

5.1 Project Abstract

After School Programs, Inc. will provide academic and enrichment services at both West Oaks and Oak Hill Elementary Schools for 90 students each, during the 2017-18 school year, and 80 students each during the summer (2018). Programming will be made available to all students attending the school site, 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)

The proposed 21st CCLC sites align with the OCPS vision, mission, and goals. The vision of OCPS is to be the top producer of successful students in the nation. OCPS Mission is to lead the students to success with the support and involvement of families and the community. The OCPS Goals are focus efforts to accomplish the mission and achieve the vision, the board and superintendent set five broad goals: 1. Intense Focus on Student Achievement; 2. High-Performing and Dedicated Team; 3. Safe Learning and Working Environment; 4. Efficient Operations; and 5. Sustained Community Engagement. The proposed 21st Century Schools received a school grade of D for the 2015/ 2016 school year and need to assistance of the 21st CCLC program to increase performance to be able to better align with the vision, mission, and goals of the district. The schools are both Title 1 schools and according to the 2015-2016 Economically Disadvantaged Rate both schools are at 100% economic disadvantage.

School Demographics: Orange County Public School District has a total of 87,104 students enrolled in Elementary Schools. The Elementary School Demographics for OCPS is made up of 62% White, 29% Black, 4 % Asian, 1% Pacific, and 3% multi. The district elementary schools

are made up of 42% Hispanic and 58% Non-Hispanic. The proposed 21st CCLC schools are not a reflection of the enrollment summary for the district as the schools make up the majority of the minority and/ or Hispanic population. According to OCPS, the following school demographics for West Oaks were reported on May 15, 2017: White 6%, Black 89%, Asian 2%, Pacific 1% and Multi 1%. According to Federal Ethnicity by Percentage the school body is made up of Non-Hispanic 99% and Hispanic 9%. Total Enrollment at West Oaks is 610. The following school demographics were reported for Oak Hills: White 35%, Black 54%, Native 2%, Asian 4%, Pacific 2%, and Multi 3%. Federal Ethnicity by Percentage: Non-Hispanic: 69 Hispanic: 31. Total Enrollment at Oak Hills is 520.

School Data:

West Oaks

The table below demonstrates the high number of students that attend West Oaks Elementary School that exhibit one or more early warning indicators. The 21st CCLC program targets students first that display the greatest need. There are 615 students enrolled at West Oaks and 480 have been identified on the early warning indicator for having attendance below 90%, one or more suspensions, and/ or course failure in ELA or Math.

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	8	9	7	8	11	51
One or more suspensions	3	2	2	6	5	10	28
Course failure in ELA or Math	35	72	76	106	61	51	401
Level 1 on statewide assessment	0	0	0	0	0	0	

Oak Hill

Test scores at this school fall below the state average. This means that most students at this school are not performing at grade level. English test scores are 38% compared to 53% as the state average and Math test scores are 41% compared to 58% as the state average according to 2015-2016 Florida State Assessments (FSA). Students at this school are making far less

academic progress given where they were last year, compared to other students in the state. Very low progress with low test scores means that students are starting at a low point and falling even farther behind their peers. Very low progress with high test scores means students have strong academic skills but that the school is not contributing to student learning as much as other schools in the state. Oak Hill has been on a downward spiral from a B in 2010/2011, A in 2011/2012, B 2012/2013, C 2013-2014, and then a D in both 2014/2015 and 2015/2016 school years. The table below demonstrates the high number of students that attend West Oaks Elementary School that exhibit one or more early warning indicators. The 21st CCLC program targets students first that display the greatest need identified on the early warning indicator for having attendance below 90%, one or more suspensions, and/ or course failure in ELA or Math.

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	9	5	13	14	11	0	0	0	0	0	0	0	57
One or more suspensions	1	5	3	4	9	5	0	0	0	0	0	0	0	27
Course failure in ELA or Math	0	8	13	11	4	7	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	41	39	29	0	0	0	0	0	0	0	109

Reading and Math Score Data and Trends: A study of the Consequences of Poverty found that children living in poverty were 90% more likely to not complete high school by 20 years old. The report concluded that African American and Hispanic children are more likely to live in poverty and live in neighborhoods with low performing schools. Both proposed schools are in an area of poverty where the lack of financial, emotional, and physical resources; supportive relationships; and support systems contribute to the low performance of the students (A Framework for Understanding Poverty, Dr. Ruby Payne).

Unemployment Rate: Orange County has a high population of young working families, with over 70% of the adults in the labor force. The median age of residents in these communities is 32 years old, as compared to the Florida median age of 40.5. Census (2013) data indicate that both adults work in 70.1% of two-parent families in this community. The communities in which West Oaks and Oak Hills have a great need for safe and affordable afterschool programming to

assist working parents and improve parental literacy and parenting skills. The academic and personal needs data included in this report support the conclusion that after school programming must provide academic and personal enrichment to promote student success in school. Evaluation of community resources shows that there are few affordable opportunities for the target population. The ASP 21st CCLC program would provide consistent support to working families by providing programs throughout the calendar year.

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 through CIM 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). Mid-year progress data is reported quantitatively for each objective assessment. 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 21st 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. Data will also be utilized by the program director and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students. 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 program manager 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. As an active member of the American Evaluation Association, all evaluations are conducted under the ethics and procedures of this professional organization. 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.

Advisory Board: To ensure broad based community, school and student involvement and support, ASP's 21st CCLC programs will establish a 10-15 member advisory board composed

of at least two parents, one regular day school teacher from each target school, and a diverse group of community members. The board will meet twice annually to discuss current or future program needs and/ or concerns, program evaluation results, program operations and sustainability.

5.4 Applicant's Experience and Capacity (10 points)

Program Administration and Fiscal Management

ASP has 10 years' experience managing 21st 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 21st 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 21st 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 21st 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

All elementary ASP programs are regularly evaluated using self and outside assessment tools. The Broward School District conducts an unannounced Needs Assessment annually. Broward County Child Care and Licensing conduct unannounced visits three times per year. The Florida Department of Education 21st Century Evaluation team visits our programs and an independent evaluator monitors this program three times were year. Out of school time programs funded through the Heart of Florida United Way report outcomes quarterly. Parent, staff, and student surveys are also conducted to ensure continuous quality improvement. ASP has received high scores from Before and After School Child Care (BASCC), Children’s Services Council, Florida Department of Education 21st CCLC, Maryland State Department of Education’s 21st CCLC, United Way Heart of Florida, and Community Foundations monitoring reports year after year. Formative Evaluation reports from the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER), indicate that all ASP 21st CCLC programs are on track to achieve all operational and academic objectives. Overall, ASP has demonstrated expertise and proven success in providing highly structured and academic 21st CCLC programs. The lasting impact of ASP’s programs has been repeatedly demonstrated with improved student achievement, social skills, physical fitness and increased family involvement. A recent impact study by Children’s Services Council of Broward County of the 1,500 students in ASP’s Maximizing Out of School Time Program found that 100% improved their basic reading skills, 100% improved basic math skills, 97% demonstrated improved social skills and interactions with peers and adults, and 98% improved homework completion. The data collected is instrumental in shaping the future of the program from making changes in a student’s classroom grouping in the

afterschool program to program changes for the following year to improve the quality of the program.

5.5 Partnerships, Collaboration and Sustainability (8 points)

5.5.a Community Notice

The intent to apply for this RFP was discussed at the SAC meetings at the proposed schools. 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 21st 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 21st CCLC proposal and it will be the responsibility of the Community Liaison to gather the information to maintain the webpage. Content on the 21st CCLC webpage includes: proposal narrative, evaluation results, upcoming events, and parent links.

5.5.b Partnerships

During this project's development, ASP's grant team worked to collaborate with principals, teachers, parents and community members to develop a program that meets the needs of all stakeholders. The principals of both schools were actively involved in the development of the project based learning activities and will continue to oversee the selection of students and staff. Currently, ASP has received support from a number of community partners. Orange County Public School District superintendent has pledged support of the ASP 21st CCLC program.

Additionally, ASP received a letter of support from both principals, whom have agreed to provide the necessary space, resources, and required data, as well as help in identifying teachers and students for the program. The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will provide evaluation and professional development services. Florida Hospital FIT Program will provide Bi-Monthly class sessions on the importance of a good nutrition and living an active lifestyle. UF-IFAS Extension will provide weekly class sessions to discuss their nutrition based education program and how families can make healthy choices. Home Depot will provide assistance with the school gardens by providing plants, mulch, and a person to come and speak to the kids about how to properly plant a garden. The Red Cross will provide a parent literacy night to teach families the proper supplies and safety procedures during hurricanes and other natural disasters call the 'Pillow Case Project'. Orange County Public Library will provide Family story time night for all parents and students.

5.5.c Collaboration with the Regular School Day

21st CCLC will align programming with school instruction via input from school administrators, 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 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 180 students (K-5) will be served daily in the proposed 21st CCLC program. 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. The number of participants to be served for both school year and summer programming has been determined by working with each schools administration and leadership team. 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. Once a slot becomes available the students on the wait list will fill the available slot.

5.6.b Recruitment and Retention

Recruitment

Proven strategies to recruit students who qualify for participation in the 21' CCLC program include: 1) phone messages sent to each parent prior to the start of the school year, and summer; 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 21st CCLC programs because, as many stated, the program is fun, engaging, and effective at increasing student academic success, as reflected on student's report cards and test scores.

5.6.c Student Program Activities

21st 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 21st 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) to meet the learning styles of all students. When the bell rings students meet in the cafeteria. Attendance is taken and students are either provided with snack or supper (both are served daily throughout the school year.) Students begin their homework.

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.

After homework all students participate in academic remediation for a minimum of one hour using project based learning. Over the summer students are provided with three hours of project based learning.

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. After project based learning students participate in enrichment activities throughout the remainder of the day. Enrichment activities include:

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 promotes quality, fun, daily, health inspired physical activities that encourage participation by all students regardless of their physical ability. Since the SPARK curriculum was introduced in 2005 at the National After School Conference, ASP has been incorporating the SPARK curriculum in all of its programs. The After School SPARK manual includes 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 including jump rope, parachute play, jogging games, fitness circuits, and beanbag activities. Fitness activities are designed to promote lifelong enjoyment and healthy habits. 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. Low-income and food insecure people are especially vulnerable to

obesity due to the additional risk factors associated with poverty, including limited resources, limited access to healthy and affordable foods, and limited opportunities for physical activity. MyPlate emphasizes the fruit, vegetable, grains, protein foods, and dairy groups. Serving Up My Plate is a collection of classroom materials that helps elementary school teachers integrate nutrition education into Math, Science, English Language Arts, and Health. This yummy curriculum introduces the importance of eating from all five food groups using the MyPlate icon and a variety of hands-on activities. Students also learn the importance of physical activity to staying healthy. 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.

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. Dimension U engages student learning in standards-based curricula through the power of immersive and cutting-edge multiplayer video games that are ready for a bring-your-own-device (BYOD) world; Provides educators with high-quality supplemental curricula for grades 3-9 in mathematics and literacy, which aligns to Common Core, State Standards & classroom instruction; Connects learners safely with peers globally, through an extensive school-based gaming and competition network that promotes real-time collaboration and helps develop skills necessary to compete in a global economy; Delivers measurable achievement results as demonstrated through past research studies and client data. Dimension U is a proven example of successful game-based learning.

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.

In addition to the aforementioned activities, sites may choose additional supplemental activities based on the needs of their students. During the summer enrichment activities also include academic based field trips and swim.

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. The 21st CCLC program will offer assistance on making the best choice possible about their child's education. 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. All adult family member activities will be scheduled in consideration of family schedules and working parents. ASP will have staff available at each site to provide childcare and food during each of these events. ASP will partner with other local business partners to donate refreshments at these events to help increase parental involvement and attendance.

21st CCLC parents will be recruited through school PTA and SAC meetings, school staff recommendations, school newsletters, announcements, school website, parent phone link, 21st CCLC program flyers, student produced newsletters and on ASP's website. Monthly activities for adult family members will be selected based on surveys from parents and will include: 1) GED workshops; 2) parenting and family bonding workshops; 3) science and math nights; 4) ESOL and Basic Adult Literacy Workshops; 5) healthy eating and physical activity initiatives; and 6) creative activities that allow students to showcase and demonstrate newly learned skills and teach adult family members. 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.

Monthly Parent and Student Activities: Monthly Adult family member workshops, meetings, and or gathering 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. At each monthly gathering there is an opportunity for the student and adult family member to work together. Additionally, schools will conduct a Family Fun Day where parents are invited to participate in workshops and activities with their child.

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.

Position	Education/ Training	Experience	Primary Duties
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 Greg Scow (Orange County)	Management of Childcare Certificate	18+ years' experience in the field of after school leadership and management.	Hold monthly site director meetings; supervise program managers/ area coordinators, manage budget that exceeds 2 million, oversees operations of regional locations.
Program Manager Donavan (Orange County) Scott (Orange County)	Bachelor's Degree	Teacher for 9 years in OCPS, 4 Years Site Director ASP, 5 Years Project Manager	Supervise 21st CCLC sites and site directors, Daily visitation to sites, ensure quality compliance and best practices
Site Director (TBD)	HS Diploma, AA, CDA, or BA in Education related field, or working toward Directors Credentials.	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,

Position	Education/ Training	Experience	Primary Duties
	CPR/First Aid		ensure compliance with grant requirements.
Assistant Site Director (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.
Counselor (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. Finally, all 21st CCLC staff (e.g., director, coordinators, teachers, enrichment instructors, and support staff) receives training on how to interact with parents and adult family members using research-based culturally sensitive communication. 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. All ASP employees are trained to meet the needs of the target population. Team members are taught the importance of remaining non-biased and secular. ASP implements culturally competent services through its outreach programs, professional development workshops and ongoing staff trainings. 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 of our 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 all 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. 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. 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 is located at the school where students attend; therefore, daily transportation to the program is not needed. Transportation will be provided for field trips. ASP has provided safe and enriching field trips to thousands of Florida students for over 25 years. Off-site activities will be staffed by a minimum one staff to 10 students, with all chaperones being 21st CCLC staff. Buses provided for educational field trips will meet all school district and local requirements. Parents will receive trip notices several weeks in advance, 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.

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 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. Each 21st CCLC program has an Announcement Board (Welcome Area) where families will be able to read about weekly activities, special events, and see photos and projects created by 21st CCLC. 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 5) Flyers and posting distributed to local parks and centers where community members frequent.