



21st Century Community Learning Centers



2022-2023 Scope of Work

Agency Name: Orlando After-School All-Stars

Project Number: 48J-2444B-4P001

Program Name: Project Blue

Section 1: Project Abstract/Summary

Orlando After-School All-Stars operates the Project Blue program at Odyssey Middle School: 9290 Lee Vista Blvd, Orlando, FL 32829. One hundred five (105) students are provided programming during the school year from 4:00pm to 6:00pm Monday through Friday (Wednesday 3:00pm – 6:00pm), 7:30am to 5:30pm Monday through Thursday during the summer beginning August 10, 2022 to July 20, 2023. Program activities include Language Arts, STEM, Social-Emotional (SEL) and personal enrichment, health and wellness education, and family education services.

Section 2: Site Level Funding

See FRG in attachments.

Section 3: Applicant Capacity

	Number of Years	Dates of Operation
21 st CCLC	10+	August 2009 - present
Federal Funding	6-9	2015 - present
Other Types	10+	1995 - present

ASAS 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.

During the 2020-2021 school year, ASAS operated 9 after-school 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 2019-2020 21st CCLC programs demonstrated ongoing success with 65.5% of students showing an increase in their oral reading assessment score; 58% increasing or maintaining satisfactory knowledge grades in language arts; 60.4% in math knowledge; 63.8% in science knowledge; 97.5% in parent program satisfaction; 85.7% in adult literacy knowledge and 92.7% of tested students improving their physical fitness. Throughout all evaluations - from FLDOE to independent evaluators - ASAS has consistently demonstrated substantial experience in operating efficient afterschool programs that are highly effective at impacting student academic achievement and personal growth.



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The organization works in conjunction with the City of Orlando (COO) and OCPS to provide programs to over 4,000 students annually. ASAS is recognized as City of Orlando Mayor Buddy Dyer's signature youth development program. All ASAS'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, evaluation, and legal departments. This means that all the ASAS 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 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 FY20 and FY21) 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, Fifth Third Foundation, Meade Family Foundation). In 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 2019, The Department of Education provided ASAS with a final monitoring report for the previous two years. No findings were reported for the OASAS program.

Program leadership for Project Blue 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 Supervisor has 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.

Section 4: Building Your Program Team

During the design of this program, ASAS identified program team members that: 1.) represent students that would directly benefit from proposed services; 2.) represent those who would provide direct or supplemental services for students at the proposed site, and 3.) represent the larger community to be served by the 21st CCLC site. Team members were designated from each listed entity outlined below. Each team member contributed to assessing the need for the program, designing the proposed program to meet the identified needs, and all have committed to remaining involved in the program through the continuous quality improvement process outlined in the following section. Below describes each program team member's contribution to the proposed community learning center:



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Orlando ASAS – lead agency; maintain all activities at site; coordinate Program Team meetings and involvement to ensure continuous quality improvement; Executive Director serves as 21st CCLC Project Director.

Orange County Public Schools – assist ASAS in planning all aspects of student services that include core curriculum, academic focus, tutoring model, mentoring / character education services, athletic activities, and additional family support services. School administration designates a staff liaison and assists in the selection of certified teachers to work in the program. In addition, the partnership with OCPS and the individual school site allows ASAS access to free facility usage, snack / meals, program planning, implementation, monitoring, and full access to all student data (through a Data Sharing, Use, and Privacy Agreement). Superintendent and Principal Letters attached.

City of Orlando – Committed to providing in-kind services including project development and transportation. ASAS utilizes the full resources of the COO including its finance, HR, grants management, risk management, evaluation, and legal departments. COO has also committed to providing matching funds for the morning portion of programming, as well as athletic equipment / uniforms, field trips, and Fleet Transportation. Letter attached.

All-Stars Leadership Council – The All-Stars Leadership Council (ALC) is a network of dedicated young professionals who are committed to supporting the mission and programs of Orlando ASAS. Committed to engaging stakeholders, fundraising on behalf of ASAS – Letter attached.

Parents of Odyssey Middle School students – provide input regarding Family Literacy Night activities/information; engage other parents in design process and feedback loop. Letters attached.

University of Central Florida – provide college exploration information/activities (e.g., campus tours); assist in providing data highlighting the importance of post-secondary options for students. Letter attached.

Community Organizations – provide complementary services within the community and/or within the proposed 21st CCLC site at Odyssey Middle School. Letters attached from: Orlando Science Center and American Heart Association.

Section 5: Engaging Stakeholders

The Project Team, led by ASAS, distributed surveys to Odyssey Middle School (OMS) parents, students, and teachers to 1.) determine the need for 21st CCLC programming and 2.) establish a baseline understanding of current services offered and areas in which students require additional support. Results of these surveys are outlined in the Addressing Program Needs Section. 10.3% and 20.5% of students/parents and teachers



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completed surveys, respectively. In addition to Orange County Public Schools – ASAS's main partner for the proposed 21st CCLC program – three (3) community partners were also surveyed through ongoing informal and formal discussions with ASAS and during the planning stages of the proposed 21st CCLC program: City of Orlando Families, Parks and Recreation department, Orlando Science Center, and American Heart Association. OCPS has agreed to provide the following services through the four-year cycle of the grant, if awarded: Certified teacher recruitment, snacks/meals, program planning, implementation, monitoring and data sharing. Five (5) local private schools in the respective areas of Odyssey Middle School 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.

Consensus among the team was that the proposed 21st CCLC program should serve four key program objectives: (1) academic development, grade improvement, and increased performance on standardized tests; (2) improve behavior and social skills; (3) provide a caring and safe environment, and (4) provide children with personal inspiration and overall self-esteem.

Stakeholders will be engaged from the planning stages through the evaluation of the program and their feedback will be solicited and utilized as part of the continuous quality improvement process. This process is strengthened by the addition of an Evaluation Manager position recently hired by the City of Orlando and available for ASAS's evaluation needs, including 21st CCLC grants.

The program center hires Florida Certified Teachers who are school-day teachers at the school, simplifying the communication process between the program and the school. For further collaboration with the regular school day, OMS's principal must approve the afterschool program personnel and they are assigned to communicate afterschool progress as well as ask about school-day needs during each school's team/department meetings.

Scheduled monthly meetings at each school with the Project Manager, program staff, and school administrators will be used for formal communication about program operations. During these meetings, data trends and operations will be reviewed with a focus on program improvement and immediate refinement. The Program Manager and teachers will also utilize data during meetings to help tailor program offerings to the needs and progress of individual students.

ASAS 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



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strategies. Lastly, the afterschool team is involved in, or at minimum informed of, teacher-parent conferences about academics or conduct when the student involved is a 21st CCLC COO 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.

Project Blue flyers and letters, in multiple languages, will be disseminated throughout each school and to the community to communicate the importance ASAS 21st CCLC program. Presentations will be made at school open houses to acquaint parents, students and community members with the program and its benefits. 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 social media accounts which will also be communicated to stakeholders. Utilizing technology, we will establish a regular schedule of email blasts to parents and/or guardians to disseminate program information. Because of the strength of our OCPS partnership, we 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.

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 community partners), in multiple languages, to share information about the program and encourage feedback. These stakeholders will have direct email and phone access to the Project Manager to provide spontaneous feedback and they will also have the opportunity to do so via stakeholder surveys that will be distributed each semester.

Section 6: Assessing Program Needs

The Project Blue Program Team employed several strategies to assess the trends within and the needs of the community, school, and students identified for the proposed 21st CCLC program. School, district, and state level data have been analyzed; parent, teacher, and community stakeholder surveys have been collected and compiled; services and gaps within the community have been identified and mapped. The team gathered and utilized data from a wide range of sources including U.S. Census Bureau information; Florida educational attainment data; City of Orlando neighborhood data, reports focused on ALICE (Asset Limited, Income Constrained, Employed) families, district and state student performance data; and community stakeholder surveys. ASAS Executive Director, Daniel Toffoli served as leader of the team.



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The purpose of the needs assessment process was to identify and prioritize student and family needs and provide the basis for developing a comprehensive, community-driven afterschool and summer program that is responsive to the identified needs and gaps. The program described herein was purposefully and collaboratively developed to address the general and specific gaps and weaknesses identified in the needs assessment process. Five (5) 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.

Odyssey Middle School is a 6th-8th grade school, identified for support by Florida Department of Education, located Orlando, in the Orange County Public Schools district. The school is located in District 1 in the City of Orlando. This is the only district in the City with no recreation centers located within its boundaries. In addition, the closest recreation center or youth development program that students from Odyssey M.S. could utilize is 8-10 miles away from their school. The racial/ethnic makeup of students is: 61.8% Hispanic, 16.6% white, 13.3% Black/African American, 6.3% Asian, 1.6% Multiracial, and .4% of students identify as another race. 71% of the student body is economically disadvantaged, compared to the state average of 62.1%. According to 2020-21 data, 54% of OMS students achieved proficiency (3 or higher achievement level) in English Language Arts (ELA), compared to 52.8% statewide and 52.5% in OCPS; 52.1% were proficient in Math, slightly higher than statewide rates (48.4%) and OCPS rates (47.3%). However, economically disadvantaged students did not have the same achievement levels as their peers: 43.2% achieved proficiency (3 or above) on ELA Assessments and 43% were proficient in Math.

As 75% of OMS students identify as Hispanic or Black/African-American – representing the largest combined subgroup of youth of color within the school, we compared the gaps for this subgroup on a school district and state level. Data analysis of Odyssey Middle School (OMS) indicates that Black/African American and Hispanic students – who comprise 75% of the student body – are performing academically at a lower rate than Black/African American and Hispanic students in Orange County Public Schools and Florida overall. While Black/African American students comprise 24.8% of the OCPS student body, they were involved in 43.1% of the discipline occurrences (defined as at least one or more in-school suspension). Similarly, twice the number of Black/African American students were flagged for chronic absenteeism (32.3%) than their white peers were (16.2%). Data also indicate that Hispanic students – who comprise 68.1% of the OMS student body – are performing academically at a lower rate than their white peers: ELA proficiency among Hispanic students is 51.5%; Math proficiency is 51%, compared to their white peers' achievement: 60.8% and 57% respectively. Acceleration data also demonstrates disparities among youth of color at OMS: 78.8% of white students earned high school acceleration credit while 47.8% and 74.1% of Black and Hispanic students, respectively, did so.



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Local and state statistics highlight the need for early intervention for children living in 32829 zip code where Odyssey Middle School is located. Orlando is Florida's 4th largest city and is located in Orange County. While the Central Florida region promotes itself as a vacation and entertainment destination for the world, the COVID-19 pandemic struck this area particularly hard – with Orange County having the second highest unemployment rate in all of Florida at the height of the pandemic. Orlando's unemployment rate is at 2.9% (Bureau of Labor Statistics), while it is 4.5% in the OMS census tract, 167.34 (American Community Survey). Today, with a poverty rate of 19.1%, 22.9% of children under the age of 18 live below the poverty line in Orlando (ACS). Additionally, many of the families served by ASAS are considered ALICE (Asset Limited, Income Constrained, Employed) families. These are families that are not living below the poverty line but are still struggling financially. Estimates show that 33% of families in Florida are ALICE families and that 61% of these families pay more than 35% on housing, contributing to the inequities that OMS students and their families face.

Orange County had over 4,000 juvenile arrests in 2019 and the incarceration rate in Orange County is approximately the same as in the OMS Census Tract (<1%) (Opportunity Atlas). High school attainment in 32829 is about the same at the State's 89% attainment rate, while high school attainment for Black students in 32829 is 10% less than the state average and 17% less than their white peers. (ACS, 2020). And according to the FL Department of Health, the teenage birth rate in the EES Census Tract is 23%, much higher than Florida's rate of 15%.

The Program Team surveyed a total of 10.3% of OMS parents and students to determine what they view current gaps in community services to be, skill deficits, and needed program activities at the proposed 21st CCLC program site. One-third of student respondents felt that their neighborhood was only "somewhat safe" or "not safe at all" while nearly all parents believed their neighborhood to be mostly safe. Eighty-nine percent (89%) of parents indicated that they would enroll their child in an after-school/summer program if available and the top program components that they would like offered in an out-of-school program are: homework help, athletics, life/social skills, leadership, and STEM activities. Students also identified homework help as needed component, along with athletics, performing arts, and cooking/nutrition classes. When asked to rate the importance of specific program elements, parents rated physical health and wellness and core academics highest. Students also rated physical health and wellness as high importance, along with extracurricular skill building and social skill development. We also surveyed parents regarding what types of free activities they would like to access themselves at a program site; financial and community services were top choices.

The team also surveyed 20.5% of OMS teachers; their opinions aligned with parents that homework help and life/social skills were the most desired components to have at the proposed 21st CCLC site. Odyssey Middle School teachers also believe that social skill



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development and core academics are the most important afterschool program elements for children in grades 6-8. Community members were also surveyed through formal and ongoing informal means to establish current gaps in services and elements they view as priorities for OMS children. All confirmed that academic support and enrichment programming was greatly needed and that the program was integral to improving the lives of students at Odyssey Middle School. Specifically, community collaborators/partners noted that having a safe place for OMS students to go during the vital hours between school dismissal and parents' arrival home after work is imperative to keeping these students on track for success. They also emphasized the importance of having Certified Teachers employed at the afterschool and summer program site is important to minimize gaps in students' learning. Teachers, parents, and students all agreed that bus transportation to and from the 21st CCLC site was needed, with parents identifying lack of transportation a current barrier to accessing after-school and summer programming for their children.

Section 7: Intentionally Designing Activities

Operational

The proposed site at Odyssey Middle School follows an after school or summer schedule (See Attached School Year and Summer Schedules). Once students are dismissed from the OMS school day, they will report to the cafeteria where they will be greeted by the Site Supervisor, instructed to sign-in on the designated attendance sheet and be given a snack/dinner (provided by OCPS). At this time, staff is strategically positioned around the cafeteria to ensure proper supervision and that adult to student ratio is no more than 20:1. From 4:00 – 4:15pm students eat snack/dinner and then are dismissed by groups and escorted to classrooms by staff. Transitions generally average 2-3 minutes. All activities take place on community center grounds in a classroom, computer lab, gym, or outdoor playing field. Support staff will be assigned to each classroom to ensure proper student to adult ratios are being met (15:1 or 20:1 depending on activity). All students are required to sign-out before exiting the program. The summer program follows the same protocols with the exception being that students will begin the day at 7:30am each morning and continue programming until 5:00pm. Bus transportation is provided during the school year and summer to ensure that the program is accessible to all students who wish to attend.

Activity Design

Based on the needs assessment data obtained and in alignment with ESEA approved activities, project-based learning (PBL) will be central to all activities proposed and will complement regular school day activities. Program activities begin immediately after the school day ends and are held on school grounds, providing a smooth transition for participants. All activities were designed with the participation and recommendations from the participating school site. 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



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Teachers (FCT). A program priority will be to recruit FCT from the targeted schools to streamline communication between the afterschool program and school-day staff.

As outlined in attached program schedules, the first hour of after-school programming is dedicated to academics (ELA, STEM) for a minimum of 50 minutes at a 15:1 student/adult maximum ratio, which is low for middle school populations. Additionally, tutoring/homework help opportunities will be provided as 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 OMS school-day teachers about assignments. The second hour is dedicated to enrichment programming (to include social-emotional learning, college/career readiness) and athletic/health and wellness opportunities for a minimum of 50 minutes at a maximum 20:1 ratio. Aligning with the attached Program Schedules, Project Blue will implement program activities in the following areas:

English/Language Arts - FCT will institute PBL lessons specifically designed with different 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, 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. The proposed activities utilize the following evidence-based interventions for the 6-8th grade population:

1. Reading: "Build students' decoding skills so they can read complex multisyllabic words" – Tier 1 Strong Evidence – Reference: Providing Reading Interventions for Students in Grades 4–9. Educator's Practice Guide. WWC 2022007. U.S. DEPARTMENT OF EDUCATION.

2. Reading: "Provide purposeful fluency-building activities to help students read effortlessly" – Tier 1 Strong Evidence – Reference: Providing Reading Interventions for Students in Grades 4–9. Educator's Practice Guide. WWC 2022007. U.S. DEPARTMENT OF EDUCATION.

3. Reading: "Routinely use a set of comprehension-building practices to help students make sense of the text:

Part A. Build students' world and word knowledge so they can make sense of the text

Part B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

Part C. Teach students a routine for determining the gist of a short section of text

Part D. Teach students to monitor their comprehension as they read



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Tier 1 Strong Evidence – Reference: Providing Reading Interventions for Students in Grades 4–9. Educator's Practice Guide. WWC 2022007. U.S. DEPARTMENT OF EDUCATION.

4. Writing: “Teach students to use the writing process for a variety of purposes” – Tier 1 Strong Evidence – Reference: Teaching Elementary School Students to Be Effective Writers. Educator's Practice Guide. WWC 182008. U.S. DEPARTMENT OF EDUCATION.

5. Academic Enrichment -Mentoring: “In this form of mentoring, adults or older students are matched with proteges and meet with them, typically for at least one hour a week” – Tier 1 Strong Evidence of completion of schoolwork – Reference: Bayer, A., Grossman, J. B., & DuBois, D. L. (2013). New York, NY: MDRC. Retrieved from: <https://eric.ed.gov/?id=ED562266>

Math and Science (STEM) – FCT will teach PBL activities that expose students to a variety of aspects in the STEM 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. Activities will require students to utilize strong math and science critical thinking skills. Orlando Science Center will provide in-kind STEM activity facilitation as well. The proposed activities utilize the following evidence-based interventions for the 6-8th grade population:

1. Academic Enrichment -Mentoring: “In this form of mentoring, adults or older students are matched with proteges and meet with them, typically for at least one hour a week” – Tier 1 Strong Evidence of completion of schoolwork – Reference: Bayer, A., Grossman, J. B., & DuBois, D. L. (2013). New York, NY: MDRC. Retrieved from: <https://eric.ed.gov/?id=ED562266>

2. Academic Enrichment – Mathematics: “Assisting students in monitoring and reflecting on the problem-solving process” – Tier 1 Strong Evidence – Reference: Improving Mathematical Problem Solving in Grades 4 Through 8. Educator's Practice Guide. WWC 043012. U.S. DEPARTMENT OF EDUCATION.

3. STEM: “Teach students that academic abilities are expandable and improvable; Provide prescriptive, informational feedback; Expose girls and young women to female role models who have succeeded in math and science; Create a classroom environment that sparks initial curiosity and fosters long-term interest in math and science; and Provide spatial skills training” – Tier 1 Strong Evidence – Reference: Halpern, D. F., Aronson, J., Reimer, N., Simpkins, S., Star, J. R., & Wentzel, K. (2007). Encouraging girls in math and science. (NCER 2007-2003). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://eric.ed.gov/?id=ED498581>.

4. STEM: “Schema-based instruction is an alternative problem-solving strategy, which requires students to identify the underlying structure (schema) which each word problem belongs, to translate important information to a diagram, and then to solve the problem” – Tier 1 Strong Evidence – Reference: Fuchs, L. S., Seethaler, P. M., Sterba, S.



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K., Craddock, C., Fuchs, D., Compton, D. L., Geary, D. C., & Changas, P. (2019). What are some evidence-based strategies based on cognitive science that help develop deep understanding of new concepts? Vanderbilt University.

Social-Emotional Learning & Personal Enrichment/Health & Nutrition – Enrichment programs are offered for 50 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 classes (provided by partners including American Heart Association), gardening, broadcasting, theater, dance, visual arts, and athletics. Project Blue incorporates the Positive Action curriculum into its Social-Emotional components to complement and strengthen all proposed activities.

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, Sports As a Hook 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 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 ASAS youth. ASAS also runs daily physical fitness activities that include intramural sports and fitness classes. All programs run throughout the year and often include weekend practices, games, or events.

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. The proposed activities utilize the following evidence-based interventions for the 6-8th grade population:



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1. Academic Enrichment -Mentoring: "In this form of mentoring, adults or older students are matched with proteges and meet with them, typically for at least one hour a week" – Tier 1 Strong Evidence of completion of schoolwork – Reference: Bayer, A., Grossman, J. B., & DuBois, D. L. (2013). New York, NY: MDRC. Retrieved from: <https://eric.ed.gov/?id=ED562266>.
2. Cultural Programs: "Creating Culturally Affirming Spaces- Youth will be exposed to adult practices, behaviors, policies, and experiences that thoroughly acknowledge and proactively seek to affirm students' cultural identities and cultural assets as integral to their positive self-concept, academic and social well-being". – Tier 1 Strong Evidence – Reference: Creating Culturally Affirming Spaces: School and Classroom Practices. Regional Educational Laboratory At WestEd. https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/4-2-4-58_Culturally_Affirming_Spaces_Webinar_Slides_508c.pdf.
3. Well Rounded Education: "Positive Action- K-12 program that aims to promote good behavior while disrupting problem behaviors, improving academics, and developing socio-emotional and character skills while improving mental and physical health and self-concept". – Tier 3 Promising Evidence for Behavior & Academic Achievement – Reference: Positive Action. WWC 042307. U.S. DEPARTMENT OF EDUCATION.

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; 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 community business members, the 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. ASAS also works with University of Central Florida to provide students with college tours/information. The proposed



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activities utilize the following evidence-based interventions for the 6-8th grade population:

1. Academic Enrichment -Mentoring: "In this form of mentoring, adults or older students are matched with proteges and meet with them, typically for at least one hour a week" – Tier 1 Strong Evidence of completion of schoolwork – Reference: Bayer, A., Grossman, J. B., & DuBois, D. L. (2013). New York, NY: MDRC. Retrieved from: <https://eric.ed.gov/?id=ED562266>.
2. STEM: "Exposure via Career Academies: Youth will be exposed to in demand fields in the local workforce where they will develop soft skills training, technology- based internships, solve real-world problem aligned to the job and receive non- academic supports for job searching such as resume preparation, and mock interviewing". – Tier 1 Strong Evidence – Reference: Hemelt, S. W., Lenard, M. A., & Paeplow, C. G. (2019). Building bridges to life after high school: Contemporary career academies and student outcomes. *Economics of Education Review*, 68, 161-178. <https://doi.org/10.1016/j.econedurev.2018.08.005>.
3. Well Rounded Education: "Positive Action- K-12 program that aims to promote good behavior while disrupting problem behaviors, improving academics, and developing socio-emotional and character skills while improving mental and physical health and self-concept". – Tier 3 Promising Evidence for Behavior & Academic Achievement – Reference: Positive Action. WWC 042307. U.S. DEPARTMENT OF EDUCATION.

Adult Family Education – The Site Supervisor, Support Specialists, FCT's and corporate volunteers will provide adult family activities every other month. Each event will last approximately 1.5 - 2 hours and incorporate both adult and youth education activities. All programming is designed in conjunction with the targeted school, Parent Teacher Association, and areas identified in needs assessment surveys. ASAS Family Event night topics are: 1) STEM; 2) art education; 3) family counseling information/mental health awareness; 4.) health and fitness; and 5.) life skills/student behavior. ASAS will also engage and coordinate with Odyssey Middle School to provide additional services during school open houses and parent nights. The program will promote events through monthly direct contact by Site Supervisor, school website, newsletter, and written invitations.

Recruitment

Project Blue will target approximately 105 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—including those with special needs or disabilities—will be invited to participate in Project Blue. The community learning center facility that will be used to provide 21st CCLC services is at the host school site. The school is safe and easily accessible as the children would already be on site during the regular school day. Targeted students at Odyssey Middle school are some of the highest risk youths in Orange County and are generally between 11-15 years old. More than 80% are non-



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white and 71% are economically disadvantaged. Project Blue 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 Blue 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; 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 project updates each semester 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. Parents will also be invited to serve as program volunteers, serving as mentors or facilitating Career Day activities. Parents will receive quarterly updates about their children’s progress. In addition, Project Blue includes parental involvement activities as well as services that support parents and positive development of their children.

Retention

To ensure that students remain engaged long term and fully participate, Project Blue will use The US Department of Education’s recommendations for after-school programs (https://www2.ed.gov/pubs/After_School_Programs/index.html):

- 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.



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- 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 Blue 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. In addition, Project Blue 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 themselves.

Section 8: Recruiting and Retaining High Quality Staff

The program site will be continually staffed by skilled, qualified, and well-trained professionals. All staff members working in the after-school site will be screened through the Florida Background Screening Clearinghouse.

Program Director (ASAS Executive Director) – maintain overall program integrity by providing direct supervision to Project Manager. Minimum qualifications are a Bachelor's degree and 2 years of experience in youth programming.

Project Manager (FT) – responsible for hiring and training qualified personnel for this project. They will have a minimum of a high school diploma and 2 years of experience managing programs. They will coordinate 21st CCLC implementation at site and ensure safety of students; coordinate activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters; ensures effective coordination between 21st CCLC afterschool staff and daytime classroom teachers. Additionally, they will be responsible for managing data collection. Daily duties include supervision of Site Supervisor and interaction with school administration, Certified Teachers, and identified partners.

Site Supervisor (FT) – coordinate the daily operations of the Orlando After-School All-Stars after-school and summer program. Duties include planning, organizing, coordinating, and supervising all activities and services offered at the ASAS 21st CCLC program site. Ensures effective oversight, implementation, and evaluation of all 21st



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grant deliverables. Responsible for coordinating reporting, proper implementation of outlined program activities, monitoring, and assisting in evaluation.

Certified Teachers – provide 21st CCLC activities including tutoring, homework assistance, direct instruction, and academic enrichment. Must be current OCPS employees in good standing and have written approval from the school Principal or designee to work in the afterschool program. ASAS recruits Florida Certified Teachers and site staff through various avenues including employee referrals, job search websites, and the ASAS and OCPS websites.

Support Specialists – provide quality instruction and supervision to program participants for all program activities. Minimum qualifications are a high school diploma and some college. The site will always maintain at least one staff member on site that has current CPR and First Aid certification.

Data Specialist – Oversee data and supporting document collection and entry of all data deliverables for the 21st Century operating site. Coordinate with evaluation team to provide data for all pertinent reports.

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 ASAS 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 three 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.

Section 9: Implementing with Fidelity

Methodology

The evaluation team, led by the City of Orlando's in-house Children's Programs Evaluation Manager, will gather continuing attendance/enrollment statistics, baseline and mid-year student performance data, and information on program operations, such as academic and enrichment programming, staff training, and family engagement activities. The Program Manager and administrative staff will receive the results of each data collection. Together with the Evaluation Team, the Program Manager will examine the recommendations, devise specific plans for program improvement, and establish a



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timeframe for implementing the necessary changes. A Program Modifications Report will describe the program's responses to the recommendations.

The program will use training, evidence-based tools, and performance measurements to ensure that program staff are aligned with the approved application and activities that promote students' ongoing growth toward reaching the program's goals.

Training

Training Goals: To ensure high-quality instruction and safety, each program will ensure that at least 90% of staff are fully trained to implement the program's evidence-based learning interventions through project-based learning, have a diverse set of professional certifications, and have CPR/First Aid certifications.

Training Objectives:

- Objective 1: Annually 100% of instructional staff will complete at least 5 hours of training focused on the program's evidence-based learning interventions.
- Objective 2: 100% of instructional staff will hold a minimum of one professional certification in one of the following areas Elementary Education, Mathematics, Reading, Science, ESOL, ESE, Guidance, Art Education, or Physical Education.
- Objective 3: Annually 100% of staff will obtain or maintain CPR/ First Aid credentials.

Documentation of this professional development will be maintained in the Efforts to Outcomes (ETO) software and will be captured during each training through agendas and sign-in sheets.

Attendance

Attendance Goals: Each program will meet the minimum performance threshold for daily attendance (averaging 85% or more of the proposed daily attendance) to be considered at low risk for a reduction in funding.

Attendance Objectives:

- Objective 1: Monthly at least 60% of youth will attend an average of 85% of sessions
- Objective 2: Monthly at least 50% of families of youth that attend at least 85% of sessions will participate in Family Events

Attendance will be tracked daily by lead teachers at each location using the software, Efforts To Outcomes (ETO). Monthly, the Program Manager will review the data associated with each location with each program coordinator and lead teacher. To ensure the goals are met or exceeded, the team will assess what is working well and determine developmental areas for continuous improvement. Annually, each program will review attendance outcomes to determine if they met or exceeded their goal.

Academics

Academic Goals: 60% of youth with at least an average attendance of 85% will maintain a letter grade of “C” or 3.0 grade point average (GPA) each quarter.

Academic Objectives:

- Objective 1: At least 60% of 6-8 youth will maintain a letter grade of “C” or higher in Language Arts grade as measured by report card grades.
- Objective 2: At least 60% of 6-8 youth will maintain a letter grade of “C” or higher in Mathematics as measured by report card grades.

To assess progress towards achieving these objectives, only the report card grades of students averaging 85% or more attendance will be included in this calculation for each reporting period.

Personal Enrichment

Personal Enrichment Goals: Based on activity specific pre/posttests, 80% of youth will demonstrate an increase in their score; this scoring will act as a personal metric for self-improvement for each youth.

Personal Enrichment Objectives:

- Objective 1: 90% of youth that attend an average of 85% of sessions will increase their knowledge and application of health and lifestyle skills as measure by a pre/posttest.
- Objective 2: 90% of youth that attend an average of 85% of sessions will increase their knowledge and understanding of diverse cultures as measure by a pre/posttest.
- Objective 3: 90% of youth that attend an average of 85% of sessions will increase their knowledge and understanding of career competencies and readiness as measure by a pre/posttest.

Section 10: Project Budget

See attachment.

Section 11: Plan for Sustainability

ASAS's collaborative partnership with the City of Orlando and Orange County Public Schools provides a unique ability to leverage both public and private dollars 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, All-Stars Leadership Council (ALC) comprised of young professionals, 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



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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.

Year 1:

- Development Project Lead – ASAS Director of External Affairs
- Spring 2023: 21st CCLC Advisory Board meeting
- 4-year development plan creation
- Funding secured from 1-2 corporate / foundation partners (\$75K minimum)
- 20% match raised

Year 2:

- Development Project Lead – ASAS Director of External Affairs
- Fall 2023 and Spring 2024: 21st CCLC Advisory Board meeting
- Creation of dedicated fundraising event (minimum \$50K secured)
- Funding secured from 3-4 corporate / foundation partners (\$100,000 minimum)
- 40% match raised

Year 3:

- Development Project Lead – ASAS Director of External Affairs
- Fall 2024 and Spring 2025: 21st CCLC Advisory Board meeting
- Funding secured from +5 corporate / foundation partners engaged (\$125,000 minimum)
- Dedicated fundraising event (minimum \$100K secured)
- 60% match raised

Year 4:

- Development Project Lead – ASAS Director of External Affairs
- Fall 2025 and Spring 2026: 21st CCLC Advisory Board meeting
- +8 corporate / foundation partners engaged (\$200,000 minimum)
- Dedicated fundraising event (minimum \$150K secured)
- Individual giving activities and events assigned to the project (minimum \$25K)
- 100% match raised

The 21st CCLC Advisory Board is a key part of the sustainability plan and will meet, at a minimum twice per year (fall and spring), with exception of Year 1 as the Advisory Board is formed. The proposed members will include, an OCPS teacher, the Program Manager, the Site Supervisor, 2 parents from each site, 2 students from each site, a member of the ASAS Board of Directors, the ASAS administration team, and community partners. The collaboration of this group, including physical and networking resources, will play an integral role in the sustainability of this project.