

3.1 PROJECT ABSTRACT

Orlando After-School All-Stars (OASAS) *Project Green* is a collaboratively-designed, community-driven initiative providing targeted, structured, academic support and enrichment activities for 230 socioeconomically disadvantaged students in grades 6-8 and their adult family members during the 2019-20 school year and summer. Students are served at two Title 1 Orange County Public Schools (OCPS) middle schools: Jackson Middle School (125 students) and College Park Middle School (105 students). Both programs occur on the host campuses during the afterschool hours as well as during the summer. The general goals of *Project Green* are: providing a safe environment, improving academics, career awareness, and increasing family involvement.

The programs operate Monday through Friday during the school year from 4pm-6:15pm (Wednesday 3pm-6:15pm), 12.25 hours/week), for 180 days. Additionally, summer programming is offered at both sites Monday through Thursday from 7:30am to 5:30pm (40 hours/week) for 28 days. Daily meals are provided and family workshops are offered at least 6 times at each site. The participants have daily access to structured, research-based academic support and youth enrichment programming from Florida Certified Teachers. This project provides each student with personalized academic tutorials, homework assistance, career exploration, high school/college readiness courses as well as a choice in what arts/technology and fitness activities they participate in each 9 weeks.

3.2. COMMUNITY NOTICE AND NEEDS ASSESSMENT

3.2.a. Community Notice.

OASAS conducted a series of notifications to maintain open communication with the community and stakeholders about the intention of providing afterschool programs for *Project Green*. In May 2019, ASAS met with Jackson Middle School and College Park Middle School administration to discuss the needs of the students, and to identify challenges within the schools

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and community to youth succeeding and opportunities that currently exist. Surveys were distributed to parents of children who currently attend 21st CCLC programming within the identified schools requesting feedback on existing and potential services. Two local private schools in the respective areas of Jackson and College Park Middle Schools were also contacted to see if their eligible students and staff wanted to be included in the program and planning process, to which they declined. From June to July 2019, all participating parties continued to share information and provide updates on needs assessment surveys for each site/community.

In mid-July, ASAS and the targeted schools utilized the Connect ED system to call all homes in the feeder pattern to announce the intention to apply for 21st CCLC funds as well as provide a program description. Hard copies of approved 21st CCLC applications have always been provided to each host school site as well as to OCPS. In addition to maintaining this practice, the application will also be made available in a pdf file via request from the OASAS website, which already has a 21st CCLC page that includes program calendars and links to information on student activities. Under direction from the Project Director, the OASAS webpage will be updated quarterly.

3.2.b. Needs Assessment

During Summer 2019, a multidisciplinary team comprised of OASAS and the 2 individual school site administration determined the need for OASAS *Project Green*, gathering and analyzing data from sources including: U.S. Census Bureau information; Florida educational attainment data; local juvenile crime statistics, student performance data; and student and parent surveys. Two local private schools that serve middle school students were also contacted through emails to help determine the need of the program for their populations, to which they declined.

Information about service gaps in the area was gathered from feedback solicited from students, parents and community partners. The purpose of the needs assessment process was to identify and prioritize student and family needs (e.g., student achievement, family literacy or support needs, other student needs) and provide the basis for developing a comprehensive,

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community-driven afterschool program that is responsive to the identified needs and gaps. The program described herein was purposefully and collaboratively developed to address the general and specific gaps and weaknesses identified in the needs assessment process. Additionally, the known parents/guardians of current and potential students of the target sites were informed via Connect ED regarding the intent to apply for the 21st CCLC Statewide RFP, a program description and a method to ask questions.

OASAS Project Green proposes to serve 230 students per day at two (2) high-need, high-minority Orlando schools: Jackson Middle School and College Park Middle School. Both schools serve are identified as “Targeted Support and Improvement” schools. For the 2018-19 school year, OASAS provided afterschool and summer programming at Jackson and College Park Middle Schools, serving 125 and 105 students respectively. The proposed project, with support from the multidisciplinary team will help OASAS meet the needs of the children and families mentioned in the following table.

School	Grades	Afterschool		Summer	
Jackson Middle	6-8	125 youth	180 days	125 youth	28 days
College Park Middle	6-8	105 youth	180 days	105 youth	28 days

Many students from these schools live in high-need, resource-poor communities. They are also similar in that they serve communities characterized by high levels of under employment, while providing far too few opportunities for low-income youth to access structured academic and enrichment programming with positive adult role models. The need for afterschool programming in these communities is great. According to the Afterschool Alliance (2009), more than one-quarter of all middle school students are left unattended, on their own during the afterschool hours—a critical time when children are faced with multiple risk factors including drugs, delinquency, gangs and violence. Key indicators for each of the sites are shown below.

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School Site (Zip Codes Served)	School Grade (2018)	2017 Poverty Rate (State 15.5%)	Poverty Below 50% (State 6.7%)	Less than HS Education (State 12.6%)
Jackson (32807)	C	22.6%	9.4%	18.2%
College Park (32804)	C	12.1%	6.7%	11.5%

Sources: Florida Department of Education (2018) & U.S. Census Bureau (2017)

According to School Improvement Reports for each identified school – 36% of students at Jackson Middle and 27% at College Park Middle were identified as exhibiting two or more early warning indicators: 1) attendance below 90%, 2) one or more suspensions, 3) course failure in ELA or Math, 4) Level 1 on statewide assessment (Orange County Public Schools, 2018). Additional information demonstrating the critical need for academic and enrichment support activities at the targeted schools is shown below. A large percentage of students across the two targeted schools are not demonstrating proficiency in reading, math, and science. *Project Green* will target students who are ‘not proficient’ as determined by their most recent statewide assessment result. As shown in the following table, approximately 50%-70% of students are not proficient in the three core subject areas. The difficulties with achievement are compounded by two risk indicators – with 100% of each school qualifying for free or reduced priced lunch, and more than 80% of students coming from traditional minority groups.

School	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Science % Satisfactory or Higher	Free / Reduced Lunch Rate	Minority Rate	Title I
Jackson	47%	46%	45%	100%	90.9%	Yes
College Park	36%	42%	46%	100%	80.8%	Yes

Source: Florida Department of Education (2018)

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Ultimately, these data sets show that students at the targeted schools are struggling academically and currently fall far short of the goal of having 90% of students grade level proficient as the Florida Strategic Initiatives indicate. Conversely, the students who were eligible to take the Algebra 1 EOC exam at both sites did well. According to Spring Assessment results, 150 Jackson Middle and 162 College Park Middle students took the 2019 Algebra 1 EOC and an average of 75% of these students scored a 3 or above.

Orange County had over 6,200 juvenile arrests in 2017-2018. Over the past three years, Orange County has the highest number of juvenile arrests of any county in the state of Florida. Over 60% of these arrests are of male youth of color between the ages of 11-16. The juvenile crime rates in these targeted neighborhoods are two to four times higher than the rest of the county. Furthermore, the percentage of arrests for violent crimes, domestic violence and drug related offenses are two to three times higher than in the rest of Orange County (Crime in Florida – Orange County, 2018)

While the sites have many commonalities, they reside in different communities and have unique challenges and needs. During one of the early meetings with Jackson Middle School's administrative team, it was shared that the school has struggled with student behavioral/conflict issues and is looking for a way to address this by offering skills in the areas of relationships and decision-making as students could greatly benefit from social and emotional growth in addition to academic support. The program development team took into account each school's respective goals for the upcoming school year, which include more support for students in ELA and Math, increasing student achievement in core courses, and cultural responsive interaction with students. The team also conducted a survey of stakeholders, parents, and school faculty in 2019 about the specific needs of the targeted schools and students resulting in the following identified needs:

- Tutoring/Academic Support
- Health, Fitness & Nutrition

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- Arts/Culture
- Social Emotional Learning

3.3. DISSEMINATION OF INFORMATION

Project Green flyers and letters, in multiple languages, will be disseminated throughout each school and to the community to communicate the importance and promise of the federally funded OASAS 21st CCLC program. Presentations will be made at school open houses to acquaint parents, students and community members with the program and its benefits. The 21st CCLC logo will be used on all media and displayed throughout each site. In addition, the current 21st CCLC OASAS webpage will be updated quarterly by the OASAS administration team, under direction from the Project Director. Also, as required, a section of the website will list all scheduled services and provide links to the narrative as well as products created by students.

The Orlando ASAS website will be updated to reflect the award within 30 days of notification. To further inform and engage community stakeholders, appropriate announcements including project progress as well as key challenges and successes, will also be made on our Facebook, account which will also be communicated to stakeholders. Utilizing technology, we will establish a regular schedule of email blasts to parents and/or guardians to disseminate program information. Because of the strength of our OCPS partnership, we can utilize their Connect ED call system to inform family members of important events. For family members who do not have regular internet access, printed information will be distributed at family events and sent home, as needed, with students. These multiple methods of distribution assure that the material is reaching the appropriate audience.

3.4. TARGET POPULATION, RECRUITMENT AND RETENTION

Project Green will target approximately 230 middle school students (grades 6-8) who are struggling academically or at risk of academic failure as determined by performance on standardized assessments. All students in need of academic supports and interventions—

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including those with special needs or disabilities—will be invited to participate in *Project Green*. The community learning center facilities that will be used to provide 21st CCLC services are the host school sites. The schools are safe and easily accessible as the children would already be on site during the regular school day. Targeted students at Jackson and College Park Middle schools are some of the highest risk youths in Orange County and are generally between 11-15 years old. More than 80% are non-white and 100% are economically disadvantaged. *Project Green* will target all students at the site, especially socioeconomically disadvantaged students and students with disabilities who are: 1) in need of remediation (scoring below proficiency in standardized tests) in Reading and/or Math as determined by teachers and counselors; 2) at-risk of academic failure (currently scoring below proficiency); and 3) exhibiting behavioral, disciplinary and/or attendance issues (as determined by disciplinary/attendance records).

To help these students, programming will be delivered in an “environment of high expectations.” Academic-focused activities and supports, coupled with structured enrichment activities will promote classroom and personal success for students to assist them in breaking the cycle of unemployment, underemployment, and intergenerational poverty. Families will be provided with services that improve literacy, family counseling and/or mental health awareness, and support a ‘whole family’ approach to child education and positive youth development.

Project Green will be promoted to students via: 1) each school’s website; 2) take-home bulletin; 3) during homeroom and school assemblies; 4) phone calls to parents; 5) social media (e.g., Facebook; 6) teacher referrals; 7) open houses; and 8) student-to-student recruitment. Outreach will begin immediately upon notification of award and carried out monthly throughout the project period, as needed. Parents and community partners will receive quarterly project updates that provide general information about the program that will be distributed via: 1) take-home reports; 2) email; and 3) social media. Teachers and counselors will recommend students for participation based on test results, report cards, behavioral records and parental request.

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Retaining students: To ensure that students remain engaged long term and fully participate, *Project Green* is founded upon evidence-based approaches and best practices. The US Department of Education (https://www2.ed.gov/pubs/After_School_Programs/index.html) states that successful afterschool programs should:

- **Ensure that academic-linked activities are fun and engaging:** Academic-linked activities will utilize student-centered teaching methods that shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges.
- **Provide a range of activities that students enjoy:** All activities have been selected based in part on student input. Academic enrichment and support activities have been designed to be not only educational and engaging, but enjoyable too. Career-focused programs and electives will include hands-on, real-world activities that students enjoy.
- **Reflect a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day:** Regularly scheduled collaborative meetings between *Project Green* teachers and regular daytime classroom teachers will ensure effective linkage between the afterschool curriculum and regular classroom curriculum.
- **Reach out to the families of children in the program, keeping them informed of their children's activities and providing opportunities to volunteer:** Parents will be invited to serve as program volunteers, serving as mentors or facilitating Career Day activities. Parents

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will receive quarterly updates about their children’s progress. In addition, *Project Green* includes parental involvement activities as well as services that support parents and positive development of their children.

Lastly, since this project serves older youth, program participants have a voice and choice regarding the enrichment activities they participate in, outside of the core programs. This will increase retention as students will not feel forced into classes but rather feel empowered to make choices for their program.

3.5 TIMES/FREQUENCY OF SERVICE PROVISION FOR STUDENTS AND ADULT FAMILY MEMBERS

Project Green is intended to serve middle school students. The afterschool program will operate Monday through Friday during the school year: M, T, Th, F 4pm - 6:15pm (2.25 hours/day), Wed 3pm - 6:15pm (early release day), totaling 12.25 hours per week. Matching funds will be used to provide morning programming 7:30am - 9:30am Monday – Friday. Summer programming will also be offered at each school site Monday through Thursday from 7:30am to 5:30pm (40 hours/week) for 28 days.

To benefit the lives of the participating students, services are also provided to their adult family members. A minimum of six (6) activities will be offered at each site for adult family members, are dictated by the needs of the adult population, and will include at least one session that provides information on family counseling and/or mental health awareness. Additionally, once student registration occurs, the adult family member will be surveyed to when they are available to receive services so an appropriate schedule can be provided. As required, a **Site Profile Worksheet** for each proposed center as well as sample **schedules for afterschool, summer, and adult family member education** are included in the attachments.

3.6 PROGRAM EVALUATION

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

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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. With the support of the external evaluator, Orlando ASAS will collect and analyze a limited amount of data at least quarterly and compare the obtained data using within-subjects methods to determine individual changes within students. To ensure that accurate data is collected, maintained and reported, the school-based data will be obtained directly from Orange County Public Schools in a secure format and sent directly to the evaluator. For pre/mid/post assessments, the original forms and group scoresheets will be compared at the site, program office and evaluator level to ensure accuracy. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The program will also utilize CIM to help guide any immediate operational changes necessary to provide a high-quality program, including staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas.

Formative Evaluations will be completed in accordance with the requirements of the Florida Department of Education 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.

Comprehensive Summative Evaluation Reports 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 FLDOE. Summative evaluations will include all elements of program operation; activities; enrollment and attendance; measures of academic performance; federal teacher impact surveys; feeder schools; staff information; and partnerships. Recommendations for program refinement will be based on quantitative and qualitative data collected to assess objective progress. Focus groups with providers, staff, students and parents may be conducted to collect additional data. The evaluation plans to scrutinize demographic and operational factors to understand performance, such as (1) Do teacher-student ratios correlate to success in objectives?; (2) Was success in objectives different among demographic subgroups?; and (3) Did factors such as ELL or lunch status correlate with student achievement?

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

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Rubric for Formative Site Program Evaluation report will be assessed according to ten criteria at four levels of performance. Rubric criteria were adapted from the American Evaluation Association *Program Evaluation Standards*. This evaluation rubric is designed to assist Orlando ASAS to better serve the short and long-term needs of its constituents.

Data Collection Methods: The objectives identified in the RFP’s online system are an integral part of the evaluation plan since data collection and analysis are founded upon those proposed objectives for successful progression. Although not all metrics are assessed multiple times (e.g., annual state assessments), sufficient measures are included for each objective to assess progress at least three times per program year. All data will be collected by the program and provided to the evaluator, as the evaluator will be included in agreements with parents to view information. The evaluator will provide direct assistance in setting up databases, creating assessments, and developing or modifying surveys to support the program.

The 21st CCLC project team, led by the Project Director, will ensure that accurate data is recorded. This is done by establishing standardized data collection and recording procedures. Individual student data related to each outcome will be collected in September, January, and May via online surveys, paper surveys, or secured from the district office via spreadsheet. The data ultimately will be forwarded to the Project Director and made available to the 21st CCLC Evaluation Team via email or website submission. Quarterly data on program outcomes will be analyzed, with significant trends highlighted for review by the Project Director.

Feedback and Debriefings: The process for sharing and distributing information is an integral part of the evaluation plan. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the evaluator, program 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. The program director and teachers will also utilize data

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during 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 Orlando ASAS in refining and addressing any identified concerns or recommendations. 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 electronically through email and websites with all stakeholders (e.g., school administrators, parents, and partners), in multiple languages, to share information about the program and encourage feedback.

Reporting Outcomes: As detailed above, the evaluation process will include all elements of the required Reporting Outcomes detailed in the Request for Proposal. The External Evaluator will submit and validate all data to the US Dept. of Education 21st CCLC data collection system.

External Program Evaluator: The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will manage the 21st CCLC external evaluation. Dr. Charles E. Byrd (President and CEO of CASPER) will oversee all aspects of program evaluation, including formative, summative, and data reporting to both the Florida Department of Education and the US Department of Education. The evaluator fully understands the 21st CCLC program and will personally conduct all evaluation tasks. The lead evaluator was a middle school teacher and has been conducting evaluations of educational programs for over 20 years, with the past 15 focused primarily on 21st CCLC programs. Led by a professional evaluator and licensed psychologist, the evaluation firm has overseen the evaluation of over 300 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted under the ethical codes and established procedures of these professional organizations. The evaluation firm has no vested interest in the 21st CCLC program.

3.6.a Statewide Standard Objectives

As indicated in the RFP, the information for this section is located in the objectives table.

3.6.b Objectives for Academic Benchmarks

As indicated in the RFP, the information for this section is located in the objectives table.

3.6.c Applicant-Specified Objectives

As indicated in the RFP, the information for this section is located in the objectives table.

3.7. APPROVED PROGRAM ACTIVITIES

Aligning with ESEA approved activities, project-based learning (PBL) will be central to all activities proposed and will complement regular school day activities. All activities were designed with the participation and recommendations from each participating school site. At each school the project design will be structured to address the individual needs identified through skill building and PBL. Students will be required to take part in all program activities and all PBL activities will be taught by Florida Certified Teachers (FCT). A program priority will be to recruit FCT from the targeted schools to streamline communication between the afterschool program and day school. As outlined in attached program schedules, the first hour of after-school programming is dedicated to academics (ELA, STEM) for a minimum of 60 minutes at a 15:1 student/adult maximum ratio, which is low for middle school populations. Additionally, tutoring/homework help opportunities will be provided, if needed. ASAS will utilize Support Specialists to assist FCT in providing homework assistance to increase the percentage of students performing on grade level and completing their homework. Homework logs will be completed each day to verify with the day school teachers about assignments. The second hour is dedicated to enrichment programming (to include social-emotional learning, college/career readiness) and athletic personal enrichment opportunities for a minimum of 60 minutes at a maximum 20:1 ratio. Aligning with attached **Activity Plans and Program Schedules**, *Project Green* will implement program activities in the following areas:

English/Language Arts - FCT will institute PBL lessons specifically designed with different

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age groups and ability levels in mind. The curriculum's style of intentional, student- centered learning makes the PBL projects conducive to a wide range of learners including English as a second language learners, students with developmental and learning disabilities and young or underperforming children. Supporting Core Academic Subjects Objectives 1-3, PBLs provide a motivating, interactive approach to learning with comprehensive lessons being standards-based. The implementation model alternates the main core subject concentration each week to prevent student boredom from content saturation.

Math and Science (STEM) - FCT will teach PBL activities that expose students to a variety of aspects in the S.T.E.M. environment through team- based challenges and building projects. The projects include: bridge building, solar car racing, egg-drop, basic robotics, and end of year science fair. Students will practice real world skills of collaboration, communication and critical thinking in the weekly engineering design and testing process.

Social-Emotional Learning & Personal Enrichment/Health & Nutrition – Enrichment programs are offered for 60 minutes a day, 5 days a week in afterschool. Students are required to participate in 2 sessions from a club every week. These sessions are also scheduled for 90 minutes a day during the summer. They are led by an FCT and/or contracted specialists with a maximum 20:1 ratio. Students engage in activities centered on social and life skills, including activities like cooking, gardening, broadcasting, theater, dance, visual arts, and athletics.

FCT will implement SPARK health education PBL. The curriculum incorporates best-practice recommendations and includes health and nutrition lessons, physical fitness education/standards and other healthy lifestyle activities. Since sports provide a great opportunity for students to learn and practice leadership skills SAAH was developed to provide students with the opportunity to work on projects that require teamwork, resilience, discipline, vision, and respect. The main components of the projects are: (a) Sports and Leadership Skills (b) Sports and Life Skills (c) Sports and Community Service (d) Sports and Empowering Girls (e) Sports and Strong Health

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and Nutrition (f) Sports and Positive Coaching and (g) Sports and Nature. Examples of products produced during Sports as a Hook projects are team logos, press conference videos, and organized charity tournaments.

Program sites also provide fun, age-appropriate physical education, recreational activities and free athletic leagues throughout the week. The program activities consist of a variety of unique outdoor and indoor sports and games that have been modified to promote the inclusion of all 21st CCLC program participants. OASAS activities and year-round sports league teams include: baseball, basketball, flag football, volleyball, and soccer. All teams are made up of OASAS youth. OASAS also runs daily physical fitness activities that include intramural sports and fitness classes. All programs run throughout the year and often include weekend practices, games or events.

Life Service Action is a separate ASAS National Initiative program based on National Service Learning standards. For 4.5 hours a week during the summer, students will have the opportunity to facilitate investigation, research, and identification of local community needs to which they can respond. Florida Certified Teachers will assist students as they prepare their projects based upon the service goals they have identified.

Dropout Prevention & College/Career Readiness - Behavior interventions center on strategies developed by the National Dropout Prevention Center/Network and What Works Principles. These strategies include safe learning environments, family engagement, mentoring and tutoring, service learning, active learning and after-school opportunities. Program lessons include anger and conflict management, building leadership qualities, self-esteem, positive support systems and physical and emotional health. FCT and Support Specialists will implement the ASAS National cross-curricular, entrepreneur skill building, project-based learning curriculum called CEO (Career Exploration Opportunities). Students will start and run their own businesses, with a goal of having the knowledge to build a successful business model by the end of the school year. Through this, they will learn personal finance, basic money management principles;

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demonstrate professional workplace conduct; develop business mentors, interact with functioning businesses; demonstrate how businesses can help with community needs through service and develop real world leadership and problem-solving skills.

In combination with bringing students in touch with caring business people, the WAR (We Are Ready) program creates a framework for high school transition. Following feedback and input from researchers, local staff and program participants, the program was created to consist of six core components: (a) Early Warning Sign Detection (b) Parents and Families Engagement (c) High School Readiness (d) Study Skills (e) College Exposure (f) Career Exploration. Examples of products produced are reflection journals, career exploration PowerPoints, and daily planners.

Adult Family Education – Site Supervisors, Support Specialists, FCT's and corporate volunteers will provide adult family activities every other month. Each event will last approximately 2 hours and incorporate both adult and youth education activities. All programming is designed in conjunction with the targeted school, PTA's and areas identified in needs assessment surveys. ASAS Family Event night topics: 1) STEM 2) health and fitness 3) life skills/community resources; 4) art education; and 5) family counseling information/mental health awareness. ASAS will also engage and coordinate with each school site to provide additional services during school open houses and parent nights. Program will promote events through monthly direct contact by Site Supervisor, school web-site, newsletter and written invitations.

3.8. APPLICANT'S EXPERIENCE AND CAPACITY

OASAS and its program partners have a wealth of prior experience and success providing educational programs that complement and enhance the proposed target students' academic performance, achievement, and development. Since 1995, Orlando After-School All-Stars, in partnership with Orange County Public Schools (OCPS) and City of Orlando (COO), has been the predominant provider of free out-of-school programs in OCPS' middle schools serving over 48,000 students after school. The organization began receiving 21st CCLC funds in 2009.

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During the 2018-2019 school year, OASAS operated 9 afterschool middle school programs throughout OCPS, 6 programs received 21st CCLC funding. Historically, all ASAS programs in Orlando have been evaluated, both internally and externally, multiple times since the inception of OASAS and have consistently demonstrated positive academic and behavioral outcomes among participating students. To illustrate, an independent evaluation of the 2017-18 21st CCLC programs demonstrated ongoing success with 96.0% of students showing an increase in their oral reading assessment score; 72% increasing or maintaining satisfactory knowledge grades in language arts; 76% in math knowledge; 77.4% in science knowledge; 99% in parent program satisfaction; 85.7% in adult literacy knowledge and 80.1% of tested students improving their physical fitness. Throughout all evaluations - from FLDOE to independent evaluators - OASAS has consistently demonstrated substantial experience in operating efficient afterschool programs that are highly effective at impacting student academic achievement and personal growth.

The organization works in conjunction with the City of Orlando (COO) and OCPS to provide programs to over 2,600 students annually. OASAS is recognized as City of Orlando Mayor Buddy Dyer's signature youth development program. All of OASAS's operations and administrative functions are run through the City of Orlando. The organization utilizes the full resources of the COO including its finance, HR, grants management, risk management and legal departments. This means that all the OASAS non-profit finances, records, grants, and staff are always under third party review. With the full resources and support of a municipality, it allows the organization to operate large scale grant projects such as the 21st CCLC. ASAS follows all City of Orlando policies and procedures including finance, purchasing, staffing, risk management, etc. Since its inception, Orlando ASAS has been independently audited on an annual basis (this includes FY17 and FY18) with no corrective actions ever implemented.

Currently, ASAS also successfully manages and implements a multitude of public, corporate, and foundation grants each year (e.g., CNCS AmeriCorps, Siemens, Fifth Third Foundation). In

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addition, over the past ten years ASAS has successfully operated three 21st CCLC grants that covered six program sites. ASAS met all required monthly deliverables and grant requirements in a timely and accurate manner. None of the grants received major corrective actions or lost any funding due to performance. The only minor issues ever noted were for updating the website regularly, creating an individual space to display student work, and increasing family attendance during parent nights. In October 2018, The Department of Education provided OASAS with a final monitoring report for the previous two years. No findings were reported for the OASAS program.

Program leadership for *Project Green* comes from its team consisting of the Executive Director and Project Manager, who combined have more than 30 years of experience in youth development programming and managing afterschool programs including operations, curriculum, lesson plans, monitoring, professional development and public funding. The Site Supervisors for each location have extensive experience in implementing an After-School All-Stars program with socioeconomically disadvantaged, middle school populations at risk of academic failure or struggling academically or behaviorally. They are well versed in the various instructional approaches and serve as a direct line to enhance communication with the regular school day staff and administration.

3.9. STAFFING & PROFESSIONAL DEVELOPMENT

3.9.a. Staffing Plan

Each *Project Green* site will be continually staffed by skilled, qualified and well-trained professionals. All *Project Green* teachers must be current OCPS employees in good standing and have written approval from the school Principal or designee in order to work in the afterschool program. As a condition of OASAS employment, all grant-funded workers, including contractors, subcontractors, and regular volunteers (adults who have contact with centers more than one time) will be required to be cleared through a Level II background screening. Sites will always maintain at least one staff member on site that has current CPR and First Aid certification. OASAS recruits

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Florida Certified Teachers and site staff through various avenues including employee referrals, job search websites, and the OASAS and OCPS websites.

Qualified personnel for *Project Green* will be hired and trained by the OASAS Executive Director (Project Director) and Program Manager. The **Project Director** will have a minimum of a Bachelor’s Degree with 2 years of experience working with children. They will be responsible for ensuring that *Project Green* activities are carried out on time, as specified and within the approved budget. Additionally, the Project Director will responsible for managing and implementing the educational program described in the approved application to ensure that OASAS meets its responsibilities to FDOE under the grant agreement in a timely manner.

The **Data Specialist** is a vital position within OASAS that is necessary to ensure entry of all deliverables, attendance, and collection and preparation of all pertinent documents throughout the year. Due to the nature of duties, 100% of their time is needed for this project. Additional staffing for each site is described below.

Title	Primary roles	Minimum Qualification
1 Project Manager	Manage operations at sites including data collection, supervision of Site Supervisors	Bachelor’s Degree and 2 years of experience in youth programming
2 Site Supervisors (1 per site)	Coordinates 21st CCLC implementation at site and ensures safety of students; coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters; ensures effective coordination	High school diploma and 2 years of experience managing programs

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	between 21 st CCLC afterschool staff and regular classroom teachers	
2 Collab. Liaisons (1 per site)	Coordinating adult family member educational activities, coordinating program planning with Site Supervisor	OCPS employee – FCT or Dean in good standing
Support Specialists (15 total)	To provide quality instruction and supervision to afterschool participants for all program activities.	High school diploma and some college
Certified Teachers (15 total)	Provide 21 st CCLC activities including tutoring, homework assistance, direct instruction, and academic enrichment	OCPS teacher in good academic standing

3.9.b. Professional Development

Professional development will be ongoing for all 21st CCLC staff, and will include: *ASAS National Initiatives*, Social Emotional Learning, Mental Health First Aid and a variety of workshops focused on best practices in promoting parental involvement, improving outcomes for high-risk youth, mentoring through coaching and building academic skills in the afterschool environment. The trainers will include OASAS administrative staff, family and youth development scholars, as well as certified instructors from any additional program curriculum, as needed. Each year, all 21st CCLC personnel will be required to attend two 8-hour trainings and safety sessions for the school year and 1 additional session for the summer program. Monthly meetings and training during non-program hours will occur at each center to make sure all staff are up to date on policies and procedures at the site level. The Project Director will attend a 3-day ASAS National professional development training, (in-kind). Overall, 21st CCLC personnel will participate in at least 20 hours of professional development each year. In addition, 3 staff members including the Project Director will attend the mandatory Fall 2019 21st CCLC Conference and will disseminate information

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learned to 21st CCLC staff at weekly program meetings.

3.10. FACILITIES

The program centers are the actual host school sites and principals have allotted a vast amount space to accommodate the population. All school sites provide access to large cafeterias, outdoor play fields, numerous basketball courts, auditoriums, media centers with computers, separate computer labs, classrooms space as needed, office space for the site coordinators, parking for adult family members, and sufficient access to restroom facilities. They also have access to tennis courts and specific areas students can utilize for STEM projects, gardening, and dance. The centers are safe, as the schools' resource officers and/or security staff will be on site until the close of the program. Lastly, with the program being at the host school sites, and in proximity to their homes, both students and parents are comfortable in their surroundings, which enables them to have a better capacity to learn. Thanks to the partnership with OCPS, the students can remain on site to access the program after school and there are designated sign areas where parents can sign their student in and out. As this is a program providing services to middle school students, the program is exempt from DCF licensure. The applicant has requested an official exemption renewal confirmation, has provided Florida DCF with required documentation, and will provide 21st CCLC with appropriate documentation by the stated deadline in the RFP.

3.11. SAFETY AND STUDENT TRANSPORTATION

The safety of students and their families participating in the 21st CCLC program is of the highest priority to OASAS and OCPS. To address safety, OASAS proposes to uphold all policies and procedures enforced during the regular school day and as outlined in the proposed agreement with OCPS, assuring *complete collaboration with the school*. Documentation of fire drills, emergency drills, and behavioral issues during the afterschool hours will be kept onsite and in accordance to OCPS policy. As mentioned previously, all staff will participate in a **level 2**

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background check complying with all aspects of the Jessica Lunsford Act, consisting of fingerprinting prior to commencing employment. All 21st CCLC personnel will also be required to attend three mandatory 6-hour trainings that include safety sessions.

Student safety will be supported during on and offsite activities through student applications that are on file at the program site as well as the central office. These applications contain information about each student's parent/guardian, indicate all parties available to withdraw the child from the program, their contact information with identification, and permission for the selected mode(s) of student dismissal. Parents choosing to withdraw their children early or at the end of the day must provide identification prior to signing the student out. Persons not indicated as a designated alternate pickup will not be allowed to withdraw a student under any circumstance. **Travel to the site** is not necessary for afterschool, as each school is the actual site of programming, ensuring safe accessibility to the program's services. Once the end of school bell rings, participants go to a designated, secure area of the school (e.g., cafeteria) where attendance is taken. Program participants will be supervised by OASAS staff at all times during the program. Bus transportation provided by OCPS Department of Transportation will be offered from the proposed school sites to the closest corner of the participants' homes during the school year. During the summer, students will be picked up before programming and dropped off after programming at the closest corner of the participants' homes. Adaptable buses will also be provided for students with special needs, assuring that all students travel safely from the site.

Student safety will be maintained during all off-site activities by meeting the OCPS field trip ratio criteria of 15:1 students to teachers; requiring parent permission; completing head counts before, during, and after trips; and including the proposed center's security monitor.

3.12. PARTNERSHIPS, COLLABORATION & SUSTAINABILITY

3.12.a. Partnerships

Project Green's two primary community partners, Orange County Public Schools and the City of

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Orlando Families, Parks and Recreation Department were consulted in the development of the proposed project (**See Letters of Confirmation and Partners Table**). These partners have agreed to provide the following services through the five-year cycle of the grant, if awarded:

Orange County Public Schools – Free Facility Usage including secure and suitably equipped classroom space, Snacks / Meals that meet the requirements of the USDA guidelines, and Program Planning, Implementation, Monitoring, and Data Sharing.

City of Orlando Families, Parks and Recreation Department – Matching Funds (\$200,000) for morning programming, athletic equipment/uniforms, field trips; Fleet Transportation; and in-kind services including project development and transportation.

3.12.b. Collaboration

During the development of *Project Green*, OASAS consulted, through meetings, phone calls and surveys, target school administrators, teaching staff and private schools. These communications reviewed the School Improvement Plans, outlined specific needs and had the private school decline participation.

All program centers hire teachers who are regular-day teachers at the school, simplifying the communication process between the program and the school. For further collaboration with the regular school day, each site's principal must approve the afterschool program personnel and they are assigned to communicate afterschool progress as well as ask about day school needs during each school's team/department meetings. **Scheduled monthly meetings** at each school with the Project Director, program staff and school administrators will be used for formal communication about program operations. OASAS and OCPS utilize a **formal data sharing agreement** that outlines acceptable student data collection and storing processes, reporting processes, and requires that each parent sign a formal data sharing consent for the 21st CCLC student. Teachers and administrators also informally meet with one another throughout the school day to share student progress and discuss specific recruitment and effective teaching strategies.

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Lastly, the afterschool team is involved in, or at minimum informed of, teacher-parent conferences about academics or conduct when the student involved is an FIU-ASAS participant. Each program site is also required to complete a collaboration log to document the communication and items to follow up on. This combination ensures continuing, timely and meaningful collaboration to support the program.

3.12.c. Sustainability

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

The 21st CCLC Advisory Board is a key part of the sustainability plan and will meet in the Fall and Spring of each year at minimum. The proposed members will include, an OCPS teacher, Site coordinators, 2 parents from each site, 2 students form each site, a member of the OASAS Board of Directors, the OASAS administration team, and community partners. The collaboration of this group including physical and networking resources will play an integral role in the sustainability of *Project Green*.