3.1 Project Summary
UCP Charter Schools of Central Florida (UCPCFL) proposes to provide learning opportunities for a disproportionate number of low-income students with disabilities attending UCP East Orange Charter School (UCPEO) in grades PreK-8. This school currently serves PreK-5th but is adding 6th – 8th grade. 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 60 students. Improving literacy, financial management, and workforce employment will be a focus during parent engagement opportunities. The summer operation at UCPEO will host 70 students. Students will be engaged in activities such as STEAM, robotics, engineering, visual and performing arts as well as field trips to support arts, theater, and the learning goals of the CCLC program.

UCPCFL proposes to operate the 2019-2020, 21st CCLC EXCEL program for 146 days during the school year and 30 days during the 2020 summer for a total of 176 days of operation. The hours of operation will be Monday – Thursday, 3:15pm – 5:45pm directly after school (2:15pm on Wednesdays) and 8:30am – 4:30pm in the summer. 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 1:9 for the personal enrichment components with 1 teacher and a program assistant for the academic portion. These ratios will also be supplemented with university student volunteers. Student enrollment criteria include students in grades PreK-8 with priority for students: (1) enrolled in grades 2-5; (2) from low-income or disadvantaged families; (3) 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/STEAM.
The program will also serve actively participating students’ adult family members. The goal is to offer adult family members of students served opportunities to increase knowledge of available community resources, computer and financial literacy classes and workshops and trainings to help support parents in supporting the educational goals of their student.

3.2 Community Notice and Needs Assessment

3.2a. Community Notice

In June 2019 a meeting was held at UCPCFL that included announcing the upcoming RFA as well as providing information to principals 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

UCPEO will establish an Advisory Board that will meet at least two times per year and consist of at least two parents, two students, 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 on July 11, 2019 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. UCP Bailes Academy Private School (6th – 8th School for students with disabilities) Grade has indicated they will be excited to partner and send students to the program. The
Project Director will continue to provide Private Schools information about the 21st CCLC Program.

3.2.b. Needs Assessment

Approximately 63% of the students attending UCPEO are students with an IEP/disability including cerebral palsy, Down Syndrome, visual impairment, hearing impairments and autism. The population of UCPEO is approximately 56% economically disadvantaged thus having a double whammy of needs. Students in this school, UCP’s largest facility, are brought to school and picked up privately as UCP offers no transportation. As such, students have little opportunity to attend an afterschool program for personal and academic development as parents/family members are not able to drive from one place to another, leave the student, and then pick him/her up again to go home. Additionally, UCPEO is located in an area surrounded by offices and professional facilities with no access to parks, facilities that may offer after school programs that accept disabled students, or easy walking to an afterschool enrichment program. Thus, the need for such an afterschool program at UCPEO is strong. With the program, UCPEO can offer parents the opportunity to have students appropriately engaged in academic, social emotional, and physical activities and still only require a single pick-up. The program will also support academic achievement.

FSA Data shows that there has been a slight decline (6 percentage points) in students scoring level 3 and above in ELA and Math from 2017-18 to 2018-19. Additionally, there has been a significant increase in students scoring level 2 in ELA (13 percentage points). According to iReady data for 2018-19, approximately 16% of the students in grades K-5 at UCPEO are identified as at risk for Tier 3 and an additional 38-40% are identified as Tier 2. In mathematics, 85% of students in grades K-5 met the targeted growth for the grade level, while only 71% met the target growth in reading.
UCPEO also will include rising Kindergarten students in the summer EXCEL program under the 21st Century Grant and offer appropriate activities and learning opportunities geared toward that age and developmental level. The 2018-19 iReady data indicates that 38% of students leaving Kindergarten are still below grade level. Research indicates that a strong foundation for kindergarten readiness is one of the best indicators of kindergarten success. UCPEO will target the appropriate readiness skills for kindergarten academic standards, behavior, and social interactions to prepare pre-k students to enter kindergarten and be successful.

The data, economic status, and disabilities are challenges that hinder students’ 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 its campuses for over 20 years and has been providing services in the community since 1955.

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, principals, 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 & principals 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 UCPEO. 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 EduMatrix. 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 (www.ucpcharter.org) with a specific tab for the 21st CCLC program with all required components. 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 the school will send alerts to parents through the call system and/or social media. UCP has a Sr. Director of Marketing and an in-house marketing staff who are available to ensure compliance with above.

3.4 Target Population, Recruitment and Retention

The target population will be 60 students PreK – 5th grade at UCP East Orange Charter School (UCPEO) along with students at the UCP Transitional Learning Academy Middle Charter School. Over 75% of students UCP serves at its 5 campuses in Orange County 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. At UCPEO, approximately 63% of the students are considered minority with DOE data indicating that subgroups typically
underperforming are Hispanic students, students with disabilities, and economically disadvantaged students.

UCP 21st CCLC will identify students in most need of support using school’s IREADY student assessment data and FSA 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**

UCPEO will advertise the 21st CCLC program year-round on campus and to their families. They 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) and social media. Each site will advertise their 21st CCLC program year-round on campus and to their families to ensure any newly enrolled students to the schools have an opportunity to enroll. This program will not be a drop-in program and the intention is that UCP CCLC program will serve the same students during the school year.

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 be signed in and out each day.

**Collaboration with the Regular School Day**

It should be noted that the UCPEO program intends to hire 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 Coordinator 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 the school 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 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 an average of 2.46 hours a day, Monday to Thursday (146 days). 30 Summer Days will be operated for 8 hours per day. The Site Profile worksheet will provide additional details.

3.6 Program Evaluation

Independent Evaluator Identification and Qualifications: Identification of an independent evaluator took place through thorough research and recommendations from other 21st CCLC programs. UCP also has used this evaluator for a previous project with excellent results. When identifying an independent evaluator, the organization considered important evaluation items that were relevant to the proposed 21st CCLC program and that also met the 21st CCLC RFP requirements. The required qualifications for the evaluator included extensive 21st CCLC program evaluation experience, positive 21st CCLC client testimonials, capacity to develop and
carry out grant-specific evaluation plans with timelines, personnel availability, report writing and data analysis expertise, and data collection storage capacity. D & C Education Company, LLC dba EduMatrix is a highly recommended and experienced company in 21st CCLC program evaluation and has been identified to serve as the independent evaluator for this project. EduMatrix specializes in 21st CCLC program evaluation specifically, and currently evaluates other 21st CCLC programs in the state of Florida. The CEO and Lead Program Evaluator for EduMatrix, Crystal Taylor, M.B.A., Ed.S., will lead the evaluation efforts for this project and will also be the point of contact for the program. Other members of the EduMatrix evaluation team will assist in providing the services detailed in the evaluation plan including the Director of Program Evaluations, Program Evaluators, Senior Researcher, Senior Data Analyst, and other data analysis professionals. The EduMatrix team consists of Ph.D. tenured evaluation professionals and credentialed data analysis and reporting professionals which makes the company highly qualified to perform the 21st CCLC program evaluation duties.

**Evaluation Activities and Proposed Timeline:** Conducting evaluation activities in a systematic way using a timeline will help to inform the program and stakeholders about the program progress being made toward meeting grant goals and objectives throughout the year in a timely manner. These activities include data collection, data analysis, and reporting.

Evaluation Activity #1 - Data Collection: Data will be collected in a way that does not interfere with program activities. Evaluation activities will be discussed and coordinated with the Program Director to ensure that they are delivered in a non-intrusive way. Each evaluation activity will be coordinated with program stakeholders to increase effectiveness and minimize distraction. The following will be provided to the evaluator for analysis in December 2019 (baseline data), February 2020 (mid-year data) and June 2020 (end-of-year data):

- Program student data (quantitative) including demographics, enrollment, attendance, participation, assessment scores, report card grades and other relevant data.
• Program documents (qualitative and quantitative) including student files, assessments, data collection tools, meeting minutes and scoring rubrics.

The following will be collected by the evaluator for analysis in Fall 2019 (between October 2019 and December 2019) and in Spring 2020 (between January 2020 and June 2020):

• Interviews (qualitative) with the Program Director, Site Coordinators, Teachers and Program Staff.

• Program observations and site visits (qualitative) including evaluator field notes from site visits, assessing student and staff performance, personal enrichment activities, and academic enrichment activities.

• Stakeholder surveys (qualitative) completed by an adult family member of the student, school day teachers of students, and students participating in the program will also be collected in July 2020 and provided to the evaluator for analysis.

• The Program Director will collect the appropriate data that is needed for data analysis and reporting. The data collection timeline for the Program Director is as follows:
  • Collect baseline data in October 2019 and November 2019 including quarter one report card grades, student attendance, student demographics, student personal enrichment baseline scores, and adult family member baseline data.
  • Collect mid-year data in January 2020 and February 2020 including quarter two report card grades, updated student attendance, student personal enrichment mid-year scores, and adult family member mid-year data.
  • Collect end-of-year data in May 2020 and June 2020 including quarter three and quarter four report card grades, FSA ELA scores, FSA Math scores, Science State Assessment scores, updated student attendance, student personal enrichment year end scores and adult family member year end data.
Evaluation Activity #2 and #3 – Data Analysis and Reporting: EduMatrix will analyze all the data collected by both the evaluator and the program to create a comprehensive analysis that details a variety of sources. Baseline data will be analyzed in December 2019 for completeness and level of student performance. The results of the baseline data analysis will be provided to the program so that they know which areas to target and focus on. Mid-year data will be analyzed in February 2020. The results of this data will be included in the Mid-Year Data Report deliverable prepared by EduMatrix and will show whether the students have made gains when comparing baseline and mid-year data for each grant objective. The evaluator will meet with the Program Director to discuss the results of the Mid-Year Data Report and will note any changes needed in the areas of data collection and programming. These changes, if any, will be included in the Evidence of Program Modifications based on Mid-Year Data Report deliverable that EduMatrix will prepare in March 2020 on behalf of the program. End-of-year data will be analyzed in June 2020 and those results will be reflected in the End of Year Data Report deliverable (July 2020) and Summative Evaluation Report deliverable (August 2020), both prepared by EduMatrix. These reports will reflect the program’s overall annual performance, recommendations for program improvement, and reporting outcomes.

Processes for Accurate Data Collection, Maintenance and Reporting: EduMatrix will meet with the Program Director to discuss what data will need to be collected that aligns with the grant objectives, as well as how the data will be collected and who will be collecting it. There will be a student survey/testing schedule, parent survey/testing schedule, report card grade collection schedule and a data entry schedule created so that the program stays on track with data collection, entry and maintenance. EduMatrix will create internal deadlines for the program so that they will have the correct data prepared for each reporting time point. Accurate data collection will be verified by the evaluator by comparing the grant objectives to the data that was collected, as well as using the data collection tools (assessments and/or surveys) as a guide.
when analyzing the data. If any discrepancies are found, the evaluator will immediately contact the Program Director with data reliability concerns.

**Coordination of Evaluation Activities:** EduMatrix will coordinate evaluation activities with the Program Director to ensure that the evaluation activities do not interfere with the normal flow of day-to-day program operations. Each evaluation activity will be coordinated with program staff, students, adult family members, and others so that the evaluation process is most effective.

**Examination of Program Impact:** The evaluation design will allow for the measurement of progress made towards meeting each grant objective as described above. The measurement tools that will be used to evaluate program impact include program participant data, analysis of student English Language Arts, Math and Science assessment data and report card grades, program observations, and the analysis of lesson plans and program schedules. Interviews with program staff, results of site visit reports, analysis of student data and grades, academic enrichment data, personal enrichment data, review of the curriculum used, adult family member participant and performance data, College and Career Readiness data (if needed), and Dropout Prevention data (if needed) will also be used as program impact measurement tools. These tools will help to answer specific program impact questions through data analysis including the following: (1) Did the program efforts to address each core subject area result in positive outcomes for program participants? (2) Did the program efforts to address College and Career Readiness (if needed), Dropout Prevention (if needed) and personal enrichment activities result in positive outcomes for program participants? (3) Did the program efforts to address academic enrichment and supplementing the school day curriculum in innovative ways result in positive outcomes for program participants? (4) Did the program efforts to address adult family members result in positive outcomes for those family members that participated? Using the measurement tools to answer these program impact questions through evaluation will help stakeholders understand whether the program had any substantial impact in a variety of areas. The results
will be used to help inform the program about any areas that may need improvement throughout the project year.

**Use of Evaluation Results and Sharing Results with Community:** Using evaluation data results and sharing those results to help improve the program and its impact, is an important part of the evaluation plan. A true learning community can be fostered through data sharing for the purposes of student and adult family member achievement and improvement. Evaluation results will be shared at each Advisory Board meeting, staff meetings, program leadership meetings, adult family member workshops and events, and with the Principals of each target school at least two times during the grant year. Data results, program operations and evaluator recommendations for program improvement will be covered in these meetings so that the community is aware of program performance and student-level performance of the 21st CCLC program. Feedback based on evaluation data is highly encouraged from the community and stakeholders so that the program can learn more about what is needed in the community and assist in developing other ways to help the students improve academically and socially throughout the year.

**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 1:9 for academic and personal enrichment activities supplemented with university volunteers. 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 nutritious snacks for after care and breakfast/lunch and snacks during the summer program.

The 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 50% of the students served at the 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 STEM careers (programming, engineering, etc)
- 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 may 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) Social development using social skills curriculum integrating ELA to teach students self-awareness, self-management, social awareness, and social management. Parents will be given information regarding the social skills that students are learning during the program in order to model and reinforce the strategies and skills.

3) “STEAM Challenge” activities designed to focus on math and engineering applications in the real world through problems students will work through. Focus will include building student’s skills, content knowledge and fluency; grade-appropriate science concepts; teamwork; problem solving and perseverance.
4) 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.

5) “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 displayed in the student’s school and will be presented at adult family events or community events as appropriate.

**Adult Family Member Program Activities**

UCPEO will offer 4 (one per quarter) adult family member sessions/workshops throughout the year that will be 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, 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 may 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. UCPCFL is a Florida LEA and has 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.
Last year, UCPCFL was awarded a Department of Education CCLC for three other sites and has excellent results and monitoring thus far including all deliverables submitted on time and accepted without any required revisions.

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 24 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 $34 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, two additional Foundation Grants (Early Years = Healthy Years and Keeping All Children Safe) and the recent DOE CCLC grant. 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 is in place for other CLCC programs in operation at UCPCFL and a portion of their time will be assigned to this program. The Project Director will ensure UCP Charter School data, equipment and personnel needed to successfully implement the 21st CCLC program at UCPEO are established. The Project Director will be the primary
contact for FDOE for all matters related to the program. In addition, there will be a portion of an Assistant Project Director who will be assigned curriculum development. The Project Coordinator will train Principals and Site Coordinators in all aspects of the program and deliverables and will be responsible for managing the program and budget.

Site Coordinator: 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. The Site Coordinator will also be responsible for collection and maintenance of all data including attendance and assessment data and be the collaboration liaison. The Site coordinator will be First Aid/CPR Trained. The Site Coordinator and Principal will receive training from the Projector Director. All individuals responsible for the CLCC program will collaborate 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 for the academic portion will hold a current Florida Teaching Certificate, and will be responsible for implementing academic activities, and facilitating PBL activities. Program Assistants will mostly be staff currently at UCPEO 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, health/wellness, visual arts, 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.
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 2019 training. Upon award of funding, the professional development plan will be implemented. 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. Here is the proposed PD plan:

<table>
<thead>
<tr>
<th>Name of PD</th>
<th>Target Outcomes</th>
<th>Target Audience</th>
<th>TENTATIVE Date of PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Education Academy</td>
<td>Orientation to UCP Charter, ESE basics (goal writing, IEP, MTSS, accountability), General Education Basics (transitions, dialogical reading, importance of visuals, diverse learning styles) parent communication, Conscious Discipline</td>
<td>New Staff</td>
<td>Upon receipt of grant</td>
</tr>
<tr>
<td>Consciously Discipline Book Study</td>
<td>Social-Emotional learning and classroom management skills and resources</td>
<td>21st CCLC Staff and Teachers</td>
<td>On-going</td>
</tr>
<tr>
<td>Project Based Learned</td>
<td>Learning skills to successfully implement a PBL/STEAM program</td>
<td>21st CCLC staff and teachers</td>
<td>September</td>
</tr>
<tr>
<td>CPI Training (Crisis Prevention Institute)</td>
<td>Nonviolent crisis intervention training to safely manage and prevent difficult and disruptive behaviors</td>
<td>21st CCLC Staff and Teachers</td>
<td>October</td>
</tr>
<tr>
<td>Florida Afterschool Conference - 21st CCLC Conference</td>
<td>Provide leadership, support professionals, and promote quality programs for children and youth during out of school hours</td>
<td>21st CCLC Project Director, Site Coordinators, and other 21st CCLC Staff</td>
<td>September</td>
</tr>
<tr>
<td>Emergency Medical Administration to Students with Special Needs</td>
<td>Learning UCP Policies and Procedures of administering medication, Gastrostomy Tube Training, Asthma/Inhaler Training, Diabetes, Epi-pen, Seizure/Diastat, Universal Precautions</td>
<td>ALL UCP 21st CCLC Program Staff and Teachers</td>
<td>October</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Parent Communication</td>
<td>Parent communication and involvement strategies</td>
<td>21st CCLC Staff and Teachers</td>
<td>October</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>Strategies to help manager behaviors</td>
<td>21st CCLC Staff and Teachers</td>
<td>November</td>
</tr>
<tr>
<td>Basics of Lifting, Transfers &amp; Positioning of Students with Special Needs</td>
<td>Learning correct lifting and transferring strategies of students with special needs, mobility ailments, physical impairments, and using assistive devices (i.e. crutches, walkers, wheelchairs)</td>
<td>ALL UCP 21st CCLC Program Staff and Teachers</td>
<td>February</td>
</tr>
<tr>
<td>Fire Extinguisher/ CPR/First Aid/ AED Training</td>
<td>Certification in fire extinguisher use and up-to-date CPR, First Aid, and AED skills</td>
<td>ALL UCP 21st CCLC Program Staff and Teachers</td>
<td>May</td>
</tr>
<tr>
<td>IRIS Professional Development</td>
<td>online materials to improve the education of all students especially struggling learners and those with disabilities</td>
<td>21st CCLC Certified Teachers</td>
<td>As desired for each school</td>
</tr>
<tr>
<td>Zoo Phonics</td>
<td>Multi-sensory, whole brain approach to learning phonics through phono, oral, visual, kinesthetic, and tactile methods. Resources and teaching method skills</td>
<td>21st CCLC Staff and Teachers</td>
<td>As desired for each school</td>
</tr>
<tr>
<td>Data Review</td>
<td>Gaining skills in the collection and reviewing of student performance data</td>
<td>21st CCLC Staff and Teachers</td>
<td>As desired for each school</td>
</tr>
</tbody>
</table>

### 3.10 Facilities

The UCP 21st CCLC will be hosted at UCP East Orange Charter School located near the University of Central Florida. This is a brand new 65,000 square foot facility that is opening this school year. 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 facility is in compliance with architectural accessibility regulations and codes, including those of the ADA Accessibility Guidelines. UCPEO has suitable areas for academic enrichment and personal enrichment activities such as classrooms, STEAM room, computer labs, outdoor physical education/playground areas. UCPEO also has a designated eating area as well as outdoor eating areas, adequate restroom facilities and is handicapped accessible. Most 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.

Most 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. 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 the program intends to hire the majority of 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 the Site Coordinator face-to-face, speak on the phone and trade emails regarding the needs of specific students. 21st CCLC Site Coordinator and Staff will be posted at the 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. UCP CCLC program will reach out on a regular basis to solicit feedback and ideas on how to serve private school students.

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.