

Orlando After-School All-Stars – City of Orlando – Orange County Public Schools
21st CCLC RFP 2015-16: Carver M.S. and Memorial M.S.

5.1) Project Abstract (0 Points)

Orlando After-School All-Stars (ASAS) is the City of Orlando's lead agency for providing safe, free and comprehensive youth development programs to middle school age youth. ASAS operates through a unique partnership with Orange County Public Schools (OCPS) and the City of Orlando (COO). Building upon this innovative framework, ASAS and its partners will operate the new 21st CCLC Project Orange, a collaboratively-designed, community-driven initiative providing targeted, structured, academic support and enrichment activities for 220 socioeconomically disadvantaged students in grades 6-8 during the 2015-16 school year and summer. Students will be served at two chronically underperforming, high-need, high-poverty, Title I OCPS middle schools: Carver Middle School (105 students) and Memorial Middle School (115 students). The proposed programs will begin on August 31, 2015, and run through the last day of summer programming on July 29, 2016. During the school year, sites will follow the 36 week district calendar, operate for 174 days and run typically run Monday – Friday from 4:00pm to 6:20pm. The school year program will utilize a 60 minute block scheduling format and incorporate Language Arts, STEM, health education and college and career exploration into its curriculum. The summer portion will operate for 24 days beginning on June 13, 2016, and will run Monday – Thursday from 8:00am – 12:00pm. Each site will provide a minimum of 20 hours of 21st CCLC programming per week and a total of 96 hours for the summer. The program will utilize an 80 minute block scheduling format and include Language Arts, STEM and educational enrichment (either health education or career exploration). The City of Orlando (COO) has agreed to provide matching dollars that will fund a daily two hour morning program during the school year and a four and a half hour afternoon portion of the summer program for each 21st CCLC eligible student. No 21st CCLC funds will be used to operate either portion of the program. Both the school year and summer programs will provide family education services. The intended outcomes for the project include improvements in: 1.) academic achievement, 2.)

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STEM knowledge/skills, 3.) behavior and conduct grades, 4.) school attendance, 5.) career exploration knowledge and 6.) fitness measures.

5.2) Needs Assessment (10 points)

In the spring of 2015, ASAS organized a multidisciplinary assessment team comprised of ASAS, OCPS and COO to determine the community need for 21st CCLC program at Carver Middle School and Memorial Middle School. The team gathered and utilized data from a wide range of sources including: U.S. Census Bureau information; Florida educational attainment data; City of Orlando neighborhood data, district and state student performance data; and community stakeholder surveys completed in Spring 2015. ASAS Operations Manager Greg Hawn served as leader of the team. Information about service gaps in the area were gathered from feedback solicited from students, parents and community partners, as well as reviews of publicly available information (e.g., COO neighborhood data, Orange County Health Department, etc.). The purpose of the needs assessment process was to identify and prioritize student and family needs and provide the basis for developing a comprehensive, community-driven afterschool and summer program that is responsive to the identified needs and gaps.

Orlando is Florida's 5th largest city and is located in Orange County. The Central Florida region promotes itself as a vacation and entertainment destination for the world. While the tourism industry fuels the area's growing infrastructure, the low-wage seasonal workforce it employs walk a precarious path of financial stability and ruin every day. During the economic downturn of the past several years, the tourism industry was one of hardest hit markets. Today, with a poverty rate of 16.4%, Orlando ranks 16th out of the top 100 metropolitan areas in the United States for residents living below the poverty line. Over 56,000 children residing in Orlando live in poverty. In 2013, Orlando ranked 1st among all mid-size cities in the country for its number of chronically homeless residents (NHCHC Orlando Fact Sheet, 2013). Currently,

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Over 7,000 students in Orange County qualify for additional services for homeless youth through the federal McKinney-Vento Act (OCPS McKinney-Vento Report, 2014).

Orlando's unemployment rate sits at 4.8%. Conversely, in the neighborhoods of Carver Shores, Catalina, Lake Mann, Malibu Shores, and Parramore, where the targeted 21st CCLC students reside, that number jumps to between 18% – 27% depending upon the neighborhood. (Orlando Neighborhood Demographic, Economic Stabilization and Safety Report, 2014). Orange County had nearly 5,700 juvenile arrests in 2013-2014. The juvenile crime rates in these targeted neighborhoods are four to six times higher than the rest of the county. Furthermore, the percentage of arrests for violent crimes, domestic violence and drug related offenses are three times to four times higher than in the rest of Orange County (Crime in Florida – Orange County, 2013). In addition, the Florida Literacy Coalition reports 74% of Orange County adults have received a high school diploma and/or higher education. Conversely, 20% of Orange County adults are considered “functionally illiterate”. In the communities targeted in this application only 46% of adults have received a high school diploma and the number of “functionally illiterate” adults increases to 33% (Orange County, FL Population Data, 2013). These statistics represent a climate of low performance that surrounds disadvantaged students from early learning through adulthood.

The information on Orange County, Orlando and the targeted neighborhoods and population was collected by ASAS staff with assistance from the City of Orlando's Neighborhood and Community Relations Department. The development team then designed three different types of surveys to be completed by students, parents and community stakeholders (school administration, public officials, police officers, church leaders, private schools located within the demographic area, etc.). Over 600 surveys were completed between the targeted school sites. The survey findings were as follows:

- 99% indicated a high need for safe and free quality programs for kids

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- 96% indicated a high need for educational assistance for low performing students
- 94% indicated a high need for STEM and enrichment programs for students
- 96% indicated a high need for family services and educational programs
- 92% indicated a high need for increased community involvement among youth
- 90% believed their children were not adequately prepared for high school/college
- 88% believed their schools were failing to provide adequate services
- 79% believed their neighborhoods and schools were not safe for children
- 67% reported that at least one family member had been arrested, incarcerated or involved in criminal activities in the past three years
- 51% reported that at least one family member suffered from substance abuse
- 44% reported that at least one family member had been involved in domestic violence over the past three years

Once all areas of data were complete and collected, ASAS staff combined the information and created a 21st CCLC needs report for review by the development teams. Consensus among the team was that the proposed 21st CCLC programs should serve four key program objectives: (1) scholastic development, grade improvement and increased performance on standardized tests; (2) improve behavior and social skills; (3) provide a caring and safe environment, and (4) provide children with personal inspiration and overall self-esteem.

5.3) Program Evaluation (13 Points)

5.3a) Evaluation Plan - This 21st CCLC proposal is firmly rooted in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the 21st CCLC model is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation

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will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both 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, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. With the support of the external evaluator, ASAS will collect and analyze a limited amount of data at least quarterly and compare the obtained data using within-subjects methods to determine individual changes within students. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The program will also utilize CIM to help guide any immediate operational changes necessary to provide a high quality program, including staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas.

Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from the CIM process and provide formal reports about processes and outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting and analyzing how the model works in practice, and (4) documenting and analyzing changes in targeted student's actions, attitudes, knowledge, and performance.

Formative Evaluations will be completed in accordance with the requirements of the Florida Department of Education (FLDOE; Years 1, 3, 4), with additional informal and interim evaluations completed after on-site visits. Formal formative reports will include a review of operational accomplishments and challenges actual versus proposed operation, objective progress, and recommendations for addressing any challenges. **Summative Evaluations** will

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have additional information on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. Summative evaluations will be completed in accordance with the requirements of the FLDOE (Years 2, 5), though interim reports will be provided to summarize data and progress towards objectives in the other years. The purpose of the summative evaluation is aimed at recording and developing a model that can be applied in other settings. Summative evaluations will include all elements of program operation; activities; enrollment and attendance; measures of academic performance; federal teacher impact surveys; feeder schools; staff information; and partnerships. Recommendations for program refinement will be based on quantitative and qualitative data.

Evaluation Rubric: The proposed 21st CCLC grant proposes to use an Evaluation Rubric and Questionnaire for Formative Evaluation. The rubric is an evaluation tool that describes and assesses criteria for performance at various levels. It is a performance-based assessment process that is directly linked to the project objectives and accurately reflects the progress toward established goals. The analytic rubric will be utilized to assess specific criteria at each performance level, provide a score for each criterion, and include a composite score for overall performance. The rubric serves several purposes in the assessment process, including: (1) Creating a common framework and language for evaluation; (2) Providing staff with clear expectations about what will be assessed, (3) Increasing the consistency and objectivity of evaluating performances; (4) Providing staff with information about where they are in relation to where they need to be for success; and (5) Giving staff guidance in evaluating and improving their school site program.

Data Collection Methods: The specific objectives and measurements are included in this application. They are not repeated here due to space and formatting limitations, though they remain an integral part of the evaluation plan – with data collection and analysis founded upon those proposed objectives for successful progression. Although not all metrics are assessed

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multiple times, sufficient measures are included for each objective to assess progress at least three times per program year (e.g., August, December, and April). All data will be collected by the program and provided to the evaluator, as federal law limits access to identifiable information on students and families (while the evaluator will be included in agreements with parents to view information, it is not possible for evaluators to directly access agency databases). The evaluator will provide substantial direct assistance in setting up databases, creating pre-post assessments, and developing or modifying student, parent, and teacher surveys to support the program.

The 21st CCLC project team, led by the Project Manager will ensure that accurate data is recorded, including baseline data. This is done by establishing standardized data collection and recording procedures. Individual student data related to each outcome will be collected in October 2015, February 2016, and May 2016 via online surveys, paper surveys, or secured from the district office via spreadsheet. The data ultimately will be forwarded to the Project Manager and made available to the 21st CCLC Evaluation Team via email or website submission. Quarterly data on program outcomes will be analyzed, with significant trends (both positive and negative) highlighted for review. This is returned to the Project Manager for remediation of concerns and recommendations.

Feedback and Debriefings: The process for sharing and distributing information is an integral part of the evaluation plan. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the evaluator, program manager, principals, and any staff wishing to participate. During these meetings, data trends and operations will be reviewed with a focus on program improvement and immediate refinement. Data will also be utilized by the program manager and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students.

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Reporting Outcomes: As detailed above, the evaluation process will include all elements of the required Reporting Outcomes detailed in the Request for Proposal. The External Evaluator will submit and validate all data to the US Dept. of Education 21st CCLC data collection system. The program and the external evaluator are fully aware that there may be changes to the online method of collecting data through the US Department of Education (with PPICS closing this October and a new system being implemented in two stages over the next two years), as well as potential changes with data collection by the Florida Department of Education.

External Program Evaluator: As required by the RFP, the ASAS 21st CCLC program will utilize an external evaluator. The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will manage the 21st CCLC evaluation project. Dr. Charles E. Byrd (President and CEO of CASPER) will oversee all aspects of program evaluation. The lead evaluator was a middle school teacher and has been conducting evaluations of educational programs for over 15 years, with the past ten focused primarily on 21st CCLC programs. Led by a professional evaluator and licensed psychologist, the evaluation firm has overseen the evaluation of over 300 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted under the ethical codes and evaluation firm has no vested interest in the ASAS 21st CCLC program.

5.3b) Measurable Objectives and Assessments (SEE WEB BASED TABLE) - The project goals directly align with the 21st CCLC Program Funding Priorities. Targeted youth will be provided with opportunities to grow socially, ethically, and creatively in a method that reinforces the regular school day. The project design will be structured to address the individual needs identified through skill building and project based learning. As suggested by FL-DOE, project-based learning (PBL) will be central to all activities proposed. As part of the data sharing agreement with OCPS, the program will have direct access to all student data through district reports. District will provide all data on a quarter, semester and end-of-year basis. In addition,

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since the program operates at the school sites, certified teaching staff and site supervisor have direct access to student data when necessary. This allows staff to customize all aspects of the program to directly meet student needs in a timely manner.

5.4) Applicant's Experience and Capacity (7 points)

ASAS provides school based youth development programs for Title-I students within Orange County. ASAS tailors programming to supplement and enhance the existing efforts of each specific school site. The organization works in conjunction with the COO and OCPS to provide programs to over 2,600 students annually. ASAS is recognized as City of Orlando Mayor Buddy Dyer's signature youth development program. The partnering school site's administration assists ASAS to plan all aspects of student services that include core curriculum, academic focus, tutoring model, mentoring / character education services, athletic activities and additional family support services. Each school administration designates a staff liaison and assists in the selection of certified teachers to work in the program. In addition, the partnership with OCPS and the individual school sites allows ASAS full access to all student data. ASAS has successfully demonstrated over the course of its organizational history the ability to manage, and implement state and federal grant programs. For the past six years ASAS has successfully operated multiple 21st CCLC program sites. During that time, ASAS met all required monthly deliverables and grant requirements in a timely and accurate manner. To illustrate, independent evaluation results from those six years of services provided demonstrated ongoing success with 93% of students showing an increase their reading assessment score; 86% increasing or maintaining satisfactory levels in language arts grades and 84% achieving those levels in math; 83% of students showing an increase their science assessment; 87% of students increasing or maintaining satisfactory levels in conduct grades.

Currently, ASAS also successfully manages and implements a multitude of federal, state, and foundation grants each year (ex. CNCS AmeriCorps, FL-Department of Juvenile Justice,

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United Way, Dr. Phillips Foundation). For this 21st CCLC project, ASAS will create a 21st CCLC leadership team to oversee all aspects of planning and programming. The team will be made up of ASAS Operations Manager, ASAS Fiscal Manager, ASAS Site Supervisors, OCPS school liaisons and a certified teacher from each site. ASAS Operations Manager, Greg Hawn, has over 25 years of experience in developing and managing government and grant funded non-profit youth organizations. ASAS Fiscal Manager, Monica Ricketts, has over 20 years of experience in government and non-profit fiscal management. Over the past five years, Mr. Hawn and Ms. Ricketts have managed multiple state and federally funded grant projects for ASAS. Each site will be headed by a Site Supervisor that has prior supervisory experience within ASAS's previous 21st CCLC programs. In addition, each site will have an identified school liaison working with the leadership team. This individual will be a member of the school administration, typically an Assistant Principal or Dean of Students. The leadership team will meet monthly to review all project aspects to ensure proper implementation of the grant project.

5.5) Partnerships, Collaboration & Sustainability (13 points)

5.5a) Community Notice - During the development of the project ASAS provided notice of the proposed initiative through direct communication and surveys to school principals and invited stakeholders including teachers, parents, students and OCPS to participate in the project planning process at an advisory meeting. The application was also made available for review and comment as required by the program guidelines (ex. 1.) posted on ASAS, COO and OCPS websites, 2.) notification posted at school sites and community centers, 3.) notification included in school newsletter and parent updates). A multidisciplinary team comprised of ASAS, OCPS administrators, school principals and administration, and City of Orlando Families, Parks & Recreation Department leadership conducted an in-depth school and community needs assessment and based on those outcomes, carried out the planning process. These stakeholders will continue to be involved in the project via participation in the 21st CCLC

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Advisory Board, the methods previously mentioned and by the methods detailed in the dissemination plan below in Section 5.6h.

5.5b) Collaboration with Private Schools - During the development of the project needs assessment as described above, all private schools and their administrations were provided timely and meaningful consultation in regards to the initiative. There are only two private schools with middle school populations within the prescribed service areas. To ensure timely and meaningful consultation, both were given public notice and direct invites via email to take part in the proceedings and development of the project to discuss issues such as — (A) how the children's needs will be identified; (B) what services will be offered; (C) how, where, and by whom the services will be provided; (D) how the services will be assessed and how the results of the assessment will be used to improve those services; (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and (F) how and when the agency, consortium, or entity will make decisions about the delivery of services. Going forward, each of the school's administration, teachers and students will receive public notice and information regarding their eligibility to participate in the program. This information will be included in their school's newsletter, teacher meetings and email contact with the administration. Updates on the project's performance and any other pertinent information will be provided on a quarterly basis through public notice on ASAS website, school websites, COO community centers and direct email contact with the school administration.

5.5c) Partnerships - ASAS's two primary community partners, Orlando County Public Schools (OCPS) and the City of Orlando's (COO) Families, Parks and Recreation Department, were consulted in the development of the proposed project (**See Partnership Letters**). These partners have agreed to provide the following services through the five year cycle of the grant, if

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awarded: **Orange County Public Schools** - Free Facility Usage, Snacks / Meals, and Program Planning, Implementation, Monitoring and Data Sharing.

COO Families, Parks and Recreation Department - Matching Funds (\$200,000) for morning and summer program extensions, and Fleet Transportation Services.

Maintaining Partnerships: Partnerships will be maintained through ongoing development and nurturing. To accompany annual letters to help document in-kind services, an informational report will be provided to update partners about program activities, while also reminding them of their importance to 21st CCLC students and families. In addition, when appropriate, partners will be invited to sit on the 21st CCLC Advisory Board; invited to attend and be included in special events; and receive acknowledgements in program documents.

5.5d) Collaboration with Regular School Day - ASAS and OCPS hope to build on the success of its nearly two decade long partnership history through the implementation of this 21st CCLC program. As part of the 21st CCLC project development process, ASAS and OCPS designed a plan for collaboration that includes: Formal **data sharing agreement** between OCPS and ASAS: 1.) parameters on the use of student and school data for the purposes of program monitoring and reporting for 21st CCLC deliverables; 2.) data will be collected by an OCPS certified teacher or school administrator for each site. This data will kept at the individual school sites for security purposes; 3.) data reports and deliverables will be uploaded only after receiving approval from administration; 4.) student data includes grades, grade promotion, benchmark testing, state standardized test scores, attendance records and behavior referrals. 5.) each parent must sign a formal data sharing consent for the 21st CCLC student

Process for **information sharing** on student progress: 1.) ASAS Site Supervisor will meet monthly with regular school day teachers and school site liaison to review 21st CCLC student progress in both the school day and out-of-school; 2.) meetings will dictate program focus, individual student schedules, curriculum changes and the possible need for more intensive

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services; 3.) each student will also receive a quarterly performance review completed by regular day teachers, school liaison, ASAS Site Supervisor and ASAS 21st CCLC Program Manager; 4.) ASAS Site Supervisor will contact the parent/guardian of each 21st CCLC student monthly to provide a progress update quarterly.

Additionally, all program sites hire teachers who are regular-day teachers at the school, thus simplifying the communication process between the two entities. Scheduled monthly meetings at each school will be used as mechanism for formal communication. These teachers also informally meet with one another throughout the school day to share student progress and discuss specific recruitment and effective teaching strategies in a timely manner. Parents/guardians are informed of student progress through monthly homework checklists, parent pick-up, advisory meetings, family involvement events and family education events, most of which are done by the site coordinator and teachers who are afterschool component leaders.

5.5e) Sustainability - ASAS's collaborative partnership with the COO and OCPS provides a unique ability to leverage both public and private dollars in an effort to sustain the 21st CCLC programs beyond the life of the grant. COO has already pledged matching dollars in the amount of \$200,000 if ASAS is awarded the 21st CCLC grant. Along with traditional funding efforts, a large part of the sustainability plan is reliance on our community's leaders, including our Board of Directors, executives of our corporate partners, City of Orlando Mayor Buddy Dyer and City Council members. The intent is that this collaborative partnership will provide leadership and funding to found and sustain the initiative, while at the same time engaging partners in jointly funding the effort, including private charitable foundations, corporate and individual donors, and local, state and federal governments. The ultimate goal is to utilize the combined public and private dollars to sustain, expand and enhance the 21st CCLC project for years to come. ASAS fully anticipates that the 21st CCLC program will have funding that more than offsets the grant's percentage reductions over the next five years.

5.6) Program Plan

5.6a) Target Students - The targeted students attend OCPS, the 10th largest district in the nation and classified a high need local education agency by the U.S. Department of Education. The FL-DOE reported the OCPS drop-out rate at 1.3% and the graduation rate at 75.9% for the 2013-2014 school year. However, in the specific communities targeted for the after-school programs the drop-out rate rises to 8.8% and the graduation rate drops to 61.2% (OCPS Middle School Achievement Report, 2014). The project serves 220 middle school students per day at high-need, high-poverty, underperforming Title 1 Orange County schools: Both schools are located in high-poverty, resource-poor communities. The targeted sites are similar in that they serve communities characterized by high levels of poverty, unemployment, crime, and juvenile delinquency – while providing far too few opportunities for low income youth to access structured academic and enrichment programming with positive adult role models.

School Site Code) (Zip	School Grade (2013-14)	Poverty Rate (State 17%)	Poverty Below 50% (State 9.5%)	Less than HS Education (State 14.6%)
Carver (32811)	F	28.7%	45.8%	28.3%
Memorial (33147)	D	29.8%	47.15%	28.97%

Source: US Census Bureau (2013) and FL-DOE

The vast majority of students across the targeted schools are not demonstrating proficiency in reading, math, and/or science. The difficulties with achievement are compounded by two risk indicators – with over 90% of each school qualifying for free or reduced price lunch, and nearly all students coming from traditional “minority” groups (schools are “minority-majority” schools).

School	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Science % Satisfactory or Higher	Free / Reduced Lunch Rate	Minority Rate	Title I percent
Carver	29%	28%	18%	98%	98%	98%
Memorial	36%	29%	24%	100%	98%	100%

The table below details 2013 crime rates for each of the targeted school communities(COO Neighborhood Report). Each school operates in zip codes with higher-than-average crime rates.

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Also of note, school-based juvenile arrests and drug/ violence offenses were considerably higher than the average county community.

School Site (Zip Code)	2013 Crime Rate Index (Orange County Avg. = 100)	School-Based Juvenile Arrests	School-Based Drug / Violence Offenses
Carver (32811)	442	73	61
Memorial (33147)	502	127	122

Although the percent attendance appears satisfactory, the number of students absent 21+ days is concerning – with this being the definition of “truancy” and a predictor of academic failure.

School Name	Number of Absences				Percent Attendance
	0	1-9	11-20	21+	
Carver	0	476	314	128	92.56%
Memorial	0	525	211	132	92.38%

As with other indicators of need presented in this section, the targeted schools demonstrate a significant number of students with in-school and out-of-school suspensions. Duplicated counts show the total number of times students were suspended, while the unduplicated counts show the number of students being suspended at least once.

School	Suspensions			
	Duplicated		Unduplicated	
	Out-of-School	In-School	Out-of-School	In-School
Carver	461	247	248	164
Memorial	367	221	243	134

The project will target students who are ‘not proficient’ as determined by the statewide assessment. As shown below, the majority of students in both schools are not proficient in at least one subject – with all three subjects showing greater than 50% ‘not proficient.’

School	Reading		Mathematics		Science	
	% Level 3 or Higher	% Not Proficient	% Level 3 or Higher	% Not Proficient	% Level 3 or Higher	% Not Proficient
Carver	27%	73%	26%	74%	15%	85%
Memorial	36%	63%	29%	71%	24%	75%

Source: Florida Department of Education (2014)

5.6b) Recruitment and Retention - The project will be promoted to students at each school via: 1) school's website; 2) school newsletter; 3) take-home bulletin; 4) during homeroom and assemblies; 5) emails sent to parents; 6) social media (e.g., Facebook, Twitter); 7) teacher referrals; 8) open houses; 9); student-to-student recruitment; and 10) COO community centers. Outreach will begin immediately upon notification of award and carried out (monthly) throughout the project period. Parents and community partners will receive monthly project updates that provide general information about the program (e.g., activities, progress, etc.) which will be distributed via: 1) take-home monthly reports; 2) email; and 3) social media. The project will target all students at the site, especially socioeconomically disadvantaged students and students with disabilities who are: 1) in need of remediation (**scoring below proficiency in standardized tests**) in Reading and/or Math as determined by teachers and counselors; 2) at-risk of academic failure (**currently scoring below proficiency**); and 3) exhibiting behavioral, disciplinary and/or attendance issues (**as determined by disciplinary/attendance records**). Teachers and guidance counselors will recommend students for participation based on: standardized test results; report cards; discipline and behavioral records; and parental request. The leader-to-student ratio will be no more than 1:20. Additional volunteer instructors will be used in conjunction with component leaders to provide more personalized student experiences.

Retaining students: To ensure that students remain engaged long term and fully participate, all program areas are founded upon evidence-based approaches and best practices. As an example, according to the U.S. Department of Education, the following elements are integral to the success of this initiative. Each of these components has shown to be effective in keeping students engaged in afterschool programming and will be incorporated into this 21st CCLC project. The US Department of Education states that successful afterschool programs (<http://www.ed.gov/pubs/parents/SafeSmart/>): **Ensure that academic-linked activities are fun and engaging:** Academic-linked activities will utilize student-centered

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teaching methods that shift the focus of activity from the teacher to the learners (project-based learning). These methods include active learning, cooperative learning, and inductive teaching and learning. **Provide a range of activities that students enjoy:** All activities have been selected based in part on student input. Academic enrichment and support activities have been designed to be not only educational and engaging, but enjoyable and interesting to students as well. College and career-focused activities will include hands-on, real-world activities that students enjoy while also exposing them to various pathways. **Reflect a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day:** The curriculum will be linked to the students' regular school-day classroom. Regular classroom teachers will be provided with weekly updates and regularly-scheduled collaborative meetings between teachers and regular daytime classroom teachers will ensure effective linkage between the afterschool curriculum and regular classroom curriculum. **Reach out to the families of children in the program, keeping them informed of their children's activities and providing opportunities to volunteer:** Parents will be invited to serve as program volunteers and to participate in parent education activities. Parents will receive quarterly updates about their children's progress.

5.6c) Student Program Activities – The targeted schools serve some of the highest risk youth in Orlando. More than 90% of students live in poverty, more than 90% are Title I students and nearly 100% are minorities. The targeted communities are rife with crime, poverty, drugs and gangs. Many of the students at the four-targeted schools regularly face risk factors and dangers such as guns and violence on a near daily basis. All of the schools are struggling academically and failing to make adequate yearly progress in regards to Federal No Child Left Behind performance goals. To address these issues, programming will be delivered in an “environment of high expectations.” Academic-focused activities and supports, coupled with structured enrichment activities will promote classroom and personal success for students to assist them in

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breaking the cycle of unemployment, underemployment, and intergenerational poverty. Families will be supported and be provided with services that improve literacy and support a 'whole family' approach to child education and positive youth development.

The proposed program will begin on August 31, 2015 and run through the last day of summer on July 29, 2016. Since the program is school based, students report to the program directly after school day dismissal. All 21st CCLC students will be served each proposed day, receive equal services and be given the opportunity to attend academic and enrichment activities for a minimum of 12 hours each week. All sites follow an after school or summer bell schedule (**See Attached School Year and Summer Schedules for Reference**). Each student will receive his/her own individual schedule that outlines all classes and activities prior to entering the program. On a typical day, once the last school bell rings, a student will report directly to the school cafeteria. The student will be greeted by ASAS Site Supervisor, instructed to sign-in on the designated attendance sheet, be given a snack, and asked to sit in his/her designated group table depending upon grade level or activity that day. At this time, staff is strategically positioned around the cafeteria to insure proper supervision and ratio is at 20:1. From 4:00 – 4:15pm students eat snack and then are dismissed by groups and escorted to classrooms by staff. Transitions generally average 2-3 minutes. The schedule is organized into 60 minute blocks with a student taking part in Language Arts or STEM project based learning during the first hour and educational enrichment activities (SPARK or career exploration) in the second hour. All activities take place on school grounds in a classroom, computer lab, media center, gym or outdoor playing fields. Ratios during academic periods are between 10:1 and 15:1. Once the first hour is complete, Site Supervisor radios all teaching staff to begin transition and students are walked to new areas by Support Specialists. When the second hour is complete, Site Supervisor once again radios for all students to be escorted back to the cafeteria. All students are required to sign-out before exiting program and students are dismissed by bus

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route, bikers/walkers or when parent/guardian arrives for pick-up. The summer program follows the same protocols with the exception being that students will eat breakfast from 7:30-8:00am each morning and continue through the afternoon during non-21st CCLC funded program time.

As suggested by FLDOE, project-based learning (PBL) will be central to all activities proposed. All activities were designed with the participation and recommendations from each participating school site. At each school the project design will be structured to address the individual needs identified through skill building and PBL. Students will be required to take part in all program activities and all PBL activities will be taught by Florida Certified Teachers (FCT). A program priority will be to recruit FCT from the targeted schools to streamline communication between the afterschool program and day school. Program activities include:

1. Language Arts - FCT will institute *MindWorks* PBL lessons specifically designed with different age groups and ability levels in mind. The curriculum's style of intentional, student-centered learning makes *MindWorks PBL* projects conducive to a wide range of learners including English as a second language learners, students with developmental and learning disabilities and young or underperforming children. Supporting objectives 1-3, *MindWorks* provides a motivating, interactive approach to learning with comprehensive lessons being standards-based. Each teacher's guide directly correlates with objectives from Common Core and state standards and each lesson addresses the Content and Skills Standards for each of the core subjects of reading, language arts, math, science, social studies and art. The implementation model alternates the main core subject concentration each week to prevent student boredom from content saturation.

2. Math and Science (STEM) – FCT will teach Design Squad PBL activities. The goal of the project is to expose students to a variety of aspects in the S.T.E.M. environment through team based challenges and building projects. The projects include: bridge building, solar car racing, egg-drop, basic robotics, and end of year science fair. Students will practice real world skills of

collaboration, communication and critical thinking in the weekly engineering design and testing process. This intervention addresses the Florida Department of Education “STEM Initiatives”, “Next Generation Sunshine State Standards” and the Florida Math Standards (Concepts – Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, Geometry). Depending upon the grade level, each lesson focuses on a specific standard that compliments the regular day school learning.

3. Health & Nutrition – FCT will implement SPARK health education PBL. The curriculum incorporates recommendations from the *Governor’s Council on Physical Fitness State Plan of Action* and includes health and nutrition lessons, physical fitness education/standards and other healthy lifestyle activities. Additionally, program sites provide fun, age-appropriate physical education, recreational activities and free athletic leagues throughout the week. The program activities consist of a variety of unique outdoor and indoor sports and games that have been modified to promote the inclusion of all 21st CCLC program participants. ASAS activities and year round sports league teams include: baseball, basketball, flag football, volleyball, soccer and Hook-a-Kid on Golf program. All teams are made up of ASAS youth. ASAS also runs daily physical fitness activities that include intramural sports and fitness classes. All programs run throughout the year and often include weekend practices, games or events.

4. Career Exploration – FCT and Support Specialists will implement the ASAS National cross-curricular, entrepreneur skill building, project based learning curriculum called CEO (Career Exploration Opportunities). With a 1:20 ratio, students will start and run their own businesses, with a goal of having the knowledge to build a successful business model by the end of the school year. Through this, they will learn personal finance, basic money management principles; demonstrate professional workplace conduct; develop business mentors, interact with functioning businesses; demonstrate

how businesses can help with community needs through service and develop real world leadership and problem solving skills.

5.6d) Adult Family Member Activities – Site Supervisor, Support Specialists, FCT's and corporate volunteers will provide bi-monthly adult family activities. Each event will last approximately 2 hours and incorporate both adult and youth education activities. All programming is designed in conjunction with the targeted school, PTA's and areas identified in needs assessment surveys. ASAS Family Event night topics: 1.) financial literacy; 2.) high school and Post-Secondary options for students; 3.) community resources; and 4.) parenting skills. ASAS will also engage and coordinate with each school site to provide additional services during school open houses and parent nights. Program will promote events through monthly direct contact by Site Supervisor, school web-site, newsletter and written invitations.

5.6e) Staffing Plan and Professional Development - Sites will be continually staffed by skilled, qualified and well-trained professionals. FCT personnel must be current OCPS employees in good standing and have written approval from the school Principal. As a condition ASAS employment, all individuals must undergo a thorough background investigation and fingerprint check through FDLE and FBI. In addition, all grant-funded workers, including contractors, subcontractors and regular volunteers (adults who have contact with students more than one time) will be required to undergo a comprehensive local, state and national criminal background/sexual offender registry check (including fingerprints). The Project Manager will facilitate background checks and review results for determination of appropriateness/eligibility for participation. Qualified personnel will be initially recruited from staff who have worked with an ASAS 21st CCLC afterschool programming. The Project Manager will be responsible for ensuring that activities are carried out on-time, as-specified and within the approved budget. The Project Manager will responsible for overseeing and implementing the educational program described in the approved application to ensure that ASAS meets its responsibilities to FL-DOE

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under the grant agreement in a timely manner. The Site Supervisor will be responsible for overseeing 21st CCLC implementation at site; ensures safety of students; plans, directs, and coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters; and ensures effective coordination between 21st CCLC afterschool staff and regular classroom teachers. The Project Manager and Evaluator will be supported by a Data Specialist who will be responsible for organizing data, supporting the evaluator, compiling attendance data, and organizing pre-and post-tests.

ASAS will maintain an academic staff-to-student ratio of no more than 1:15 and personal enrichment staff-to-student ratios will be no more than 1:20. Certified OPCS teachers will deliver academic content. Each site is required to have a monthly on-site staff meeting to include the Project Director for planning and to address issues, best practices, and professional development, as well as to ensure effective, purposeful consultation and coordination between 21st CCLC and regular school day personnel. Professional development will be ongoing throughout the year. All 21st CCLC personnel will be required to attend two mandatory 6-hour training and safety sessions each year and monthly one-hour training updates at the site. Overall, 21st CCLC personnel will participate in at least 20 hours of professional development and training each year.

5.6f) Program Site

All programs are operated at the individual school sites. The school sites meet all requirements mandated by FL-DOE and other government agencies in the areas of health, fire, security, cleanliness and safety. The schools are similar in size and capacity. The school facilities can operate with over 1,100 students and our access includes: 1.) cafeteria – holds a maximum of 600 students; 2.) media center with 100 person capacity; 3.) 30+ classrooms with 25 person capacity each; 4.) gymnasium with multiple courts and 500+ person capacity; and 5.) outdoor

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courts/playing fields – basketball, tennis, football, soccer. All facilities are inspected daily by school maintenance staff and the program is supported by each of the school's cleaning staff. Students and parents may only access the program facilities through a monitored entrance in the each of the school's cafeterias.

5.6g) Safety and Student Transportation - *The safety of students and their families participating in the 21st CCLC program is of the highest priority to ASAS and OCPS.* To address safety, ASAS proposes to uphold all of the policies and procedures enforced during the regular school day and as outlined in the proposed agreement with OCPS, assuring *complete collaboration with the school.* Documentation of fire drills, emergency drills, and behavioral issues during the after school hours will be kept onsite and in accordance to OCPS policy. All staff will participate in a *level 2 background check*, consisting of fingerprinting prior to commencing employment. This is the same level background check as required by the school district for regular employees and complies with all aspects of the Jessica Lunsford Act. *Student safety will be supported during on and offsite activities* through student applications which are on file at the program site as well as the central office. These applications contain information about each student's parent/guardian, indicate all parties available to withdraw the child from the program, their contact information with identification, and permission for the selected mode(s) of student dismissal. Parents choosing to withdraw their children early must provide identification prior to signing the student out. Persons not indicated as a designated alternate pickup will not be allowed to withdraw a student under any circumstance.

During program hours, ASAS staff is primarily responsible for the safety and security of the students and program. The middle schools' resource officer and/or security staff will be on site until the close of the program. If necessary, additional staff will be included in specialized activities and/or field trips that require smaller student to staff ratios.

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On-Site Safety: In order to assure the safety of all youth participating in Orlando ASAS, the following guidelines for youth entering and exiting the program have been established:

- Youth must report to the designated sign-in area within 10 minutes of final school day bell
- Youth must sign into the program and be marked present by ASAS staff
- ASAS Site Supervisor or designated staff member is the only person that may allow a student to leave the program
- Only parents/legal guardians or those authorized in writing may be permitted to enter the school facility and sign-out youth.
- All individuals signing a youth out must display valid identification and be included on the student's official pick-up list completed in the registration packet
- Youth walking or bike riding home must have previous written permission to do so by parent/legal guardians, and youth walking or bike riding home will not be allowed to leave the program site until the end of the regularly scheduled daily hours -- unless otherwise specified by parent/guardian in writing to ASAS.

Travel to the site is not necessary as each school is the actual site of programming ensuring safe accessibility to the program's services. Once school ends, participants meet in a designated, secure area of the school (e.g., cafeteria) where attendance is taken. Program participants will be supervised by ASAS staff at all times during the duration of the program. *Bus transportation provided* by OCPS Department of Transportation will be offered from the proposed school sites to the closest corner of the participants' homes. Adaptable buses will also be provided for special needs students, assuring that all students travel safely from the site. Student safety will be maintained during all *off-site activities* by meeting the OCPS field trip ratio criteria of 10:1 students to teachers; requiring parent permission; completing head counts before, during, and after trips; and including the proposed site's security monitor. All services

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will be provided at the proposed public school sites which are compliant with the Americans with Disabilities Act (ADA) and a *familiar environment* for the students.

5.6h.) Dissemination Plans

Project flyers and letters, in multiple languages, will be disseminated throughout each school and to the community to communicate the importance and promise of the federally funded ASAS 21st CCLC program. Program information will be sent through local media outlets and presentations will be made at school open houses to acquaint parents, students and community members with the program and its benefits. The 21st CCLC logo will be used on all media and displayed throughout each site. In addition, the ASAS webpage, will be updated monthly (the date of the latest update will be displayed on the page as required) to include ongoing progress of the project. Four times each year, ASAS will post quarterly progress reports summarizing project progress while reporting on key challenges, successes and lessons learned. Also, as required a section of the website will list all scheduled services and provide links to products created by students through the project(s). The ASAS website will be updated to reflect the award within 30 days of notification. To further inform and engage community stakeholders, appropriate announcements will also be made by our ASAS partners on Facebook, Instagram and Twitter accounts which will also be communicated to stakeholders. Utilizing technology, we will establish a regular schedule of email blasts to parents and/or guardians to disseminate program information. Because of the strength of our OCPS partnership, we are able to utilize their ConnectEd call system to inform family members of important events. For family members who do not have regular internet access, printed information will be distributed at family events and sent home as needed with students. These multiple methods of distribution assure that the material is reaching the appropriate audience.