3.1 Project Summary

UCP Charter Schools of Central Florida (UCPCFL) proposes to provide learning opportunities for a disproportionate number of students with disabilities attending the following three Title 1 elementary schools: UCP Pine Hills Elementary Grades PreK-5, UCP West Orange grades PreK-5, and UCP Downtown/Orange Charter Grades PreK-5. The purpose of the proposed 21st CCLC Afterschool Program EXCEL (Extending Children’s Experience and Learning) is to provide high-quality, hands-on academic and personal enrichment through Reading/ELA, Science, Technology, Engineering, Art, Mathematics (STEAM), Character Education, Health & Nutrition, and Physical Activity to 40 students at each host location (a total of 120 across three sites). Improving literacy, financial management, and workforce employment will be a focus during parent engagement opportunities. Approximately 75% of the students will be students with an IEP/disability including cerebral palsy, Down Syndrome, visual impairment, hearing impairments and autism. Summer site operations will host 20 students per site. Students will be engaged in activities such as STEAM, robotics, engineering, arts, theater, and public service announcements, as well as local field trips to the public library.

UCPCFL proposes to operate the 2018-19, 21st CCLC EXCEL program for 171 days during the school year (including two Saturday field trips), 20 days during the 2019 summer, 11 days during the holidays for a total of 202 days of operation between September 2018 and July 2019. The hours of operation will be Monday – Thursday, 2:30pm – 5:30pm directly after school at all three sites. Based on the significant unique needs of students with disabilities that will be attending the CCLC EXCEL program – staffing will be a much high ratio than a typical site. Staff to student ratio will be 1:5/6 for both the academic components and personal enrichment components. Student enrollment criteria include students in grades K-5 with priority for students: (1) enrolled in grades 2-5; (2) from low-income or disadvantaged families; (4) at risk of not being
promoted to the next school grade. This program will be implemented by committed and dedicated regular school day staff trained in Project Based Learning.

The program will also serve actively participating student's adult family members. The goal is to offer adult family members of students served opportunities for increased knowledge of available community resources, computer classes and workshops to aid parents in locating student information that will assist them in supporting the educational goals of their student.

3.2 Community Notice and Needs Assessment

3.2a. Community Notice

In August 2018 a meeting was held at UCPCFL that included announcing the upcoming RFA as well as providing information to school administrators as to the ability/qualifications for their eligible students to participate in the 21st CCLC program. An announcement was also placed on the UCPCFL website. A copy of the approved application will be posted on the UCPCFL website and available to the public within two weeks of receipt of the award.

Advisory Board

Each site will establish an Advisory Board that will meet at least two times per year and consist of at least two parents, two students, and one regular school day teacher and members of the community. The goal of the Advisory Board will be to discuss current or future program needs and/or concerns, program operations and sustainability. Attendance and minutes will be kept during meetings and provided to the Project Director.

Collaboration with Private Schools

An informational conference call meeting was held to inform area private schools as to the programs their students may qualify to participate in (including the upcoming 21st CCLC
program) and provide opportunities for feedback/ideas on the proposed program. The Project Director will continue to provide Private Schools information about the 21st CCLC Program.

3.2.b. Needs Assessment

The communities where these schools reside are area of extreme needs with low income/SES areas, high crime and a significant minority population. All are currently Title I schools with 75-90% eligible for free/reduced lunch. Additionally, these schools have a significant number of students with a range of disabilities and other environmental challenges that hinders their ability to reach their fullest potential. Every child has the right to an education and a life without limits. In a nation that values equality, educational opportunities for students with disabilities still is lacking. The Civil Rights movement of the 60’s was a precursor to legislation protecting the rights of children with disabilities to a public education. Many students with complex learning needs have been denied access to opportunities which foster academic success, based upon the erroneous assumption they could not benefit from traditional instruction. Outcomes for students with disabilities continue to be dismal. Nationally 25% of students with disabilities perform at or above a Basic level on the NAEP in Mathematics compared to 69% of students without disabilities and 37% of students with disabilities perform at or above the Basic level on the NAEP in Reading as compared to 78% of students without disabilities. After care and summer services are particularly difficult for these families to access as most providers will not accept students with disabilities in their programs. The future for a young person with a disability versus their peers without a disability is poor unless additional supports and services are made available to them. The dropout rate for students with disabilities is approximately twice that of general education students. “For the class of 2013, . . . the nation’s overall graduation rate reached 81 percent, although students with disabilities lagged 19 percentage points behind. In Florida, 76 percent of the class of 2013 graduated with a diploma. Special education students in the state
graduated at a rate of 52 percent, trailing their peers by 24 points.” (Education Week, May 29, 2015)

UCP has been providing after care and summer enrichment services at these campuses for over 20 years and has been providing services in the community for over sixty years.

The needs assessment was comprehensive and utilized the most recent data available from the United States Census, Florida Department of Education Accountability and Assessment data, School Strategic Plans and survey results from school stakeholders, such as students, parents, and school staff. School personnel were asked to collaborate with students and parents to come up with ideas to help address issues identified through the needs assessment. As a result, school administrators, parents, students, and potential partners unanimously agreed that a well-planned 21st CCLC program would help to address many of the unmet needs identified by the needs assessment.

Teachers & school administrators identified a critical need for additional academic support in English language acquisition, science, mathematics, English/Language Arts (ELA), and career exploration. Parents and family members reported a need to assist students with homework, provide English classes, identify ways to spend quality time with their kids, motivate their children at home (e.g., to complete school work) and vocational job skills training. Students requested more enrichment activities with project based learning components such as: video game design and coding, sports, dance, theatre, competitive music, and computer/technology (i.e., build computers from scratch).

Data gathered during site visits will be used to guide continued improvement at each site. Ongoing student enrollment and efforts to offer continuous enrollment will continue to be addressed as students are solicited for other programs and extracurricular activities. Decreasing student attendance will be addressed by offering innovative, hands-on lessons and activities that will peak their interest and keep them enrolled. Ongoing difficulty with parent
attendance and involvement will continue to be addressed through phone, email, face-to-face contact, family engagement sessions and workshops.

Continuing improvement will also be a focus of the evaluation team and as evaluations progress, assessments and suggestions will be given to UCPCFL by UCF PEER. This affords the program a full breadth of evaluative services as each site will provide ongoing self-evaluation, the Project Director will provide site and overall program evaluation and the evaluation team will provide data analysis for site and overall program improvement.

3.3 Dissemination of Information

UCPCFL will post 21st CCLC information on the UCP Charter School website with a specific tab for the 21st CCLC program with all required component. Each individual school will also post 21st CCLC information on its school website. The website will be available within one month of the beginning of the program and updated at a minimum of two times per year or if the required program information changes. UCPCFL will also send out press releases through its public relations office when appropriate. When necessary schools when send alerts to parents through the call system and/or social media. UCP has a Sr. Director of Marketing and a house marketing staff who are available to ensure compliance with above.

3.4 Target Population, Recruitment and Retention

The target population will be 120 students (40 at each campus), PreK – 5th grade at UCP Pine Hills Charter School, UCP West Orange Charter School and UCP Downtown/BETA Charter School. 100% of students UCP serves are at-risk, low-performing students who have exhibited discipline or attendance problems and are eligible for the services set forth in Section 1003.53, Florida Statutes. 100% of the students at these campuses are considered economically disadvantaged and live in high crime areas. 90% of the students at UCP Downtown/Orange Campus are minority, 64% of the students at UCP West Orange are considered minority and
97% of the students at UCP Pine Hills are considered minority. 75% of these students have a disability/Individual Education Plan (IEP). The UCP Downtown Campus also includes an on-site program for 60 Teen Mothers and their high-risk babies.

UCP 21st CCLC will identify students in most need of support using school’s IREADY student assessment data. Academic programming from Tier 1 homework help to Tier III intensive academic support will be provided along with the enrichment activities to targeted students.

**Recruitment and Retention**

Each site will advertise their 21st CCLC program year-round on campus and to their families. Each 21st CCLC program site will also offer year-round, open enrollment for recruitment purposes. Program and enrollment information will be available on the school web page, UCP charter school web page ([www.ucpcharter.org](http://www.ucpcharter.org)) and social media. Information will be sent home to parents via students periodically throughout the year and during any orientation events. Activities offered during the 21st CCLC programs are geared to meet the students’ interest and needs while also being innovated and hands-on; thus, keeping the students happy and interested. When a student is absent from the program the Site Coordinator will contact parents to find out why and offer any solutions if needed. All efforts will be made to retain current students and ensure their attendance year-round. Students will sign in and out each day.

**Collaboration with the Regular School Day**

*It should be noted that each program hires its staff from the regular school day staff; thus, increasing the knowledge of each student and the collaboration with the regular school day.* Utilizing regular school day staff to staff the 21st CCLC program also increases the ability of the program to meet the needs of the students and families due to the increased knowledge and communication from all stakeholders.
21st CCLC will be on the agenda during periodic regular school day staff meetings and allow for Q&A and feedback regarding concerns or suggestions for the program. Regular school day staff will routinely (informally) meet with Site Coordinators face-to-face, speak with on the phone and trade emails regarding the needs of specific students. 21st CCLC Site Coordinator and Staff will be posted at each site allowing all regular school day teachers to access to those within the program. Examples of communications are: homework needs, specific content knowledge review request, and information regarding home life and/or specific situations.

3.5 Times and Frequency of Service Provision for Students and Adult Family Members

UCP 21st CCLC will offer services after school, during school breaks and summer breaks. The schedule was designed based on feedback of the needs of targeted students and their families.

After School Program will operate for 3 hours a day, Monday to Friday (171 days). Eleven “school holidays” and 20 Summer Days will be operated for 6 hours per day. The Site Profile worksheet will provide additional details.

3.6 Program Evaluation

UCPCFL proposes to utilize the UCP Program Evaluation and Educational Research Group (PEER) as the program evaluation team. PEER will be the evaluation team for all the 21st CCLC programs operating at UCP Charter School sites. UCF Program Evaluation and Educational Research Group (PEER), established in 2003, became a service center in 2009. The mission of PEER is to provide cost-effective program evaluation and related educational research and reporting services to support community agency programs and other sponsored programs conducted both within and outside of UCF. PEER has extensive experience, successfully evaluating over 23 federally funded projects. Evaluations of federal grant programs conducted by PEER include projects sponsored by the National Science Foundation (NSF), the
U.S. Department of Education, the U.S. Department of Justice, the U.S. Department of Labor (DOL), the National Aeronautics and Space Administration (NASA), and others. In addition, PEER is dedicated to improving performance and outcomes while ensuring financial responsibility as required by the Office of Management and Budget’s (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

Currently, PEER is involved in the independent evaluation of over $13 million in funded grant projects, including a $744,236 U.S. Department of Health and Human Services (HHS) Substance Abuse and Mental Health Services Administration (SAMSHA) grant funded to the School District of Osceola County.

**Evaluation Plan**

**Continuous Improvement:** Evaluation will use the Continuous Improvement Model (CIM), a quality based approach used within educational settings that is effective for reducing achievement gaps. It focuses on individualized assessment using formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, adjust activities that have no value, and increase emphasis on program objectives and outcomes. Evaluation is conducted formatively and summatively to provide formal reports about processes and outcomes. The evaluation provides a structure for generating information needed for ongoing program/activity refinement, assessing progress in meeting outcomes, documenting and analyzing how the model works in practice, and documenting and analyzing changes in targeted student’s actions, attitudes, knowledge, and performance.

**Evaluation Support and Training:** Provide ongoing evaluation training and assistance regarding baseline and follow-up data collection, selection of data elements, data storage, evaluation
planning, development of recommendations under CIM, and use of evaluation findings for planning and revising program activities.

Data Collection and Survey Support: The following data will be collected to assess project objectives and performance. Formative data includes: student enrollment and daily attendance (monthly); attendance counts at parent events (monthly); school grades in ELA, mathematics, and science (quarterly); Benchmarks in ELA, mathematics, and science (quarterly & annually); state standardized assessments in ELA, mathematics, and science (annually); student attendance (regular school day: absences & tardiness) (quarterly); and behavior and discipline data (quarterly). Summative data to collect during the project period may include: stakeholder (student, parent, and program staff) input (annually); stakeholder quality survey (annually); and professional development (staff) surveys (annually). Using the data, the following reports will be submitted as requested: 1) baseline data and baseline update submission; 2) mid-year data submission; 3) formative evaluation summary; 4) evidence of program modification; 5) stakeholder survey data; 6) end-of-year data submission; and 7) summative evaluation reports. During years one, three, and four, a brief evaluation report will be submitted; the comprehensive report will be submitted annually during years two and five.

On-Site Evaluation Visits: Provide at least two site-visits per year, wherein each program site will be visited at least once per year. An interim improvement report will be completed exclusively based on observations and data gathered during each site-visit twice per year.

Mid-Year Data Submission: The mid-year data submission will be completed based on data collected during the Fall enrollment period and include a review of objectives. UCF PEER will prepare reports for the mid-year data submission as required by the Florida Department of Education in the format provided by the 21st CCLC Administrative Team.
Formative Evaluation Summary: The formative evaluation summary will be completed based on mid-year data collection findings regarding progress toward achieving program objectives. UCF PEER will prepare reports for the formative evaluation summary as required by the Florida Department of Education in the format provided by the 21st CCLC Administrative Team.

End-of-Year Data Submission: The end-of-year data submission will be completed based on data collected throughout the entire program year and information collected during site-visits and will include a review of objectives, enrollment and participation rates. UCF PEER will prepare reports for the end-of-year data submission as required by the Florida Department of Education in the format provided by the 21st CCLC Administrative Team.

Summative Evaluation Report: UCF PEER will prepare the summative evaluation report and provide a summary that includes the following: annual evaluation findings pertaining to student attendance and enrollment rates; achievement of program objectives; teacher surveys on each student; student and parent satisfaction surveys; and changes recommended for programming, operations, or data collection. This report will encompass the prior academic year and the immediately preceding summer programming. UCF PEER will prepare reports for the summative evaluation report as required by the Florida Department of Education in the format provided by the 21st CCLC Administrative Team. This report will be disseminated to all UCPCFL stakeholders via email and posted online for the public on the UCPCFL webpage.

Feedback and Debriefings: The process for sharing and distributing information will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. Feedback will include written evaluation reports, and teleconferences (when requested). During these meetings, current data trends and operations will be reviewed with a focus on program improvement and immediate refinement.

Refinement: UCF PEER will assist in refining and addressing any identified concerns.
Data Submission: UCF PEER will provide assistance and oversight of the federal online submission of 21st CCLC data. UCF PEER will also provide assistance in submitting any necessary data to the Florida Department of Education.

3.7: Approved Program Activities

The 21st CCLC EXCEL program will serve the UCPCFL student population of students primarily identified as students with disabilities. Academically, this program will provide additional high-quality time connected to Florida Standards in the areas of Reading/ELA, Mathematics, and Science and instruction/projects that integrate these contents (STEAM). This will be facilitated, in part, by hiring site-based personnel to continue the relationships formed with students, adult family members, and staff; extended relationships will yield impactful learning experiences aligned to individual student needs (differentiation) as well as the 21st Century goals embodied in the EXCEL program. To serve both adult family members and the students enrolled, staff hired will be Effective or Highly Effective as measured by the LEA’s evaluation system, highly qualified, and members of the designated site’s instructional team. Based on the unique and intense needs of the students with disabilities, staff ratios will be held at 1:5/6 - 10 for academic for personal enrichment activities. Such ratios will make it possible to meet the needs of the students while still reaching out to the families of participating students.

UCP Charter Schools are currently providers for the National School Lunch Program. This program will serve snacks for after care and breakfast/lunch and snacks during school holiday and summer program.

Each site will utilize Project Based Learning (PBL) activities and personal enrichment sessions that focus on increased knowledge in Language Arts/ELA, Mathematics, Science, Art and Culture, Healthy Lifestyle Choices, and Physical Activity with an academically rigorous, hands-on format that promotes acquisition and application of the following complex 21st Century
skills: (1) Collaboration, (2) Communication, and (3) Critical Thinking/Problem Solving. Student enrollment criteria includes grades 2-5. Over 80% of the students served at the three (3) designated UCPCFL sites and eligible for participation in the EXCEL program are identified students with disabilities, come from low-income or disadvantaged families, and are deficient in meeting proficiency criteria for both State tests and local criteria for advancement to the next grade. All students meeting the enrollment criteria will be allowed access to the program and no student will be excluded based on disability, gender, race, or ethnicity.

Aligned to the philosophy and educational structure of UCPCFL, all learning will be conducted in an inclusive environment, reflecting both a least restrictive environment for students with disabilities, and a focus on achieving the same standard for all students, albeit in a modified learning structure for those whose disability requires accommodations. The Individual Education Plan (IEP) which exists for some students in the program will be incorporated into the instruction of the after-school EXCEL program to provide the needed services for students. Specialists on staff at the school and UCPCFL leadership (school based staffing specialists, arts, math, science, and language arts specialists, social workers, therapists, and Directors for Exceptional Student Education, K-12 curriculum, early learning, and assessment) will be utilized as trainers for staff, coaches, specialists to model lessons, presenters for areas of expertise, and mentors for both teachers and students.

Key components of the after-school EXCEL program will include, but not be limited to:

- Project based learning (PBL) as the vehicle for delivery of content
- Identification of specific and individual deficiencies in ELA State and local standards through use of iReady diagnostic data
- Identification of specific and individual deficiencies in Mathematics State and local standards through use of iReady diagnostic data
- Differentiated instruction and tutoring based on diagnostic data in ELA and Mathematics
• Focus on ELL student language development through emersion and grouping support

• STEAM activities designed to both provide opportunities for students lacking in experiences as well as developing an understanding of the integration alignment of the STEAM contents in academic and everyday life

• Social-emotional and physical activities to develop understanding of personal needs and growth and habits for healthy lifestyles

• Experience with technology, assistive technology, and exploration into areas of appropriate social media

• Focus on attendance and programs to educate and divert students from drugs and violence through partnerships with local law enforcement agencies, community professionals, and motivational speakers and programs

• The EXCEL Program PBL activities will be implemented based on a selective release timeline to provide adequate time to become familiar with the new content knowledge and assimilate the knowledge to apply it to a product. The timeline for activity focus and implementation is:

  • **Quarter 1:** PBL activities will focus on introduction of new knowledge in the areas included in the EXCEL core units and knowledge acquisition and practice with instructor guidance.

  • **Quarter 2:** PBL activities will focus on application of the knowledge assimilated in the EXCEL core units and guided application to a “trial or test” project to allow students to take risks practice with the content knowledge.

  • **Quarters 3 and 4:** PBL activities will focus on synthesis and creation of individual student projects in the EXCEL core units with coaching and guidance from mentors, peers, and/or the instructor.
Core units in the PBL activities include, but are not limited to:

1) VEX and/or LEGO Robotics which will integrate STEAM through use of LEGO robotics kits and extension kits. Students will complete the construction of a LEGO robot to master the elements of robotics, integrating STEAM principles. Completion of the student robots will be exhibited as part of a parent, family, and community event where students will meet, display, and explain their projects.

2) Ecosystem gardening and/or aquatic activities allowing students to research and design projects inspired by the local ecosystem such as designing a garden plot to scale and planting appropriate plants or developing an aquatic system appropriate to the area and research.

3) Social development using selected social media (website, blog, Instagram) integrating ELA strategies to teach students how to appropriately express themselves for various audiences. Upon completion, students will display and present their projects; selected projects may be adopted and used by the school.

4) “Mathematically Speaking” activities designed to focus on math and engineering applications in the real world through problems students will work through. Focus will include architecture in the area, current road construction in Orlando, proposals to remodel or renovate a portion of the school with a budget, and projects that emerge as the year moves along.

5) Physical activity and skill building through low impact team sports allowing students to learn the basic rules of the sport, safety procedures, and sportsmanship. Examples of sports that may be included are: softball, volleyball, kickball, tennis, golf, cycling, shuffleboard, badminton. The local area has several professional teams. Activities will include both attendance at event(s) and speakers from the local teams.
6) “Stand and Deliver” using the current research on standing and movement rather than sitting to accomplish work with stand-up desks, alternative seating environments and options for student choice, and an activity break each hour (sit for 60, move for 3).

7) “The Artist in Me” utilizing area professionals, including the partnership already established between UCPCFL and VSA of Florida, an organization dedicated to art instruction in various mediums for individuals with disabilities. Additionally, art program specialists in Dance, Visual, and performing arts on UCPCFL staff will oversee, plan, and conduct programs in various mediums and genres to encourage artistic thought and perspective. Alignment between art and the contents of math, ELA, and science will be highlighted and students will create their own art in the medium of their choice which includes visual art, fine art, dance, drama, and music. Art will be auctioned at a year-end Artist in Me presentation and auction held at a collaborative family and community event. Winning pieces will win the “Superintendent’s Award” and will be displayed in the winning student’s school and will be presented at adult family events or community events as appropriate.

**Adult Family Member Program Activities**

Each site identified in the 21st Century EXCEL program will offer six adult family member sessions/workshops throughout the year that will substantive, meaningful, and ongoing. In addition to the topics covered in the EXCEL program and the events that have been created to highlight and celebrate the student learning in these activities (as referenced above), session topics will focus on areas research and needs indicate are critical to parent support of student learning as well as personal and professional development of adults.

Such areas will include, but not be limited to:

- Computer literacy, resume building, interview/job search skills, and GED programs
• Resources available through the public library and the University of Central Florida partnership
• Community resources presentations such as United Way and others to provide information on available resources
• Financial information and management strategies
• Available resources and strategies to assist parents in skills and standards students are responsible for mastering. Assistance will include teaching parents the skill as well as providing ways to support the learning.

These sessions/workshops will be facilitated by staff or community partners/volunteers. Each activity will track attendance and survey/pre-post as applicable.

3.8 Applicant’s Experience and Capacity

UCPCFL is a part of the national network of affiliates. CPCFL is a Florida LEA and has with more than 20 years of experience in planning, developing, and operating high quality, award winning grants. The administrative capabilities of UCPCFL to manage grant funds are extensive as they currently successfully manage annually more than $2 million in grant funds that support its network. UCPCFL receives federal funding through Title I, Title II, UNiSIG, and IDEA from the State of Florida Department of Education. UCPCFL team has experience to ensure that the program operates within the financial parameters of the approved budget and complies with all pertinent rules, laws, and regulations associated with the grant. UCPCFL accounting procedures follow the General Accounting Standards Board (GASB) guidelines and are maintained utilizing the “Financial and Program Cost Accounting UCPCFL 21st Century Community Learning Centers. UCPCFL will support the program to ensure all expenditures are reported correctly and will reconcile records with the Department of Education in a timely manner. Annually, an independent audit will be conducted to ensure public funds are managed in compliance with fiscal regulations and guidelines.
3.9 Staffing Plan and Professional Development

3.9.a. Staffing Plan

Staff Positions and Responsibilities:

Principal Investigator (in-kind position) - Dr. Ilene Wilkins has been with UCPCFL for 23 years and will serve as the 21st CCLC PI. Dr. Wilkins has over 25 years of experience working with students with and without disabilities and their families in multiple states and in both educational and non-profit organizations. As the longest tenure CEO at UCP, Dr. Wilkins has led the expansion of the organization from an organization serving 100 young children with cerebral palsy to a $28 million multi-faceted organization serving 3,500 children. Dr. Wilkins has served as the lead on five Federal Charter School Start Up Grants and as the PI on a Florida Department of Education Instructional Best Practices (IBP) Dissemination Grant assisting other Charter Schools to serve students with disabilities and two additional Foundation Grants (Early Years = Healthy Years and Keeping All Children Safe). Dr. Wilkins has served as a national and statewide leader in the field of disabilities and education including appointments by several Florida governors as the Chairman of the Florida Interagency Coordinating Council for Infants and Toddlers with Disabilities and holds a doctorate in Exceptional Education

Project Director: This position will be hired upon notification of the grant and will have a Florida Teacher Certification and a minimum of 3 years of experience managing a 21st CCLC grant or similar project. The Project Director will ensure UCP Charter School data, equipment and personnel needed to successfully implement the 21st CCLC program are established. The Project Director will be the primary contact for FDOE for all matters related to the program. The
Project Coordinator will train School Administrators and Site Coordinators in all aspects of the program and deliverables and will be responsible for managing the program and budget.

Site Coordinator/ Certified Lead Teacher: Duties to include 21st CCLC program coordination, scheduling, budget reporting, coordination with charter personnel (ex: food service, project coordinator), direct student contact, parent involvement, attend appropriate trainings and seminars. They also will be responsible for collection and maintenance of all data including attendance and assessment data and be the collaboration liaison. Site coordinators are also be Medical Readiness trained. The Site Coordinator and School Administrator will receive training from the Projector Director. They will be Certified (Florida Teaching Certificate) teacher to provide assistance to students with homework help, program assistance (Site Coordinator backup) / direct instruction, collecting, assembling, composing and assisting with program lesson implementation and project plans. Teachers hired to staff the program will be staff currently at the host site and hold a current Florida Teaching Certificate and responsible for implementing academic activities, and facilitating PBL activities. Program Assistants will be staff currently at the host site and if instructional they must hold a current Florida Teaching Certificate and be highly qualified in the content area of their instruction; if non-instructional, contracted personnel or volunteer they must be highly qualified in the content area of their instruction. They will accompany students on field trips with the site coordinators and provide homework assistance as well as personal enrichment services such as: dance, archery, Tae Kwon Do, health/wellness, technology and sports.

An Arts Integration and Robotics Specialists will work directly with the UCP CCLC students to provide instruction in performing/visual arts and robotics/coding as well as supervise university student and other volunteers. They will provide 3 hours of support per week at each campus.
All UCP staff are currently first aid/CPR trained and background screened through a Level II Background screening through the School District. Volunteers that assist more than 10 hours per month will be Level II Background screened.

3.9.b. Professional Development

Per the RFA, the Project Director and one program staff member will attend the statewide Fall 2018 training. Upon award of funding, district PBL training (8 hour) will be scheduled and eight program staff members (including Site Coordinator, Lead Teacher and Teachers) from each site will attend. Once completed, funding has been budgeted for ongoing, quarterly PBL professional development. Professional development information, topics, dates, times and staff sign in/out will be kept and sent to the Project Director for deliverable purpose. The University of Central Florida and other partners will provide in-kind professional development

3.10 Facilities

The UCP 21st CCLC will be hosted at three sites – UCP Pine Hills, UCP Downtown/Orange and UCP West Campus. As required by law (402.305(5), F.S.), each school follows standards set forth by Florida Building Code, State Requirements for Public Educational Facilities, and the Florida Fire Prevention Code. The facilities are in compliance with architectural accessibility regulations and codes, including those of the ADA Accessibility Guidelines. Each site has suitable areas for academic enrichment and personal enrichment activities such as classrooms, computer labs, outdoor physical education/playground areas. Each site also has a designated eating area as well as outdoor eating areas, adequate restroom facilities and is handicapped accessible. UCP Pine Hills and UCP West Orange are 15,000 square feet facilities that were specifically built for UCP unique population in the last ten years. UCP Downtown/Orange is a 40,000-square foot facility that also houses the UCP BETA Teen
Connection program for teen moms. Each campus is currently DCF licensed with a valid childcare license and are Gold Seal Childcare providers. The majority of students live within a few miles from their home to the campus.

3.11 Safety and Student Transportation

All UCP current team members are background screened with a Level II background check and a drug test. All 21st CCLC staff hired will meet the charter hiring requirements including: a criminal level two background screening, current licenses and certifications. Staff is trained in emergency management and emergency plans are posted; all staff has knowledge of site emergency and evacuation plans. All visitors are required to report to the front office, sign in and show proof of identification. UCP Charter Schools has implemented the FLDOE background check system that scans the driver’s license and immediately reports whether the individual has a criminal record.

The majority of students will be current students at that campus. Transportation safety procedures are in place to ensure the safety of the students upon arrival and dismissal: 1) caregivers(s) must designate authorized adults to pick up the student; 2) designated adults must sign a dismissal log; and 3) designated adults must present photo identification to be scanned using the Raptor system which is linked to the FDLE database. Additional procedures for student safety include: 1) school evacuation plan and crisis response; 2) medication and first aid; 3) outdoor safety; and 4) off-site field trip safety

Students attending the programs will either be car riders or walkers and dismissed in the same fashion as during the regular school day.
3.12 Partnerships, Collaboration, and Sustainability

3.12a. Partnerships

UCP of Central Florida has enjoyed many long-standing partnerships and collaborations through years and many of these partners will assist in developing, implementing, and sustaining the program. Multiple departments at the University of Central Florida (College of Education, Florida Interactive Entertainment Academy) will provide in-kind professional development and access to volunteer students to support the program. The Orlando Rep Theater will also provide in-kind professional development and discounted field trips. Wells Fargo will donate financial literacy workshops for parents and students. UCP of Central Florida (agency) will also donate in-kind rent/insurance and other infrastructure costs. In addition to these partnerships, the UCP Charter School LEA have invited a number of additional partners to support the STEAM and career exploration components and will solidify these upon receipt of award.

UCP Charter School LEA is a current provider for the National School Lunch program and all sites are Community Eligibility (CEP) sites – so all students eat breakfast/lunch/snacks for free. These meals will be provided to the 21st CCLC participants during after care and/or holiday or summer programs.

3.12b. Collaboration

It should be noted that each program hires its staff from the regular school day staff; thus, increasing the knowledge of each student and the collaboration with the regular school day. Utilizing regular school day staff to staff the 21st CCLC program also increases the ability of the program to meet the needs of the students and families due to the increased knowledge and communication from all stakeholders.
21st CCLC will be the on the agenda during periodic regular school day staff meetings and allow for Q&A and feedback regarding concerns or suggestions for the program. Regular school day staff will routinely (informally) meet with Site Coordinators face-to-face, speak with on the phone and trade emails regarding the needs of specific students. 21st CCLC Site Coordinator and Staff will be posted at each site allowing all regular school day teachers to access to those within the program. Examples of communications are: homework needs, specific content knowledge review request, and information regarding home life and/or specific situations.

3.1.2.c Sustainability

One of the main purposes of this funding is to create a program that is both high-quality and sustainable after the end of federal funding. UCP Charter School LEA will work closely with the partner advisory board (discussed above) and implement methods to ensure active partner participation. UCP of Central Florida, with its 60 plus year history, has a vast network of fundraising resources and raises over $1 million dollars each year in individual/corporate donations. After the award of the grant, UCPCFL will begin discussion with its Agency Board and Advisory Board to locate additional external funding to sustain the program after the end of the fifth year of operations.