behavioral needs, commits to Wheatley Elementary School to provide services that promote and support the emotional and social well-being of Wheatley students participating in the 21st CCLC after-school program.

Lotus Yoga Center commits to Wheatley Elementary School to offer two Yoga classes (and possibly more) per school year for 21st CCLC students. The center will provide Yoga supplies, such as mats and blocks as needed.

Logion International Ministries, Inc. City of Victory Church commits to discuss peaceful citizenship and careers in the ministry.

Zellwood United Methodist Church will discuss the role they have played in the history of the Zellwood community, peaceful citizenship and ministry careers.

5.5.c Collaboration with the Regular School Day

Principals will again be using i-Ready schoolwide in the 2017-18 school year. All students are required to use both the reading and math programs for 45 minutes every week. Students use i-Ready during reading and math center rotations and computer lab time, during the school day and will also be able to use it during their homework help and tutoring hour during the after school program. i-Ready testing will occur three times during the year (pre-, mid- and post-program) to demonstrate progress within their grade levels. Instruction will be based on the i-Ready diagnostic assessments. Students will be recognized for their i-Ready progress on a brag board. During the school day, this has fostered a healthy competition between grade levels as well as students. Using i-Ready during the 21st CCLC program will extend practice time, continuing to help them improve their vocabulary, reading comprehension and math computation. PBLs will align with Florida Standards, as does instruction during the school day. 21st CCLC teachers will report student progress to their school day teachers and classroom teachers will alert the 21st CCLC teachers of the needs of their students for support.

5.5.d Sustainability:

The Apopka 21st CCLC Academy human resources costs do not exceed 80 percent of the Years 1 and 2 budget. Non-consumable resources will be purchased in Years 1 and 2. Community partnerships, fundraising and grant seeking will further sustain the program.

Each of the schools has an exceptional Community Action Team (CAT) composed of all sectors of the school community and Apopka area community, including nonprofits, business, industry, individuals and governmental agencies. The City of Apopka and the OCPS North Learning Community area superintendent brought together CAT members to actively support the students and families of the participating schools and will continue to do so. They continue to build awareness of the need for this free after-school programming will expand their support, as well as ongoing recruitment of new partners in the region. School community members—some who attended these historical elementary school years ago and now their grandchildren or children are attending—are deeply involved as CAT members and bring an understanding and awareness of community needs. The CAT members are jointly committed to the mission that “Apopka Begins and Ends with an A.” The proposed 21st CCLC after-school program was in response to the CAT’s joint community assessment of needs and offers a viable solution for those students with the greatest need for academic and personal enrichment to be successful in school, providing sustainability throughout and even beyond the grant period.

5.6 PROGRAM PLAN (40 points)

5.6.a Target Students

The Apopka 21st CCLC Academy will serve 150 students in Grades 2-5 who attend Wheatley and Zellwood elementary schools and are scoring below grade level on district and state standardized tests. Other strategies to identify at-risk students include a district analysis of **Early Warning Signs** indicators provided to school leaders: attendance below 90 percent, one or more suspensions, academic failure in English Language Arts or Mathematics, and scoring at

Level 1 on State Assessments. Interventions are provided to those students who are identified through the Early Warning Indicators and these students who would benefit from 21st CCLC.

Early Warning Indicators				
Number of K-5 Students Who Exhibit Each Early Warning Indicator				
Elementary School	Attendance Below 90%	One or More Suspensions	Course Failure in ELA or Math	Level 1 on State Assessment
Wheatley	78	14	196	112
Zellwood	62	17	257	132
Number of K-5 Students Who Exhibit 2+ Early Warning Indicators				
Wheatley	111			
Zellwood	138			

5.6.b Recruitment and Retention: An analysis of the students who are scoring below grade level on district and state standardized tests will be made, with priority attention given to students with two or more Early Warning Indicators. Parents of eligible students at each site will be invited to register their child for the Apopka 21st CCLC Academy at an orientation evening, where the requirements of the 21st CCLC program and their responsibilities will be reviewed. Private school students will be recruited through an email to the principals/directors of nonpublic, non-profit schools located in the school zone, including registration requirements, eligibility and program information. Participating nonpublic school children will need to meet the same criteria for participation as public school children and will receive equitable services.

The program will encourage retention of students through implementation of engaging, hands-on project-based learning activities, and through regular student surveys to receive feedback on their interests. Perfect attendance certificates will be awarded to students each month and Student of the Week recognitions will be given. Recognition of student products and

achievement will be ongoing, including showcasing of their work and successes for their parents, teachers, school leaders and the community at large (Apopka City Hall). If a student is not attending regularly, an effort will be made to reach out to their parent to determine the cause and provide referral to family support services, if needed.

5.6.c Student Program Activities

The ***Apopka 21st CCLC Academy*** after-school program will serve a total of 150 second-through fifth-grade students who are scoring below grade level on district and state standardized tests. Through high-energy and high-interest activities, the 21st CCLC program aims to help participating students to: (1) strengthen their academic achievement in English language arts, mathematics and science; (2) expand their knowledge about physical fitness, health and nutrition; (3) experience visual and performing arts; and (4) explore careers, such as digital storytelling and culinary arts. Services will be offered Monday through Thursday until 5:30 p.m. at Zellwood and 6:00 p.m. at Wheatley (extended day).

After a five-minute transition to the cafeteria following the end of the regular school day, students will enjoy a free healthy snack and receive homework help and tutoring by certified teachers during the first hour. They will then proceed to the enrichment activities. Participating students will rotate through their school's planned activities, which integrate curriculum through themes and topics that interest them, offering hands-on, real-world learning experiences that maintain student engagement and enthusiasm (See Sample Weekly Schedules). Highlights of planned program activities that will support the Apopka 21st CCLC Academy objectives follow:

STATE STANDARD OBJECTIVES

OBJECTIVE 1: ENGLISH LANGUAGE ARTS/WRITING: Wheatley: PBL: Digital Storytelling: Students learn about social contributions during the Harlem Renaissance, the first period in the history of the United States in which a group of black poets, authors, essayists and musicians seized the opportunity to express themselves; Students will use new technology to tell the story of these pioneers and artists; PBL: Journalism Education with the *Apopka Chief*. Local

government officials will visit the school; and the Apopka Mayor will feature Bike Safety Week.

Zellwood: PBL: Students will learn about schools in the past and create and then present their own model of a school for the future (Also Obj. 7); PBL: Civic Action: Students will learn how to read local land maps and governmental functions and roles, and then create a child-centered suggestion to create a use of existing space which they will present to a governmental agency (Also Obj. 2, 3, 6b and 7); PBL: Local Heroes: Students will learn about the roles various “helping” agencies work, along with learning about personal and community safety, first aid and fire safety (Also Obj. 3 and 7); PBL: Time to Give Thanks: Students will learn about the various military heroes from the community and create a project to represent their thanks for what has been done for them. Also, exploration of early American colonizers will be explored (Also Obj. 7); PBL: A Peaceful Kingdom: Students learn about the various peace and civic organizations in our community as a way of exploring the lives of those who have tried to make our world a better place (Also Obj. 7).

OBJECTIVE 2: MATHEMATICS: **Wheatley**: PBL: Legos STEAM: Bricks for Kidz: Engineering education activities; Educational games: Kahoot, Cool Math and Chess Club for UCF students; **Zellwood**: PBL: Wild Windy Days: Students will explore wind energy and create kites for flying; Chess Club/UCF students.

OBJECTIVE 3: SCIENCE: **Wheatley**: Orlando Science Center will bring PBL experiences to the school and support Love your Heart and Build your Mind activities; Central Florida Zoo will visit the school throughout the year and introduce units on animals, as well as give students an opportunity to interact with them; Students from area high schools will be invited to share or demonstrate their agriscience projects; **Zellwood**: PBL: Food and Beverage: Students will learn about how the milk they drink during the school year goes from farm to table. Exploration of a local dairy plant and careers will also be discussed. **OBJECTIVE 4a: THIRD GRADE**

PROMOTION: **Wheatley and Zellwood**: Tutoring services in ELA, Math and Science will help prepare third-grade students to pass the FSA and be promoted to fourth grade. The Minority

Achievement Office special services (not paid for out of the grant) will be supporting some students during 21st CCLC tutoring time with specialized support.

APPLICANT-SPECIFIED OBJECTIVES:

OBJECTIVE 5a: PERSONAL ENRICHMENT – VISUAL ARTS: Wheatley and Zellwood:

Painters of diverse racial and ethnic groups will be invited to the school to share their experiences in the visual arts and their careers as artists.

OBJECTIVE 5b: PERSONAL ENRICHMENT – PERFORMING ARTS: Wheatley and

Zellwood: PBL: Love for the Arts: Students will learn about music (especially Jazz) and art, along with how they have shaped our world. Poets, authors, local musicians and other performers will participate in activities, including a local Jazz and Art Festival (Also Obj. 7).

OBJECTIVE 6a: PERSONAL ENRICHMENT 2 – HEALTH EATING HABITS: Wheatley and

Zellwood: Florida Hospital staff will engage students in Mission FIT, an interactive, age-appropriate program that focuses on FOOD (nutritional fitness), MOVE (physical fitness), MOOD (emotional fitness), and RECHARGE (restorative fitness).

OBJECTIVE 6b: PERSONAL ENRICHMENT 2: PHYSICAL AND PERSONAL WELLNESS:

Wheatley: In this physical education activity, students will study how basketball affects their physical fitness and health. Students will learn about their heart rates and blood pressure, the importance of drinking lots of water and teamwork, while learning about how to play the sport. A Yoga instructor will teach students about the importance of exercise and breathing effectively to support their mental and physical health. Rhythm Tech's **Drumming for Wellness** explains the health benefits of drumming and teaches participants how to use drumming to reduce stress, lower blood pressure, reduce pain, and promote relaxation, meditation and wellness.

Zellwood: Also Rhythm Tech's **Drumming for Wellness**; PBL: Love Your Heart, Love Your Smile: Students will learn about heart and teeth health, health organizations and their careers, as well as how to perform life-saving skills (Also Obj. 1, 3 and 7).

OBJECTIVE 7: DROP OUT PREVENTION/CAREER READINESS: CAREER EXPLORATION:

Wheatley: A STEAM and Fire Prevention Safety activity will introduce students to the heroes of our fire department. Journalism activities with the *Apopka Chief* will introduce students to communication careers. Engineers and construction workers will enhance Bricks for Kidz.

Zellwood: The Zellwood Fire Department will speak with the students about fire safety and talk about careers in the field. The Orange County Sheriff's Office will speak with students about personal safety and about careers in their field. Local veterans will present on their experiences and talk about careers in their field. Chefs/bakers will present on the Culinary Arts and careers.

OBJECTIVE 8: ADULT FAMILY MEMBER SERVICES

5.6d Adult Family Member Program Activities:

Wheatley will offer the following adult family member program activities: (1) Orientation for 21st CCLC adult family members to learn about the requirements of the program and planned activities (one two-hour session); (2) Health and Wellness (two two-hour sessions); (3) Conscious Discipline (three 1.5-hour sessions); (4) Parent Academy (three 1.5-hour sessions); and (5) English Speakers of Other Languages (ESOL) (three one-hour sessions). Total: 12 sessions and 18 hours.

Zellwood will offer the following adult family member program activities: (1) Orientation for 21st CCLC adult family members to learn about the requirements of the program and planned activities (one one-hour session); (2) Parent Academy (two 1.5-hour sessions); (3) Effective Discipline (two 1.5-hour sessions); (4) ESOL classes (four one-hour sessions); (5) Helping Your Child Prepare for FSA (one one-hour session). Total: 12 sessions and 14.5 hours. 21st CCLC teachers will accompany 21st CCLC parents/adult family members to activities.

5.6.e Staffing Plan and Professional Development: **Wheatley and Zellwood principals -**

Oversee the Apopka 21st CCLC Academy implementation at their schools. **Fund Manager –** Wheatley's principal will serve as Fund Manager, overseeing the grant expenditures and ensuring alignment with district, state and federal requirements. Working closely with the Zellwood principal, he will hire an enthusiastic and capable Project Director to support the

programs at both sites, as well as a Project Assistant (data collection) and External Evaluator.

Project Director – Oversees program implementation and data collection at both sites, with the support of a Project Assistant. Keeps principals informed and reports out to the 21st CCLC Advisory Council and other key stakeholders. Ensures that all requirements of the program are met and reaches out to principals to remove any barriers. **Project Assistant** – Reports to the Project Director and is responsible for data collection, working with the Site Coordinators, one at each school site. **Two Site Coordinators** – Oversee 21st CCLC site at their school; recruit and lead teachers working in the program to ensure teacher-student ratios are maintained; serve as the Collaboration Liaisons with regular school day teachers in support of each 21st CCLC student; collect data, as required by the program, and provide it to the Project Assistant in a timely fashion; ensure engaging PBLs are implemented, aligned with the grant application, and seek additional activity opportunities for the program as they may arise over the school year; ensure any absences among 21st CCLC teachers are covered by a back-up pool of certified teachers. **21st CCLC Teachers** (at least six per site) - Provide tutoring services and offer academic and personal enrichment activities or assist the Site Coordinator in overseeing their implementation, working with vendors, community volunteers and partners. **Paraprofessionals** (at least two per site) – Receive the students to the program, assist with sign in by students and partners, help receive students on early release day for a healthy snack and to begin their homework until teachers are released from their regular duty day. **External Evaluator** will work closely with the Project Director as determined by the Scope of Work agreement. All 21st CCLC staff and contractors will be cleared through a Level II background screening. Volunteers that assist more than 10 hours per month must also be cleared through a Level II background screening. The teacher to student ratio will be 1:10 during tutoring and academic activities and 1:15 for other enrichment activities. Florida Hospital agreed to provide free training to certify 16 teachers in CPR/First Aid, before the school year begins. The Project Director and one Site Coordinator from each program will attend the 21st CCLC state conference July 24-26.

Professional development in project-based learning will be offered, as needed.

5.6.f Program Center(s): The Apopka 21st CCLC Academy will run from August 21, 2017 through May 23, 2018 at both sites for a total of 139 service days. When the school day ends, all 21st CCLC students at will be directed to their school cafeterias, where they will sign in, be received and welcomed. In addition to the cafeteria, school classrooms, media centers, computers and athletic fields/facilities will be accessible.

Wheatley Elementary School is located at 1475 Marvin C. Zanders Ave., Apopka, FL 32703. Wheatley'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 21st 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. **Zellwood Elementary School** is located at 3551 Washington Ave., Zellwood, FL 32798. Zellwood's school day ends at 3:00 p.m. on Monday, Tuesday and Thursday and 2:00 p.m. on Wednesdays (early release day). A total of 80 21st CCLC students will transition to the cafeteria to begin their after-school programming at 3:05 p.m. and will extend to 5:30 p.m., totaling 10.68 hours of services per week.

5.6.g Safety and Student Transportation

Arrival at the program: There is a strict check-in policy at both schools. Each student is led to the cafeteria by their grade level teacher to their team leader. The students are then checked in by their team leader and given a snack. If a student does not arrive to the program, the team leader calls the front office to find out if the student was absent or left early. **During the program:** Students will be walked in groups and periodic head counts will be taken regularly. Teachers will be present in all program areas throughout the afternoon to maintain a positive school climate and ensure the safety of all students. Teachers will proactively address any potential inflammatory situations to create an environment where all students feel safe and respected. All facilities remain locked throughout the day and visitors, including parents and adult family members, must ring the buzzer to be let in by a school staff member in the front

office. Visitors must sign in and receive a badge to enter campus. **Dismissal from the program:** To ensure safety for students at the end of the 21st CCLC program day, bus transportation home will be provided for all students. All teachers will accompany 21st CCLC students to the bus loop. Parents will identify if their child will be transported by bus, car or walk. Only pre-authorized adults may pick up a child and must show identification before the child is called for dismissal. The list of approved persons who may pick up a child will be readily available at the sign-in station. Parent-approved walkers are escorted by a team leader to the nearest corner and or stop sign in a group.

5.6.h Dissemination Plan: Information about the 21st CCLC program will be disseminated in understandable and accessible formats, including in Spanish and English, online and in paper format. Information will be shared during Meet the Teacher, Open House, PTA/SAC meetings, through the school marquee, newsletters, the OCPS Connect Orange telephone system and informational flyers distributed to families and nonpublic schools. Informational sessions for stakeholders will be held at each site covering program requirements and activities. 21st CCLC teachers will update parents and school-day teachers on student progress, and program updates will be provided at family events. A 21st CCLC program website will be maintained on each school's Internet site and updated monthly with a link to the award letter, program objectives, activities and photographs. 21st CCLC staff will showcase student work.

5.7 Budget: Grant funds will support teacher hourly pay for 21st CCLC staff, including the Project Director, Project Assistant (data), External Evaluator, two Site Coordinators (collaboration liaisons), 12 21st CCLC teachers and four paraprofessionals to maintain a 1:10 ratio of teachers to students for academic and 1:15 for other activities. Funds will pay for resources necessary to implement the proposed student and adult family member activities, professional development for 21st CCLC teachers and bus transportation. Administrative fees do not exceed six percent (include indirect costs) and evaluation fees do not exceed five percent.

Please see the budget narrative for a detailed description of the proposed expenditures.