

## **Scope of Work Narrative**

### **5.1 Project Abstract**

After School Programs, Inc. (ASP) will provide academic and enrichment services at both Pine Lake Elementary School (Pine Lake) and Robert Russa Moton Elementary School (Moton) for 75 Kindergarten through fifth grade students each, during the 2017-18 school year (from October 9, 2017 – June 7, 2018), and 60 students each during the summer (from June 11 – July 27, 2018). ASP's 21<sup>st</sup> CCLC program will operate from 3:05 – 6:35 PM at Moton, and from 2:00 – 6:15 PM for Pine Lake Elementary at its satellite location housed in the Ethel F.

Beckford/Richmond Primary Learning Center (Beckford). Programming is made available to all students attending both school sites, with priority given to the highest at-risk kindergarten through fifth graders. Programming includes: (1) homework help; (2) Science, Technology, Engineering, and Mathematics (STEM) centered project-based learning academic enrichment learning programs; (3) healthy and active lifestyle (including nutritional education and regular, structured physical activity programs); (4) cultural programs that integrate fine and performing arts; (5) parenting skills programs that promote parental involvement and family literacy; and (6) drug and violence prevention and counseling programs.

### **5.2 Needs Assessment (7 points)**

Education is one of the main foundations for a child's development, and also for national human resource development. Failure at school and grade retention is a serious concern among children, and their parents. Families who live in Miami-Dade County, particularly within the southwestern 1.7 square mile radius of West Perrine, where both Robert Russa Moton Elementary (Moton) and Pine Lake (Pine Lake) Elementary School are located, face serious challenges to academic success, including poverty, crime, unemployment, and low educational attainment.

Comprehensive and current data is utilized from the United States Census, Florida Department of Education, Miami-Dade County Public School assessments, School Improvement Plans, and both formal and informal stakeholder input provided from each school (from sources such as the Principal, Parent Teacher Organization (PTO), community partners, and various student, parent, and teacher interactions). This approach provided a thorough understanding of the needs at both Pine Lake and Moton, as detailed below:

**School Demographics:** Both Pine Lake and Moton are designated – Schoolwide Title I schools with, 91% and 98.5%, respectively, of it's students eligible for free or reduced lunch. Both also serve grades K through 5 grades, with a total student population of 429 students at Pine Lake, and 339 students at Moton. 96% of Pine Lake's student population is a minority, and 96% economically disadvantaged. While 99% of Moton's student population are minorities, with 98% classified as economically disadvantaged. Both schools received a D grade for the 2016 school year.

**Community Demographics:** Although West Perrine is somewhat diverse, 73% of the population is African American, 19% White, and the remaining 8% comprising a mix of Native American, Asian, Pacific Islanders, and or from two or more races, and Spanish speaking Hispanics make up approximately 17.8% of the population. Students attending both Moton and Pine Lake in West Perrine, Florida face some of the highest poverty rates in the United States. According to Florida's reported crime rates and statistics, the chance of being a victim of crime in West Perrine is 1 in 25!

The median income for a household in the census-designated place (CDP) of West Perrine is \$39,841. About 29.6% of the population is below the poverty line, including 52.1% of those under age 18 and 25.0% of those age 65 or over. Now, factor in census data that reflects West Perrine in comparison to its surrounding cities as having "the largest proportion of percent of families with head of household at 43.9%."

**Target population:** As previously stated, the 21<sup>st</sup> CCLC program serves, and is accessible to, all students attending school at Pine Lake and Moton Elementary Schools. In order to reach students most in need, dissemination of program information to guardians of students identified as at-risk for retention, with state test scores falling below achievement grade levels, and or with learning gains of the lowest 25% is distributed in a personalized manner (i.e., via mailed letter and or flyer to residence, phone calls and or text messages, and or personalized contact during school registration), in addition to school-wide disseminated letters/flyers, robotic calls/texts, and social media postings about the program to the general population. Additionally, adult family members of program participants have access to integrated services such as: direct GED preparation class support and referrals; school board led workshops on relevant topics such as Florida State Standards, district provided student support resources, technical school partnerships, etc.; and health and nutrition workshops and classes; as well as surveyed topics of interest, to increase parental involvement and family literacy.

Based on feedback outlined in both formative and summative evaluations compiled during the 2016-17 school year for all 21<sup>st</sup> CCLC programs in West Perrine and the surrounding communities, science has the lowest proficiency scores across the board.

One of the program objectives is to increase science proficiency scores; however, like many schools, limited availability of financial resources for supplemental science instruction is a barrier. The United States Department of Labor has demonstrated in studies reported, access to high paying careers translates to a solid foundation in science and math. This “translation” begins with solid academic achievement in middle school which allows for advanced placement and dual credit college-level classes in high school. Students must master basic concepts taught in elementary school, as a pathway to solid academic achievement in middle school. There is a need to increase the number of students in advanced math classes for the middle school students at the feeder middle schools.

**Risk Factors:** The needs assessment revealed risk factors impacting immediate and long-term student growth and achievement. There are high numbers of students with families that are unable to provide afterschool care (i.e., homework assistance, supervision) due to long work hours and program costs. A majority of the students are severely behind in meeting expected growth benchmarks in critical ELA and Math skills for the new state standards. Students lack access to computers and high-speed Internet at home and there are limited resources to engage in advanced science, computer technology, engineering and mathematics. Another concern is the lack of time and resources to integrate the arts into the school day, especially for struggling students that spend their extra time in remediation. Students who study art are 4 times more likely to be recognized for academic achievement and 3 times more likely to be awarded for school attendance (USDOE, National 3 Center for Statistics).

**Availability/Accessibility of Afterschool Services:** Supervision of children during non-school hours is a challenge for parents. Programs that expose students to project based Science, Technology, Engineering and Math (STEM) learning opportunities and higher education are limited in West Perrine. The providers that are available typically charge fees that are cost restrictive and offer services that are not tailored to meet academic enrichment needs that cover STEM and individualized skill gap recovery/homework needs. Most of the local schools in the area provide their own afterschool programs, with limited space for students enrolled in their schools. The programs available through community organizations, like the Young Men's Christian Association (YMCA) mainly serve elementary students 10 and under. Most of the neighboring schools have their own afterschool programs for their students. Limited aftercare services are available at both Pine Lake and Moton, but these programs are not well attended due to the costs involved, leaving the larger majority of students needing supervision at the end of the school day.

**Private School Collaboration:** There are 16 private schools within a 5-mile radius of Pine Lake and Moton (based on the 33157, West Perrine/Richmond Heights, Dade County) serving grades

K through 5. Email communications detailing ASP's plans for the 21st CCLC program were sent to these schools. These communications invited private school student participation; however, the private schools contacted did not indicate any interest in the program.

***Needs of family and community:*** Netflix recently added a documentary called '*Dawg Fight*' about the world of backyard fighting in West Perrine, Florida! Some of the fighters explain[ed] in the film, their "choice was to either deal drugs or fight." Youngsters in the movie stated, "they were fighting anyways, they might as well get paid to fight." Many of these fighters are previously convicted felons with no resume or experience that would qualify as appropriate for many employers. Some of them are the parents of the students attending Moton and Pine Lake, who see backyard fights as a way to take care of their families.

When speaking with parents in focus groups for adult family members of program participants in ASP's 21<sup>st</sup> CCLC at Moton and Ethel F. Beckford/Richmond Elementary (Beckford, closed and repurposed as a Primary Learning Center by the MDCPS board following the 2014-15 school year, also located in West Perrine, within 5 miles of Pine Lake), many parents communicated their desire to see their children "succeed" or 'become successful' as indicated by attending college, being gainfully employed as an adult, having the means to support their family, or being able to leave the West Perrine community all together for a more economically advantaged community. In households where guardians work long hours in various low paying positions requiring a high school diploma/GED or less, "many children, even as young as five [in kindergarten], are left at home alone or freely roam the community," as reported by three Department of Children and Family workers assigned to the West Perrine community. The Manager at West Perrine Park (WPP), situated almost exactly between Moton and Pine Lake, stated that, "prior to the 21<sup>st</sup> CCLC aftercare programs offered at Moton and Beckford, during the school year, many children were told by a parent or guardian to walk to the park after school without any adult supervision, or dropped off at the park without adult supervision prior to the parent or guardian going to work during the summer."

Students who previously participated in the 21<sup>st</sup> Century Community Learning Centers at Robert Russa Moton and Ethel F. Beckford/Richmond Elementary Schools have reportedly begun to increase their grades and test scores (as indicated within the program's 2017 formative evaluation), decreasing the achievement gap, were exposed to new positive decision-making opportunities when it came to healthy lifestyle choices, given developmental support in the areas of academics and personal enrichment to increase their likelihood of graduating from high school and even attending college, and modestly increased parent involvement (with rising percentages reflected in program reports each consecutive year). This is an opportune time to capitalize on the groundwork previously laid by ASP's 21<sup>st</sup> CCLC program at Moton and Beckford, and support students and parents in maintaining academic success and advancing the school's efforts to improve student achievement levels. Despite community demographics, high-poverty, high-performing schools do exist and provide students with opportunities and a greater likelihood of long-term success as a productive citizen (Center for Public Education).

***The program's SMART plan to close community service gaps:*** The program design specifically targets each area identified in the needs assessment: (1) Academic Remediation/Homework Help to address student academic progress; (2) STEM to address science deficiencies and minority exposure; (3) Nutritional and physical education to address obesity rates and poor health outcomes; (4) Literary, Visual and Performing Arts education to address the lack of opportunities for creative expression and academic enhancement through the arts; (5) parent services to address educational levels and parenting knowledge; and (6) drug and violence prevention and awareness programs to address the community's high crime rate. Elementary school grades generally go home afterschool, many unsupervised, as their parents are working. Considering the needs of the targeted population, the 21<sup>st</sup> CCLC program will not only help improve student achievement, but parent services will open doors to experiences and opportunities that are often not available for economically disadvantaged students and their families.

### **5.3 Program Evaluation (15 points)**

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 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. The immediate and individualized feedback provided is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student.

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. The schools have committed to providing necessary data on active 21st CCLC students, including attendance, behavior, grades, and other data to support this program.

Formative Evaluations will be completed in accordance with the requirements of the RFP with additional informal and interim evaluations completed after on-site visits. Formal formative reports will include a review of operational accomplishments and challenges (e.g., staff, student recruitment/retention, partner board, etc.), actual versus proposed operation, objective progress,

and recommendations for addressing any challenges. Summative Evaluations will 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 RFP. 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 both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

**Data Collection Methods:** Data will be collected for each participant within the first two weeks of program participation examining initial status pertaining to each objective. The specific objectives and measurements are included in the online application. They are not repeated within the evaluation plan 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, metrics, and benchmarks for successful progression. Assessment of progress towards these objectives will be assessed at least twice per program year (mid-year assessment and end-of-year assessment). Mid is used to demonstrate progress towards program objectives between baseline data collection and at least one mid-point data collection timeframe (between when the baseline data is collected and when the mid-year deliverable is due). All enrolled students who are enrolled at least thirty days at the time of mid-point data collection will be included in the mid-year data collection and reporting. End-of-year data collection will be used to demonstrate achievement of objectives and participation rates throughout the program year. End-of-year objective assessment data for each measure will be collected for all enrolled students who are participating in the 21<sup>st</sup> CCLC program at the time



that end-of-year data is collected. Change in performance for each objective will be reported at the end of the program year for regularly participating students. All data will be submitted electronically utilizing data collection spreadsheets or web-based data collection formats provided by the FDOE.

**Stakeholder Survey Data:** Survey data will be collected from participating students, their adult family members and school day teachers to examine stakeholder perception of and the impacts of the 21st CCLC program on student academic and personal development. Site Directors will ensure the surveys are completed in a timely manner.

**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 program director, 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. For formative and summative evaluations, the evaluator will provide written reports to the program director, and will help guide ASP in refining and addressing any identified concerns. In addition, an on-site debriefing will be provided to 21st CCLC staff to: (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a living" process; and (3) promote discussion, cross-training, and support. Finally, evaluations and findings will be shared with all stakeholders (e.g.. school administrators, parents, and partners) and encourage feedback about ways to improve.

**Reporting Outcomes:** As detailed above, the evaluation process will include all elements of the required Reporting Outcomes. 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 as well as potential changes with data collection by the Florida Department of Education. The project director and the external evaluator are committed to

submitting all required data as instructed and through whatever system developed for the Florida Department of Education with 21st CCLC programs.

**External Program Evaluator:** For the past five years, ASP 21st CCLC programs used The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) as the external evaluator to oversee all aspects of program evaluation, including formative, summative, and data reporting. ASP has a long-standing relationship with the lead evaluator of CASPER, who was a middle school teacher and has been conducting evaluations of educational programs for over 14 years (with the past ten focused on 21st CCLC). CASPER sits on the Executive Board of the Florida Afterschool Network (developer of the Florida Standards for Quality Afterschool Programs). CASPER has overseen the evaluation of over 400 educational programs. The 21st CCLC program will utilize an external evaluator for this project. The evaluator will oversee all aspects of program evaluation, including formative, summative, and data reporting to both the Florida Department of Education and the United States Department of Education.

#### **5.4 Applicant's Experience and Capacity (10 points)**

##### **Program Administration and Fiscal Management**

ASP has 10 years' experience managing 21<sup>st</sup> CCLC federally funded programs. ASP has vital internal controls that are a part of everyday procedures. Management is responsible for the preparation and fair presentation of financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. ASP has internal controls and processes and procedures in place to insure high quality data collection and reporting including: (1) supervisor oversight, (2) data report analysis, and (3) the use of an internal tracking system with clear guidelines for use. All monitoring and audit outcomes for the previous two years (calendar years 2015-2016) revealed that ASP has

the ability and experience to comply with rules and regulations and no corrective action were needed.

### Program Implementation

ASP is licensed and insured and currently operates 21<sup>st</sup> CCLC before and/ or afterschool, summer, and non-school day programs in 4 Florida counties (Broward, Orange, Collier, and Miami) and in Baltimore, Maryland. Our company's programs currently serve over 7,000 children annually in grades Pre-K through Middle School from varying socioeconomic and culturally diverse backgrounds. ASP has over 25 years' experience providing academic and enrichment after school and summer programs and 10 years of experience as a provider of 21<sup>st</sup> CCLC programming providing services in line with the goals, objectives, and approved activities of this RFP. ASP is currently in its fifth year of operating five 21<sup>st</sup> CCLC grants for FDOE serving Orange, Collier, Broward, and Miami Dade Counties. Over the last ten years as a provider, ASP has collected, maintained, and reported accurate program evaluation data.

### Program Evaluations

ASP has received high scores from Before and After School Child Care (BASCC), Children's Services Council, Florida Department of Education 21<sup>st</sup> CCLC, Maryland State Department of Education's 21<sup>st</sup> CCLC, United Way Heart of Florida, and Community Foundations monitoring reports. The 21<sup>st</sup> CCLC program in Miami has specifically been honored with awards of recognition for outstanding performances in the areas of health and nutrition by the Alliance for a Healthier Generation. In 2015, the program at Moton was the only site in Florida selected to participate in the National STEM-Rich Afterschool Making Program, which included specialized training in San Francisco, California. Beckford's program was selected for summer 2017.

## **5.5 Partnerships, Collaboration and Sustainability (8 points)**

### **5.5.a Community Notice**

The intent to apply for this RFP was discussed at both Pine Lake and Moton. Any feedback was documented and considered when making modifications to this RFP. Other methods used by

ASP to disseminate information about 21st CCLC programming to the community includes: 1) Meet & Greets (i.e., Parent Informational Sessions); 2) Attendance at school and community events (Back to School, SAC, and PTA meetings; 3) Social Media via ASP's Facebook, Twitter and Instagram accounts; and 5) Flyers and posting distributed to local parks and centers where community members frequent. After the submittal of the RFP the application will be submitted to the school principal, copies will be available at the SAC meeting, and the program narrative will be uploaded onto the ASP website. ASP maintains an up to date 21<sup>st</sup> CCLC Program Webpage. Currently, the Program Directors send all updates to the Director of Grant Administration who in return sends all updates to the web editor for upload. ASP is introducing a Community Liaison in this 21<sup>st</sup> CCLC proposal and it will be the responsibility of the Community Liaison to gather the information to maintain the webpage.

#### **5.5.b Partnerships**

Program partners will include: (1) The Alliance for a Healthier Generation's Healthy Out-Of-School Time; (2) West Perrine Park; (3) Be Strong International; (4) Regions Bank; (5) Embrace Girls Foundation; (6) 100 Black Men of South Florida; (7) Renewing Life Church; and (8) Miami-Dade Health Department: Food and Nutrition Division. Program partners offer a ride away of service. Services offered from program partners include but are not limited to: (1) Free financial literacy parenting classes, and student classes with curriculum integrating math and money as an in-kind contribution, as well as donated student and parent incentives; (2) In-kind personnel support to complete service learning projects; (3) Screened volunteers for mentoring students with documented behavior problems; and (4) Health awareness programming to adult family members.

#### **5.5.c Collaboration with the Regular School Day**

21st CCLC will align programming with school instruction via input from school administrators, the School Improvement Plan, and daily communication with school staff. 21st CCLC teachers work at the school during the day and teachers will confer with other teachers and school staff

on individual student goals and curricula. The individualized planning is directly aligned with each school's state-approved School Improvement Plan and Florida State Standards. 21st CCLC students will be provided access to essential concepts and meaningful learning experiences in the core academic content areas as well as programming designed to address 21st century skills that will build capacity in students so they are prepared to lead productive, satisfying lives. In order to track student progress, "WEEKLY Student Performance and Teacher Feedback Slips" will be circulated for students with a reported grade of C, D or F in the noted academic categories of math, science, or reading/language arts, and or a reported ), 1, or 2 in the noted behavior categories. Students having reported two or more unexcused absences or tardies within a one week period will also circulate the weekly feedback slips. The weekly feedback slips will be sent to every student's primary teacher on Thursday for Friday reporting and program submission. The feedback reported will allow after school staff to become a part of an academic support triage with the student's caregiver and teacher. More assistance can be provided to support students needing assistance in specific areas, as needed and as indicated via feedback forms. Copies can be provided to parents for documentation and to enhance communications regarding the level of support being provided during aftercare, to support day learning.

In planning and preparing for this grant, ASP worked collaboratively with principals, teachers, parents and community members to develop a program that meets the needs of all stakeholders. The school principals and key staff members were actively involved in the development of the project based learning activities, program objectives, and enrichment activities and will continue to support the recruitment of students and staff. Additionally, ASP received letters of support from Principals, who agree to provide the necessary space, resources, and required data, as well as help in identifying teachers and students for the program. Monthly meetings with school administration and attendance at quarterly faculty meetings will continue, to ensure that regular communication protocols, feedback and

information is obtained from day school teachers, staff, and administrators. Communication between 21st CCLC and regular-day teachers is critical for ensuring continuity, effectiveness, safety and security. Using teachers and staff from the regular school day already enhances this collaboration, but additional measures will further enhance coordination. Homework feedback forms and communication logs between teachers, parents, and program staff are utilized to document communications between day teachers, after school teachers, and parents. All students receive academic-focused, project-based activities designed to be interactive, engaging, and creative. Specific projects are submitted by the teachers and approved by the Program Manager prior to implementation. All project-based activities integrate both academic and personal enrichment activities, thus providing for a seamless transition. All project-based activities include Florida standards. In addition to supporting academic standards, projects are designed to support the regular school day. All project-based learning activities are provided by Certified Teachers at a maximum ratio of 20:1.

#### **5.5.d Sustainability**

ASP has an array of community supporters and partners. ASP has worked to collaborate with principals, teachers, parents and community stakeholders to prepare this 21st CCLC proposal, and will continue to maintain and build partnerships to enhance the implementation and refinement of the 21st CCLC program for the program to be sustained in years 3-5.

### **5.6 Program Plan (40 points)**

#### **5.6.a Target Students**

The target populations are students in grades K-5 in Florida Schools that received a 2016 school grade of D or F as indicated on the FDOE School Accountability Report, School Grades, for 2016. A total of 75 students (K-5) will be served daily. Students with educational difficulties or other needs identified by school administrators (e.g., low test scores, poor retention, poor attendance, behavioral issues) will be given priority. Once the students are identified for the program, parents complete a registration pack. After the initial enrollment period, all students

from the targeted schools that would benefit from the program will be invited to attend. A wait list will be initiated at each site once all available slots are filled. All family members of actively participating students will receive services.

### **5.6.b Recruitment and Retention**

#### Recruitment

Proven strategies to recruit students who qualify for participation in the 21' CCLC program include: 1) phone outreach via robotic text messages and automated calls and voicemails sent to parent phone numbers provided; 2) flyers distributed to students, and made available in the front office; and 3) daily school announcements, and during open house at each site.

#### Retention

Feedback from students and parents have demonstrated that they are eager to participate in ASP's 21<sup>st</sup> CCLC programs because, as many stated, the program is fun and effective at increasing student academic success, as reflected on student's report cards and test scores.

### **5.6.c Student Program Activities**

21<sup>st</sup> CCLC programs carry out a broad array of activities that advance student academic achievement and support student success. Each program schedule reflects a balance of academic and enrichment activities that support the 21<sup>st</sup> CCLC program to improve academic performance of students and help students meet Florida's academic standards. In addition, the activities include a wide range of teaching modalities (e.g., instruction, hands on, free exploration, etc.) to meet the learning styles of all students. Considering Moton's extended day learning schedule (the Principal elected an extended day learning schedule to enhance learning effectiveness, based on previous gains and test data), the after school program hours were extended to now operate from 3:05 - 6:35 PM to allow three and one half hours of programming. This will allow the program adequate time to incorporate all of the essential program components (homework, PBL activity, snack and supper, and SPARK) without compromising the effectiveness. Students attending Pine Lake Elementary school, being transported less than

a mile to Pine Lake's satellite location at Beckford, will participate in a four hour program to offset it's travel time of an estimated 15 minutes per trip to board and unload the school bus transporting students from Pine Lake's main campus, to its Beckford location.

**Healthy Eating Physical Activity (HEPA):** Physical fitness and health and wellness will be offered daily using the Sports, Play and Active Recreation for Kids (SPARK) curriculum. SPARK is a research-based, national organization dedicated to creating implementing and evaluating programs that help reduce childhood obesity and promote life-long healthy habits. SPARK curriculum and activities are in alignment with National Standards in Physical Education (NASPEC). SPARK activities are led by our trained counselors who ensure that the activities are safe, fun, and productive for all students. The After School SPARK manual in which ASP purchases from SPARK has over 400 pages of reference and resource chapters, cooperative, cultural and aerobic games, dances from around the world, and fun skill development and sport activities. The manual includes an extensive focus group survey to identify youth activity interests, practices, and barriers as well as many resource chapters (e.g., promoting activity at home, etc.). Accommodations are made within the curriculum for children with special needs.

MyPlate, a curriculum sponsored by the United States Department of Agriculture (USDA) with the intent to prompt consumers, children and families, to think about building a healthy plate at meal times will be used daily to teach children and their families about making healthy food choices part of their lifestyle. MyPlate emphasizes the fruit, vegetable, grains, protein foods, and dairy groups. Serving Up MyPlate is a collection of classroom materials that helps elementary school teachers integrate nutrition education into Math, Science, English Language Arts, and Health. Curriculum components include a teacher's guide, original songs, posters, parent handouts, games, and many additional resources.

**Arts Education:** The arts include the expressive arts i.e. visual arts (e.g. design, painting, drawing, photography) and performing arts (singing, dancing, drama, drum circles), as well as creative writing, poetry, beat-making, etc. The arts are correlated with positive academic, social



and behavioral development (Forrest-Bank, et al., 2016). Often time's children do not receive enough art education throughout the day due to budget cuts and the teachings of common core standards. Most project-based academic activities will involve an arts education component, aligning with Florida's Standards for the Visual and Performing Arts, as well as the National Standards for Arts Education to help reinforce the concepts and knowledge provided in the project-based learning environment. Students may display and demonstrate their artwork or performing arts at family activities throughout the school year.

**Homework Help:** Homework assistance will be provided daily by a certified teacher. During this time the following researched based strategies will be incorporated (Huang & Cho, 2009): (1) Pre-set time for homework completion; (2) Allotting sufficient time for homework completion as part of a routine schedule; (3) A structured setting that provides materials and space with no distraction; (4) Instructional support for children; (5) Motivational strategies to encourage children to complete their homework; and (6) assistance from a certified teacher. Homework will be the primary focus of the academic hour. When a child's homework takes less than one hour engaging supplemental activities will be offered. Activities will be creative, fun, and designed to foster a love of learning.

## **STEM**

The U.S. is falling behind many other nations in the areas of science, technology, engineering, and mathematics (STEM). Females and people of color are particularly underrepresented in STEM careers, yet pursuing a STEM career has more to do with conditioning than predisposition. The right environment can make a difference (Fleming, 2012). Informal learning environments, i.e., those which allow children to experience learning outside of formal, traditional school classrooms have been found to increase children's interest in STEM fields. While afterschool programs can include field trips to other informal learning environments e.g. museums, zoos, etc. there are also fun ways to incorporate STEM right at the afterschool site.

STEM activities include, but are not limited to Digital Game Based Learning, Makerspace/ Tinkering, Legos, and Project Based Learning.

### **Digital Game Based Learning (DGBL)**

Dimensions U and i-Ready will be offered to each program. ASP will conduct a meeting with each school principal prior to the start of the school year to determine which program would be most beneficial to the students at that school. The i-Ready software package delivers children instruction, performance diagnostics and progress reports based on the Common Core State Standards in math and reading. Children will take an assessment online and receive individualized instruction according to their ability. As they work online with an interactive math or reading lesson the work becomes more challenging. The software is visually appealing to children and includes interactive lessons, example problems and practice problems by a company of diverse online characters. Dimension U is a multi-player video game for students of all ages which is aligned with the state standards and focuses on math and reading.

### **Tinkering/ Makerspace**

The Maker Movement is a technological and creative learning revolution that is reinventing education (Marktinez & Stager, 2016). Makerspace creates an area for Project Based Learning. Society increasingly expects children and youth to develop critical thinking, problem solving, and analytical skills (Weiss & Lopez, 2015). The process by which knowledge is transferred from teacher to child with success measured by the accuracy of the child's memorization is increasingly considered outdated. That instructional model does not develop the ability to innovate which is lauded by many to be the most essential skill in today's world (Stewart, 2014). The best innovation comes from experiencing initial failures and figuring out how to make it work. Designing and making things is a process that involves trial and error. The Maker Movement aligns with the natural inclinations of children and the power of learning by doing. Each site will have a Tinkering/ Makerspace area set up with workstations for students to engage after homework completion. During Tinkering/ Makerspace children will learn project

management, science, technology, engineering, robotics, art, math, collaboration and problem solving, all while having fun. Makerspace will be an environment in which students are encouraged to dream, plan, create, test, and succeed. Students are inspired to pursue projects that interest them individually or collaboratively.

### **Lego®**

LEGO® bricks are naturally engaging to elementary students. When they are introduced into the learning environment they boost motivation. It's through this active, engaged experience that LEGO Education lays the foundation for lifelong learning. The hands-on solutions ignite children's natural desire to explore and discover. Students will learn subjects like language, math, science, technology, and engineering more effectively while improving and developing their 21st-century skills, like problem solving, collaboration and communication. Each site will have Lego work stations set up as an offering for students after homework is complete.

**Project-Based Learning:** PBL is a form of experiential learning that involves learning by doing. Experiential learning includes five phases: (1) experience, i.e. do the activity, (2) share reactions and observations in a social context, (3) process, analyze and reflect upon what happened, (4) generalize i.e., discover what was learned and connect to life, and (5) apply what was learned to a similar or different situation (Barker et al., 2014). Inquiry-based learning, also experiential learning, uses questions, problems, and scenarios to help children learn through their own investigation instead of just presenting facts to them (edutopia.org). Service Learning and STEAM projects are examples of project-based and inquiry-based learning. Project-based learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying. Project based lessons align with the Florida Standards and include STEAM, Reading, Writing, and Social Studies. When possible, cultural arts/ enrichment activities and/ or field trips will be incorporated within the theme. All students receive academic-focused, project-based activities designed to be interactive, engaging, and

creative. All project-based activities integrate both academic and personal enrichment activities, thus providing for a seamless transition. In addition to supporting academic standards, projects are designed to support the mimic topics that are introduced during the regular school day.

In addition to the aforementioned activities, sites may choose additional supplemental activities based on the needs of their students.

#### **5.6.d Adult Family Member Program Activities**

Engaging families in afterschool and summer learning is a critical component. Research shows that when families are engaged, student outcomes, such as attendance, behavior, and academic achievement improve. Family engagement includes activities for and with family members that are implemented at the school. Families are critical partners in the recruitment and retention efforts of afterschool and summer learning programs. They are often a program's best ambassadors, not only in encouraging their children to participate but also in reaching out to other families to help them understand the importance of participation in afterschool programming (Lauver & Little, 2005). Family engagement in afterschool programs can be leveraged to improve family engagement in learning in and out of school. Specifically, studies have found that family engagement in afterschool programs can lead to greater involvement in school events, increased assistance with homework, and more encouragement for reading. ASP has a great deal of experience in providing programs for parents and adult family members. A total of six bi-monthly activities for adult family members will be provided, which may include literacy workshops, science nights, and parenting workshops. To ensure high-demand activities, a survey will be provided to a family when a new student is enrolled to determine the needs and/or interests of the adult family members. When possible, these events will be scheduled alongside student performances or exhibitions to help ensure higher parental attendance. 21st CCLC parents will be recruited through school PTA and SAC meetings, school staff recommendations, school newsletters, announcements, 21st CCLC program flyers, student produced newsletters and on ASP's website. Each program will also host a "Meet and Greet"

evening during the first month of the program's operation (i.e., open house) during the school year to provide program information and give families the opportunity to meet and interact with program staff and administrators. All proposed adult activities will be aligned to the specific student/adult needs identified in the original project's needs assessment.

Adult family member workshops, meetings, and or gatherings will take place to also display student work and allow parents an opportunity to speak to staff regarding their child's progress in the program.

### **5.6.e Staffing Plan and Professional Development**

Staffing: ASP's management team brings extensive experience in education, leadership, and youth services to the 21st CCLC program. The 21st CCLC program will be supervised by The Director of Operations, Director of Grant Administration, Director Coordinators and Program Director. An experienced Program Director will be responsible for the daily operation of the program. ASP's multi-tiered management system of District and Area Coordinators supports high-quality programming ensures active and direct daily supervision, and provides rapid response to any concerns. The staff model at ASP 21st CCLC sites for includes a Site Director, Assistant Site Director, Certified Teachers and Enrichment Instructors. The safety of students is of the highest priority and has been carefully considered. The teacher-to-student ratio will be shall not exceed 1:20 (in keeping with afterschool standards established by the Florida Afterschool Network). The project director will maintain safety and security, communicate with parents, and relieve teachers if needed. When appropriate to enhance safety, a teacher and enrichment instructor may be paired. All staff hired for the 21st CCLC program will have qualifications verified to provide the activities for which they are hired. Each teacher will be certified by Florida DOE. The Program Director, teachers, enrichment instructors, and all contracted providers will have Level 2 FBI background screenings to help ensure security of students. In addition, all personal enrichment instructors and contractors must be experienced

youth development workers and/or demonstrate a high level of expertise in the enrichment activity provided.

<b>Position</b>	<b>Education/ Training</b>	<b>Experience</b>	<b>Primary Duties</b>
Elissa Hutshneker/ Director of Grant Administration	Bachelor's Degree	Over 10+ years' experience in the supervision of grant compliance	Ensures compliance with all data requirements, data collection, record keeping, and invoicing.
District Coordinator Rob Pagan	Bachelors or Associates Degree in Education related field, and Directors Credentials. 40 hour child care training, CPR/First Aid	23 years experience in childcare and working for ASP	Hold monthly site director meetings; supervise Program Director/Area Coordinators
Program Director Nikki Watkins	Bachelor of Social Work, Juris Doctorate, CPR/First Aid Certified	15 years grant supervision and compliance experience	Supervise 21 <sup>st</sup> CCLC sites and site directors, daily visitation to sites, ensures stakeholder involvement, quality compliance and best practices
Site Directors One per site (TBD)	HS Diploma, AA, BA in Education related field, or working toward Director Credential; CPR/First Aid	Minimum of 1 year experience in childcare or working for the company	Plan and prepare site schedules and daily activities, plan family engagement nights, supervise staff and children at all times, attend meetings and trainings, ensure compliance with grant requirements.
Assistant Site Directors One per site (TBD)	HS Diploma or higher, In compliance with the 40 hour child care training completed within 1 year of hire, CPR/First Aid	Minimum of 1 year experience in childcare or working for the company	Assist Site Director in all responsibilities, help ensure that all grant paperwork is done properly and submitted on time; cover front desk to ensure proper supervision by Site Director.
Teachers (TBD)	FDOE teacher certification	Minimum 2 years teaching	Provide homework assistance, academics, and enrichment. Facilitate and plan daily program activities to engage participants in learning once homework has been completed.
Counselors (TBD)	HS Diploma, must complete 40 hour child care training completed within 1 year of hire	Minimum of 6 months in working with children	Nurture, interact and supervise the participants in all activities on site and off site.

**Professional Development:** All 21st CCLC site coordinators and program directors in the ASP system attend professional training on research-based practices for successful afterschool programming, the Florida standards for afterschool programs, and strategies for increasing family involvement in a child's education. The program will send the program director and a certified teacher or enrichment counselor to the 21st CCLC Conference being held in July. Following the statewide conference, all other 21st CCLC staff receives training on topics brought back from the state training, including engaging adult family members and retaining student participation in program activities. All staff members are trained in safety procedures including CPR and First Aid, Identifying Child Abuse and Neglect, Dispensing Medications, Emergency Procedures, and Crisis Management.

ASP emphasizes the importance of diversity and inclusion trainings. This is highlighted every school year (since 2013), when ASP's Miami employees attend the Ideas with IMPACT EXPO - The Teacher Conference sponsored by The Education Fund, in partnership with Miami Dade County Public Schools. However, all ASP employees are trained to meet the needs of the target population. Additionally, all staff attend trainings on cultural diversity, bullying prevention, how to work effectively with students with special needs, positive classroom management techniques, and other diversity issues critical to today's youth. Staff training incorporates the 5 basic skill areas required for cultural competence: (1) Valuing diversity; (2) Being culturally self-aware; (3) The dynamics of cultural differences; (4) Knowledge of student cultures; (5) Adapting our programs to reflect an understanding of diversity within and between cultures. ASP has a multi lingual staff available at each site that is able to communicate with parents and families. All communications are available in English, Spanish, and Creole.

#### **5.6.f Program Centers**

ASP's 21st CCLC sites are held within the Public School Buildings. The principals at each school have approved the usage of classrooms, the cafeteria, and outdoor play areas based on size, safety regulations having been met, and the feasibility of proposed activities conducted in

the identified areas. Although Pine Lake's students are being transported to Pine Lake's satellite site located in the Beckford facility, student safety and program compliance is not impacted. Both Moton and Pine Lake (the Beckford location) are licensed by the Department of Children and Families to operate. Both sites, as well as each program specific operation locations have undergone multiple fire inspections, MDCPS inspections, as well as health department and sanitation inspections. All licenses and certifications are current and demonstrate full compliance. ASP is fully insured and licensed. Additionally, all sites meet and/or exceed state and local health and safety ordinances, are handicap-accessible, and comply with the American with Disabilities Act (ADA). The facilities are maintained by the school district and undergo annual safety inspections. A great majority of the parents of student participants walk to and from the program to pick-up their children, as identified in a community mapping survey of participating adult family members.

#### **5.6.g Safety and Student Transportation**

##### **Student Safety**

The safety of the students and families participating in the 21st CCLC program is of the highest priority. The 21st CCLC program is located in public schools which are safe, familiar and easily accessible for children and parents. ASP is fully insured and, licensed. All sites meet and/or exceed state and local health and safety ordinances, are handicap-accessible, and comply with the American with Disabilities Act (ADA). The facilities are maintained by the school district and undergo annual safety inspections.

ASP's HR Department is dedicated to hiring qualified and experienced afterschool personnel. Applicants selected for employment must comply with all the requirements of The Jessica Lunsford Act, and school district policies. All staff members must obtain and visibly wear an easily readable photo identification badge at all times. Program teachers will have active and valid teaching certificates from the FDOE. All personal enrichment instructors must be experienced youth development workers and/or demonstrate a high level of expertise in the



enrichment activity provided (e.g., artist, dancer, and engineer). The teacher to student ratio will not exceed 1:20 (FAN Standards). We will accommodate these students by utilizing the schools classrooms, media center, cafeteria and playground. Students will be in groups that coincide with grade level and staff personnel ratios. Coordinators will establish, review and maintain safety and security procedures and communicate with parents and staff. ASP's safety policies are continuously reviewed and are a primary component of the ASP Operational Manual. Following school dismissal, students walk to the cafeteria or assigned classroom where attendance is taken by staff members. Parent/Guardians are notified immediately of any unexplained absences. No child is permitted to walk or bike home. An authorized parent or guardian with a picture ID must come to the site and sign the child out. The following procedures are implemented by ASP personnel both on site and during off-site field trips: 1) no student is ever left alone; 2) buddy system is always in effect; 3) regular head counts (verbal and documented); 4) radio communication to track student movement; 5) drinking water always available; and 6) public bathrooms pre-checked and one staff member present for every four children.

### Student Transportation

The program at Moton is located at the school where students attend; therefore, daily transportation to Moton's program is not needed. However, transportation will be provided for participating students with registered attendance at Pine Lake, for transportation to Pine Lake's satellite site at Beckford. In response to MDCPS redistricting and repurposing of Beckford, and in preparation for the 2015-2016 school year, an in-depth parent interest survey and analysis was conducted to evaluate what program activities and components were most useful and or desired by parents and students, as well as examine the transportation needs of parents and students. During the end of the 2014-2015 academic year, the Miami-Dade County Public Schools made such a difficult decision – converting Ethel F. Beckford / Richmond Elementary School to an early childhood development center and bussing the elementary school students to

nearby schools. While most of the schools where students will attend are not very far away (less than 2 miles), these students will be unable to attend afterschool programming at the new facilities because they either did not exist, were unaffordable, at capacity, or parents were unable to travel for child pick up. As such, the students would have been bussed home and placed in the same at-risk environments (e.g., latch-key, siblings, playing on the streets) that the 21<sup>st</sup> CCLC program at Beckford/Richmond was designed to prevent. Therefore, considering the communities critical need for structured afterschool programming for these children, and in an effort to help them understand that they have the capacity to learn, that learning is fun, and that poverty is not their future, transportation was made available under within a revised Request For Amendment for the 2015-16 school year. The transportation addendum was included in Parents were asked how their children would get home at the end of the 21<sup>st</sup> CCLC program each day, should the program be offered at their desired site location. As shown below, those parents requested to have students attend the Beckford/Richmond site would have their students walk home (either with older students or with the parent/caregiver), followed by students driving home with the parent or caregiver. This distribution helps explain why these parents prefer their children to be served at Beckford/Richmond, which is closer to their homes and, therefore, more convenient for the children to be picked up and taken home. Parents wishing for their children to attend the R.R. Moton site stated they would either carpool or ride public transportation home at the end of the day. The table below provides a breakdown of the indicated transportation anticipated to be used by student parents.

***Transportation Methods for Students (Program to Home)***

<b>Activity</b>	<b>R.R. Moton</b>	<b>Beckford/Richmond</b>	<b>Both Sites</b>
Walk Home	0.0%	61.9%	34.7%
Carpool with Others	48.5%	4.8%	24.0%
Public Transportation	51.5%	2.4%	24.0%
Drive Home with Parent	0.0%	21.4%	12.0%

Transportation will also be provided for field trips. Off-site activities will be staffed by a minimum one staff to 10 students, with every group having a 21st CCLC staff chaperone. Buses provided for educational field trips will meet all school district and local requirements. Parents will receive trip notices in advance and 21st CCLC staff will bring each student's emergency information on the trip. Prior to each trip, 21st CCLC staff will review off site and bus rules. Staff will be positioned in the front, middle and back of the bus to aid in emergency preparedness and bus safety.

#### **5.6.h Dissemination Plan**

ASP will continue to disseminate understandable and easily accessible information about its 21st CCLC programs, including program locations, activities and evaluation outcomes. ASP currently maintains a program website — [www.aspkids.com](http://www.aspkids.com) which is used as a resource by a wide variety of stakeholders to disseminate educational information about the company, its programs and staff. ASP's website includes a section especially dedicated to the company's 21st CCLC programs. It contains information about scheduled services, a grant narrative, how each current 21st CCLC program is meeting the proposed goals and objectives, and student projects. Both sites also provide monthly newsletters to parents, comprised of articles co-written with students regarding the various activities students are engaged in. Materials can be translated into Spanish, Creole and other languages, as necessary. Other methods used by ASP to disseminate information about 21st CCLC programming includes 1) Meet & Greets (Parent Informational Sessions); 2) Attendance at school & community events (Back to School, SAC, and PTA meetings); 3) Social Media via ASP's Facebook and Twitter accounts; and flyers that are distributed on site and at the local community parks and recreation centers. Additional effort will be made to continue to communicate with private schools within the zip code of the schools being served, to offer equitable services to private school students, beyond the initial consultation. The Program Director will ensure that documented contact is made at least three times annually (at least two months apart) with private schools within the 33157 zip code.