

Cohort 16 RFP Scope of Work/Narrative Addendum

Agency Name: Afterschool Programs

Project Number: 06K-2448-8PCC5

Program Name: Pine Lake, RR Moton

Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points.

The following items are incorporated as part of the Scope of Work:

5.1 Project Abstract:

- **List dates, hours and grade levels**

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 21st CCLC program will operate from 3:10 – 6:10 PM (K and 1st grade) and 4:10 – 6:10 PM (2nd – 5th grade) at Moton, and from 1:55 – 6:00 PM (K and 1st grade) and 3:10 – 6:10 PM (2nd – 5th grade) 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.

5.5.c Collaboration with the Regular School Day

- **Please identify the frequency of communications.**
- **Describe how the program will use the feedback received from the school/teachers to support programming**

The Program Director will continue meeting with school administration on a monthly basis to discuss the 21st CCLC program to school day alignment. Alignment with school instruction will take into consideration the School Improvement Plan and daily communication with school staff. 21st CCLC teachers who work at the school during the day will confer with other teachers and school staff on individual student goals and curricula.

This will afford 21st CCLC students 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 more productive and 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 tardiness 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.

5.6.b Recruitment and Retention

- **In the narrative you state “1) phone messages sent to each parent prior to the start of the school year, and summer;”**
- **Define what you mean by phone messages (The term “phone messages” has been deleted and clarified by the italicized phrase.)**

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 21st 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

- **Based on the site profile the program will remained open past 6:00 PM (to 6:10 PM) at RR Moton. The RFP states that programming must end by 6:00 PM.**
- **Please provide justification for remaining open past the 6:00 PM closing deadline.**
- **Include data and research to support your need to extend program past 6:00 PM.**

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, 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 3:10 - 6:10 PM to allow for three, and two, solid hours of programming respectively. 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 its 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 its 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. Pine Lake's program will extend beyond 6:00 PM to also remain open until 6:10 PM to remain consistent among the site closure times at both sites under the same grant.

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)

The computer based Dimensions U and i-Ready software program delivers children instruction, performance diagnostics and progress reports based on the Common Core State Standards in math and reading. Children 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.

Considering the time limitations that were imposed after the initial RFP was submitted, due to Moton's extended learning day and the addition of Pine Lake's transportation of students, Dimensions U and i-Ready will be offered as a day school extension activity. This means that students will only participate in Dimensions U and i-Ready activities during homework time, as a part of achieving classroom-driven student goals. The 21st CCLC program will not purchase this software but will instead allow students to utilize the Dimensions U and i-Ready software package provided by the school board.

Tinkering/ Makerspace

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 is a technological and creative learning revolution that is reinventing education (Marktinez & Stager, 2016). The Maker Movement aligns with the natural inclinations of children and the power of learning by doing. Makerspace creates an area for Project Based Learning. 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, alongside it's Tinkering/ Makerspace area, 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.f Program Centers

- **Pine Lake students will now be served off-site. Please provide additional information about the off-site location and the access that has been provided to the program to the new center.**
- **Describe facilities, etc.**

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

- **Pine Lake students will now receive transportation due to being off-site. Please provide justification for adding transportation and explain why now students will need this service.**

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 21st 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 21st 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)

Activity	R.R. Moton	Beckford/Richmond	Both Sites
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

- **Describe how the program will continue to communicate with private schools to offer equitable services to private school students, beyond the initial consultation.**

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. 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.