



2020-2021 Scope of Work

Agency Name: After School All Stars Tampa Bay

Project Number: 29R-2441B-1PCC4

Program Name: Carter G. Woodson

3.1 Project Abstract

After-School All-Stars (ASAS) provides comprehensive after-school programs to keep children safe and help them succeed in school and life. The program is located at Dr. Carter G. Woodson K-8 School which serves 704 students in grades PK-8. The program will serve grades 3-8 and will target 160 students during the school year and 75 students in the summer. School year programming operates from school dismissal to 6 pm Monday-Friday and summer programming operates from 7:30 am-6 pm Monday-Thursday. Program activities provide opportunities for academic enrichment that feature: Health, Fitness, and SEL; Academic Readiness; STEM; Career Exploration Experiences, and Cultural programming. ASAS complements schools by engaging family members in the learning process for active/meaningful engagement in their children's education. Family engagement activities will provide education in topics that will strengthen the at-home support for the student including how to communicate with teachers, how to check student progress on line and how to create a positive environment for studying.

3.2 Applicant's Experience and Capacity

ASAS Tampa Bay is a member of the ASAS National Network, which is the largest school-based, non-profit, comprehensive after-school program focused on the middle grades. Our national network is comprised of 19 chapters in 12 states and Washington, DC. In 2019-2020 ASAS served and supported 90,784 students in 468 Title I schools across all grade levels.

ASAS Tampa Bay has provided after-school programming for 5 school years. We currently serve 624 students, with over 1250 total students served since we launched in 2015. ASAS Tampa Bay benefits from the expertise and technical assistance of the ASAS National Program, Development, and Operations teams, which have successfully supported the implementation of federal grants including 21st CCLC grants in New Jersey, New York, California, Florida, Hawai'i, Ohio, Pennsylvania, and Washington, DC. We have maintained compliant with the requirements of all awarded 21st Century grants and achieved all outlined goals and objectives regarding student, school, and community outcomes. ASAS Tampa Bay will rely upon the training and technical



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assistance of the ASAS National office to support a similarly successful 21st Century Community Learning Center at the Woodson site if awarded. The organization has achieved successful outcomes of all monitoring and audit activities related to program administration and fiscal management to include evaluation of programming which directs program design and implementation. ASAS TB participated in a 21st CCLC full compliance monitoring visit in February of 2018 for two existing 21st CCLC programs and met all improvement criteria requested following that visit.

Local staff will work closely with ASAS National's evaluation team. The evaluation team conducts monthly calls with site staff to discuss program data, flag potential weaknesses, and suggest modifications. In-house surveys to gauge student-reported outcomes and obtain student feedback on programming: Student surveys are distributed at the beginning of the academic year to share thoughts on the program, school-day engagement, feelings about safety, self-confidence, and acquisition of academic and social/emotional skills. Based on student response, the Program Director will adjust aspects of the program to yield successful results, such as finding new curriculum, instructors, or changing the activities offered.

ASAS engages in data-sharing with school and district partners to obtain information on attendance, on-time grade promotion of participants, suspensions/behavioral referrals, and other relevant data. The organization has experience and ongoing relationships with independent evaluation professionals to ensure compliance with the funding requirements. In addition, we partnered with the David P. Weikart Center for Youth Program Quality to implement the Youth Program Quality Intervention (YPQI). Weikart Center's youth development approach uses constant self-assessment to create a safe, supportive, and productive environment for kids and centers our programming around the belief that it is a youth worker's job to establish an environment in which kids needs are met and learning is encouraged—to create a space in which youth can thrive.

ASAS Tampa Bay's leadership team will oversee all aspects of planning and programming. The team will be made up of ASAS Regional Executive Director (RED), ASAS Tampa Bay Executive Director (ED), Fiscal Manager, Operations Director, Program Director, Site Coordinator, Data Specialist, and HCPS school liaisons and a certified teacher from each site. RED, Tyler Chandler, and ED, Joe Mangione, have over 12 and 28 years respectfully, of experience in developing and managing government and grant-funded non-profit youth organizations. National Director of Operations, John Thurman, will work with the chapter to ensure all reporting requirements are accomplished. He has supported ASAS operations since 2017 and with his staff manages major state grants for ASAS chapters. Over the past six years, the ASAS team has managed multiple state and federally funded grant projects for ASAS Tampa Bay. In addition, the site will have an identified school liaison working with the leadership team. This individual will

be a member of the school administration, typically an Assistant Principal or Dean of Students. The leadership team will meet monthly to review all project aspects to ensure proper implementation of the grant project.

3.3 Needs Assessment

Target service area for this ASAS program include Dr. Carter G. Woodson K-8 school in the 33602 zip code. To determine need the ASAS team gathered and utilized data from a wide range of sources including: U.S. Census Bureau information; State educational attainment data; City/County neighborhood data, district and state student performance data, caregiver, and student surveys, and the School Improvement Plan (SIP). Officials from the school district, the school's administration, and teachers were involved in determining the need for a 21st CCLC program through their involvement in the assessment.

Dr. Carter G. Woodson received a school grade of C, 94.6% of the school population is economically disadvantaged, 94.8% of the population receives free and reduced-price lunch (FRPL), and 13.5% are English Language Learners (FL DOE 2018-19 School Report Card). Student demographics include 51.9% Black; 36.8% Hispanic; 6.6% White; 3.4% Multi-racial.

Risk Factors: Based on data from the National Center for Children in Poverty, the poverty levels experienced in the school community's zip code(s) are affiliated with additional risk factors for our target population of students that have an adverse impact on education, developmental and health outcomes. These risk factors include households without English speakers; low education levels of parents; residential mobility; and households including a large family, single parent, teen mother and/or non-employed parents(s). (National Center for Children in Poverty, 2012 American Community Survey).

The targeted students attend Dr. Carter G. Woodson which is affiliated with HCPS, the 8th largest district in the nation and classified a high need local education agency by the U.S. Department of Education. The FL-DOE reported the HCPS drop-out rate at 12% (one of the highest in the state) and the graduation rate at 80.5% for economically disadvantaged students the 2018-19 school year vs the state rate of 82%.

Specific school needs, based on most recent School Improvement Plan (SIP) and discussion with school's administration: Woodson's highest priorities for school wide improvement (2019-2020) include 1. Bottom Quartile in ELA, 2. Proficiency in ELA, 3. Proficiency in Math, 4. Bottom Quartile in Math, 5. Proficiency in Science. Based on the school's experience during the COVID-19 crisis, administration identified a greater need for this programming to assist students who experienced academic setbacks during

school closures. Early reports during on-line learning showed lower engagement among Woodson's students than among students at schools in more affluent neighborhoods.

Non-academic metrics also point to the need for quality after school programming, including social emotional learning, mentorship and attentiveness to student needs. During the 2018-2019 school year Woodson experienced 49.6 Out of School Suspension days per 100 students and 46 Office Disciplinary Referrals per 100 students. These numbers are the second highest for all K-8 schools in the district. Aside from the one school with higher numbers, Woodson experiences 8 times as many Out of School Suspension days and almost 3 times as many Office Disciplinary Referrals as other K-8 schools in the district. Additionally, student feedback in the district's climate survey supports the need for out of school time support for character development and caring adult relationships. When asked if students at the school treat others with respect, only 29.7% of elementary students agreed and only 24% of middle school students agreed. The presence of a mentor or someone who helps them succeed at school was only identified by 59.5% of elementary students and 57.6% of middle schoolers. ASAS programming will reinforce the school's efforts to improve school culture, implement structure as it relates to behavior concerns, and provide additional trained mentors to promote social emotional learning

There are also indications in the parent/caregiver school climate survey that a collaboration with ASAS would help meet family needs. The most significant area is providing an additional communication path to inform parents when academic concerns arise. Currently only 33% of respondents strongly agreed that they received this communication. Additionally, only 44% of parents strongly agreed that the school was meeting their students' academic needs. Other areas that fell below 60% where ASAS can have an impact include:

School provides information on how families can help students succeed

School promotes students' health and well being

School supports parents with educational resources that can be used at home

I have adequate resources to support my students schooling

Academic help is available

School is supported by the community

Additionally, parent responses indicated that there are needs for additional enrichment opportunities and that the school could provide more information about resources available including after school programs. Additional caregiver feedback was solicited through an online survey specific to this program. There were 148 responses. When asked if they would take advantage of a free afterschool program 81.1% said 'yes' and

12.2% said 'maybe'. More than half of respondents indicated they were single parents and more than half indicated they had no affordable options for afterschool care. Between 72% and 76% indicated that physical activity, arts & enrichment activities and exploring talents and career options were important for their child.

Consultation with all stakeholders needed in order to develop a successful program included community and local private schools' administrations and the ASAS local Regional Advisory Board who participated in meetings to discuss target school sites and communities; in addition, the ASAS Executive Director contacted local private schools to share program proposal intentions and request participation in program planning.

Information about service gaps in the area was gathered from feedback solicited from students, caregivers, and school staff, as well as reviews of publicly available information like trend reports from planhillsborough.org, the 2019 Hillsborough Community Needs Assessment and The Florida Asset Limited, Income Constrained, Employed Report. 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 after-school, and summer program that is responsive to the identified needs and gaps. The assessment indicates a strong need for after-school enrichment and academic activities for students attending Woodson. Internet searches and assessment of other non-profit organizations, found no availability and accessibility of free out-of-school academic and enrichment services for the targeted population. City recreation opportunities provide limited availability and there is still a charge which, although minimal, is still a barrier for most families.

3.4 Community Notice and Dissemination of Information

Community Notice: During the development of the project ASAS provided notice of the proposed initiative, through direct communication (email and in-person) with the school principals and invited stakeholders including community leaders, other non-profit leaders and school district officials to participate in the project planning process. Private schools were contacted individually by email and in person by the ASAS Executive Director and provided the opportunity to join meetings to discuss program plans. The application was also made available for review and comment as required by the program guidelines (i.e. posted on ASAS Tampa Bay website and posted at school site and community centers) and will remain available on these locations until award announcements are made to ensure the proposal will be available to the community following its submittal.

Dissemination of Information: Information about the program, including location, is disseminated to community partners, caregivers, and other stakeholders to reinforce achievement and to ensure program awareness and success. To ensure the programs' dissemination plan is appropriate for the community ASAS will request information



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feedback during all outreach activities about best ways to reach student, families and the larger community. Project flyers and letters will be disseminated throughout the school and to the community, in both English and Spanish, to communicate the importance and promise of the federally funded ASAS 21st CCLC program. Program information will be sent through the school's EdConnect system and presentations will be made at school open houses to acquaint caregivers, students, and community members with the program and its benefits. The 21st CCLC logo will be used on all media and displayed on site.

All current ASAS Tampa Bay programs are promoted on the chapter web page located on the National ASAS website which is maintained by the ASAS Marketing Department. Laura Dye, Chapter Operations Director and 21stCCLC Grant Manager, maintains all program information for each site on the chapter web page and requests updates through the National Marketing team. The website has contact information, description of programs provided, partners, career openings, and the latest news and events. ASASTB will post on the website biannual progress reports summarizing project progress while reporting on key challenges, successes and lessons learned, in addition to the Executive Director's annual report to ensure the program is visible and viable and shares successes and areas in need of improvement through various dissemination mechanisms. Also, as required, a section of the website will list all scheduled services and provide links to products created by students through the project(s). The ASAS website will be updated to reflect the award within 30 days of notification and maintenance of the web page will occur at least quarterly. To further inform and engage community stakeholders, appropriate announcements will also be made by our ASAS partners on Facebook, Instagram, and Twitter accounts which will also be communicated to stakeholders. The 21st CCLC logo will be used on all media and displayed on site.

3.5a Partnership and Collaboration

Partnerships: As a primary community partner, Hillsborough County Public Schools (HCPS) were consulted in the development of the proposed project (See Partners Table, MOUS, Letters of Support attachments). These partners have agreed to provide the following services through the five-year cycle of the grant, if awarded: Hillsborough County Public Schools - Free Facility Usage, Snacks / Meals, and Program Consultation and Data Sharing. The snacks and meals are included based on each target school's eligibility for free meals under the community provision. Partnerships will be maintained through ongoing development, nurturing and communication. ASAS team members will participate in Out of School Time partner meetings provided by HCPS and will schedule additional meetings when pertinent. To accompany annual letters to help document in-kind services, an informational report will be provided to update partners about

program activities, while also reminding them of their importance to 21st CCLC students and families. In addition, when appropriate, partners will be invited to participate on the 21st CCLC Advisory Board; invited to attend and be included in special events; and receive acknowledgments in program documents.

3.5b Collaboration

Collaboration: Strategies developed to continue meaningful collaboration throughout the school year with the schools attended by the targeted students include: The ASAS Program Director and Site Coordinator will hire teachers who are school-day teachers at the school, thus simplifying the communication process between the two entities. ASAS Tampa Bay staff will ask that students bring their school provided agenda workbook with them on a weekly/daily basis for guidance during homework time. Teachers will also informally meet with one another throughout the school day and will use Edsby - the online tool used by the district - to review progress and develop student centered plans. The Lead Teacher and SC will inform parents/guardians of student progress through homework checks during parent pick-up, advisory meetings, family involvement and education events.

The information-sharing process on student progress to ensure the maintenance of open communication channels includes: 1.) ASAS Tampa Bay Program Director will meet monthly with Site Coordinator, school liaison and regular school day teachers to review 21st CCLC student progress in both the school day and out-of-school; 2.) meetings will dictate program focus, individual student schedules, curriculum changes and the possible need for more intensive services; 3.) each student's quarterly performance will be reviewed by the ASAS Lead teacher who will consult with regular school day teachers as indicated; 4.) ASAS Site Coordinator, in consultation with the Lead teacher, will facilitate communication with the parent/guardian of each 21st CCLC student during each semester or more frequently if concerns arise. The formal data sharing agreement between HCPS and ASAS includes: 1.) parameters on the use of student and school data for the purposes of program monitoring and reporting for 21st CCLC deliverables; 2.) data will be collected by an HCPS certified teacher or school administrator. This data will be kept at the individual school site for security purposes; 3.) data reports and deliverables will be uploaded only after receiving approval from administration; 4.) student data includes grades, grade promotion, benchmark testing, state standardized test scores, attendance records and behavior referrals. 5.) each parent must sign a formal data sharing consent for the 21st CCLC student.

3.6 Target Population, Recruitment and Retention

Target Population: Students in grades 3 through 8 attending Dr. Carter G. Woodson K-8 School are the target population for programming. Woodson is a high-poverty, underperforming Title 1 school located in an economically disadvantaged, resource-

poor community, with far too few opportunities for low income youth to access structured academic and enrichment programming with positive adult role models. Woodson is also identified for TS&I – Targeted Support and Improvement. The sub groups that are targeted as at or below the Federal Index of 40 are: white students, black students, English language learners, and students with disabilities. The program will prioritize these groups and will work with school staff to identify the most at-risk students for enrollment. These students will be assigned a ASAS staff mentor to provide personalized support including daily review of homework and development of SEL skills.

Recruitment: After-School All-Stars will serve 75 students during the school year for a total of as well as 75 students during the summer program. The project will be promoted to all students, including those with special needs, via: 1) school's website 2) school newsletter 3) take-home flyers 4) during homeroom and assemblies 5) emails sent to parents 6) social media (e.g., Facebook, Twitter) 7) teacher referrals 8) open houses 9) student-to-student recruitment and 10) text and voice messages from the school. The dissemination plan is appropriate for the community being served by the 21st CCLC program because it includes communication forms already used by the school sites and includes bilingual outreach. The principal reports a high response to text messaging and uses it regularly. Outreach will begin at the beginning of the school year and then carried out regularly throughout the project period. Parents and community partners will receive project updates that provide general information about the program (e.g., activities, progress, etc.) which will be distributed via: 1) take-home monthly reports; 2) email; and 3) social media. The project will target all students at the site, giving priority to the subgroups previously mentioned who are: 1) in need of remediation (scoring below proficiency in standardized tests) in Reading and/or Math as determined by teachers and guidance 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 intentionally recruit these high-need students, teachers and guidance counselors will recommend students for participation based on: standardized test results, report cards, discipline and behavioral records, and parental request.

Retention: To ensure that students consistently participate in the whole array of activities, all program areas are founded upon evidence-based approaches and best practices. As an example, according to the U.S. Department of Education, the following elements are integral to the success of this initiative; each of these components has shown to be effective in keeping students engaged in afterschool programming and will be incorporated into this 21st CCLC project. The US Department of Education states that successful afterschool programs (<http://www.ed.gov/pubs/parents/SafeSmart/>): Ensure that academic-linked activities are fun and engaging: ASAS will utilize student-centered teaching methods that shift the focus of activity from the teacher to the learners



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(project-based learning). Provide a range of activities that students enjoy: During pre and post surveys students are asked about their interests and these interests have been built into the project plans including enrichment programs. The program will also use student feedback to design incentive-based initiatives to reward attendance and participation. Students will be rewarded with recognition and experiences that will reinforce the concept that consistent participation and engagement will produce results. Reflect a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day: The curriculum will be linked to the students' school-day as classroom teachers will participate in regularly-scheduled collaborative meetings with ASAS teachers ensuring effective linkage between the afterschool curriculum and regular classroom curriculum. Staff will 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 and to participate in parent education activities during bi-monthly Family Nights. Parents will receive quarterly updates about their children's progress.

ASAS ensures services designed to encourage students' full participation in daily activities and long-term engagement in the program by recruiting staff who we like to call "kid magnets"—people who care about kids, are good with kids, and who kids are drawn to. Many participants self-report that they come for the "cool programs" but they stay for the caring relationships they've formed with the adults who staff the program.

3.7 Time and Frequency of Service Provision for Student and Families

The proposed after-school program will take place August 1, 2020 to July 31, 2021 for a minimum of 36 weeks during the school year and 7 weeks during the summer. School year programming operates from school dismissal to 6 pm Monday-Friday and summer programming operates from 7:30 am-6 pm Monday-Thursday. Times and frequency of services were determined based on school administration feedback and parent/community needs assessments. Since the program is school-based, students report to the program directly after school day dismissal. All 21st CCLC students will be served each proposed day, receive equal services and be given the opportunity to attend academic and enrichment activities for a minimum of 15 hours each week. The proposed summer program will take place between June 1-July 24 for 7 weeks; 4 days per week for 5 hours daily.

On a typical day, students report to the after-school program once the last school bell rings and will go directly to the school cafeteria. The student will be greeted by ASAS staff, instructed to sign-in on the designated attendance sheet, be given a snack, and asked to sit in his/her designated group table depending upon grade level or activity that day. At this time, staff is strategically positioned around the cafeteria to ensure proper supervision and ratio is at 20:1. For the first 30 minutes, students eat snack and

receive homework help. Students are then dismissed by groups and escorted to classrooms by staff. Transitions generally average 3-5 minutes. The schedule is organized into blocks with a student taking part in academic project-based learning during the first hour and educational enrichment activities (fitness & nutrition, SEL or career exploration) in the second hour. All activities take place on school grounds in a classroom, computer lab, media center, gym or outdoor playing fields. Ratios during academic periods are between 10:1 and 15:1. Once the first hour is complete, the Site Coordinator radios all teaching staff to begin transition and students are walked to new areas by program leads. When the second hour is complete, the Site Coordinator once again radios for all students to be escorted back to the sign out area. All students are required to sign-out before exiting program and students are dismissed when parent/guardian arrives for pick-up. The summer program follows the same protocols with the exception being that students will eat breakfast from 7:30-8:30am each morning and continue through the afternoon during non-21st CCLC funded program time.

3.8 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 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. Examples include staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas.

Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from the CIM process and provide formal reports about processes and outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting and analyzing how the model works in practice, and (4) documenting and analyzing changes in targeted student's actions, attitudes, knowledge, and performance. Formative Evaluations will be completed in accordance with the requirements of the Florida Department of Education (FLDOE;

Years 1, 3, 4), with additional informal and interim evaluations completed after on-site visits. Formal formative reports will include a review of operational accomplishments and challenges actual versus proposed operation, objective progress, and recommendations for addressing any challenges. Summative Evaluations will have additional information on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. Summative evaluations will be completed in accordance with the requirements of the FLDOE (Years 2, 5), though interim reports will be provided to summarize data and progress towards objectives in the other years. The purpose of the summative evaluation is aimed at recording and developing a model that can be applied in other settings. Summative evaluations will include all elements of program operation; activities; enrollment and attendance; measures of academic performance; federal teacher impact surveys; feeder schools; staff information; and partnerships. Recommendations for program refinement will be based on quantitative and qualitative data.

Evaluation Rubric: The 21st CCLC program proposes to use an Evaluation Rubric and Questionnaire for Formative Evaluation. It is a performance-based assessment process that is directly linked to the 9 project objectives required for our program's 3-8 grade levels (see the Objectives Chart for specifics) 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, (3) Increasing the consistency and objectivity of evaluating 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.

Data Collection Methods: The specific objectives and measurements are included in the appropriate chart as provided in the application. The specifics are not repeated here due to space and formatting limitations, but data will be collected for five statewide standard objectives, the SEL, personal enrichment and Adult Family Member Engagement objectives for elementary & middle grades, and the additional College and Career Readiness objective for middle grades. Sufficient measures are included for each objective to assess progress at least three times per program year (e.g., October, December, and April). All academic data will be collected through the school district by the program and provided to the evaluator, as federal law limits access to identifiable information on students and families (while the evaluator will be included in agreements with parents to view information, it is not possible for evaluators to directly access agency databases). The program will also collect data for all applicant specified objectives through pre/mid/post assessments via online tools, except for Adult Family

Member activities where hard copy assessment tools will be used. The evaluator will provide substantial direct assistance in setting up databases, creating pre-post assessments, and developing or modifying student, parent, and teacher surveys to support the program.

The 21st CCLC project team, led by the Program Director, will ensure that accurate data is recorded, including baseline data. This is done by establishing standardized data collection and recording procedures. Individual student data related to each outcome will be collected in October 2020, February 2021, and May 2021 via online surveys, paper surveys, or secured from the district office via spreadsheet. The data ultimately will be forwarded to the Program 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 (both positive and negative) highlighted for review. This is returned to the Program Director for remediation of concerns and recommendations.

Feedback and Debriefing: 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, as data and evaluation reports come available the evaluator and program director will set up meetings and design communication for principals and staff. Meetings and communication will be used to share data trends so that program operations will be reviewed with a focus on program improvement and immediate refinement. Data will also be utilized by the program director and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students. Stakeholders will also receive reports at ASAS TB Regional Advisory Board meetings and school SAC meetings. ASAS Strategy and Evaluation team at the National ASAS level will also be engaged in providing feedback and assistance with the CIM process.

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. The program and the external evaluator are fully aware that there may be changes to the online method of collecting data through the US Department of Education (with the closing of PPICS and a new system being implemented in two stages over the next two years), as well as potential changes with data collection by the Florida Department of Education.

External Program Evaluator: The external evaluator will be required to have significant experience evaluating 21st CCLC programs and will demonstrate the ability to collect, analyze and interpret data in an objective and evidence-based manner. The process will

ensure that there is no personal investment in our program and will eliminate bias. The external evaluator will be selected based on a competitive process to determine the highest quality of service, ability to meet 21st CCLC requirements with accuracy and timeliness, and best fit for our ASAS 21st CCLC program. Prior programs have utilized Dr. Charles Byrd with the Center for Assessment, Strategic Planning and Research.

3.9 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. A broad array of activities that advance student academic achievement and support student success will be provided with a 15:1 ratio for personal enrichment activities & 10:1 for academic enrichment in the following categories:

ACADEMIC ENRICHMENT:

Academic Achievement: We combine immediate homework help and tutoring with long-term positive habit formation, like time management, to help our students develop learning skills needed to thrive throughout their schooling. This support helps improve students' homework completion, increase their understanding of the homework content, and enhance school-day learning through academic enrichment activities that support standards-aligned English, math, and science learning. Staff members teach efficient study methods while allowing students to determine what strategies work best for their own individual learning styles. As a school-based program, ASAS can communicate easily with school-day teachers and administrators in order to target and guide our development of after-school training, curricula, and projects. Through these strategies, we help youth develop skills that improve their readiness for lifelong learning. Project-based learning will be supported by purchased curriculum in ELA, Math and Science from vendors including MindWorks, Stemfinity, KidzLit/KidzMath (Collaborative Learning), and WriteBrain. All providers have been evaluated for standard alignment and high activity engagement.

STEM Programming: Through our STEM programming, ASAS strives to eliminate disparities in access and exposure to STEM fields that exist between advantaged students and students from low-income backgrounds. ASAS' role in addressing the STEM gap has three components. First, ASAS programs target low-income students of color in urban areas – the very students who are most in need of a strong educational STEM foundation to catch up with their more affluent peers and bridge the STEM divide. Second, ASAS plays a critical role in educating students about math and science classes needed to graduate high school and be qualified for admission to college STEM

programs and gives them the skills and knowledge to excel in those classes. Third, through connecting at-risk students with community leaders, mentors, and role models in the STEM sector, ASAS inspires students to consider pursuing STEM career paths. Through this component, students engage in learning experiences that promote the 4 C's of 21st Century Learning (Collaboration, Communication, Creativity, and Critical Thinking) through hands-on classes in coding, robotics, music/video production, game design, makerspace/engineering, 3D printing and Career Technical Education. Vendors for STEM curriculum include Stemfinity and Makers Empire and have been evaluated for standard alignment and student engagement. Program engagement will also be enhanced through on-site special events by educational professionals like the Museum of Science & Industry providing hands-on science labs and experiential learning.

Career Exploration Experiences: This component solidifies connections between students' academic work, their passions, and possible career paths through field trips to colleges and work sites, job-shadowing, informational interviews, resume workshops, and mentors that help students define and develop their career goals. The year-long curriculum will include an on-line assessment activity that will help students identify a career match for their strengths and interests and the development of a career path that will direct their academic and extra-curricular direction. Many professionals in the community provide career mentoring for our youth, and typically have similar upbringings to ASAS students, which allows them to serve as excellent role models to help our students see themselves in these future careers. Through workplace visits, role-playing, interviews with guest speakers, and educational workshops, students learn appropriate workplace behavior. Our career exploration curriculum also supports our student's development of critical workplace soft skills such as teamwork, problem-solving, communication, and how to keep a growth mindset. We help students understand that these skills are just as important as the more tangible hard skills and academic knowledge that bolsters a resume; soft skills are what will allow them to not just obtain a job, but to retain that job and turn it into a career.

PERSONAL ENRICHMENT:

Health, Fitness, and Social-Emotional Learning: In order to equip our All-Stars with the motivation and confidence necessary to alter their existing habits and make healthier choices, ASAS provides children with regular access to structured physical activity and nutrition education. After-school programs like ours are often kids' only physical activity in a day. Additionally, the programming is rooted in sports-based youth development philosophies, helping kids develop SEL skills through athletics. ASAS will partner with Positive Coaching Alliance to integrate character development and social-emotional learning into daily activities. Our staff mentors will be certified through PCA as Double Goals coaches and will deliberately teach soft skills like leadership, teamwork, resilience,



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determination, confidence, problem solving, respect, and work ethic through all our sports activities. We also work to engender a growth mindset in all our students: the belief that the ability and competence to grow comes through perseverance and consistent effort over time. Achieving this view helps youth view life's failures not as a reflection of their abilities, but as challenges to be overcome. Activities include competitive sports, recreational sports, cooking, nutrition, and gardening.

Cultural Programs: ASAS understands that our communities continue to become more diverse and that promoting cultural understanding and inclusion is a part of developing future leaders and setting students up for success in the 21st Century. Cultural programming includes curriculum and celebrations related to Black History Month, Hispanic Heritage Month as well as day to day integration of cultural competency in overall curriculum.

FAMILY ENRICHMENT:

Site Coordinators, Program Leaders, FCT's and corporate volunteers will provide adult family activities every other month. Each event will last approximately 1 hour and incorporate both adult and youth education activities. All programming is designed in conjunction with the targeted school, School Advisory Committee's and areas identified in needs assessment surveys. ASAS Family Event night topics generally includes: 1) STEM 2) health and fitness 3) life skills/community resources; 4) literacy; and 5) family counseling information/mental health awareness. ASAS has initiated conversation with the school district's Supervisor for Social Emotional Learning and the Supervisor for Parent & Family Engagement at Title 1 Schools to collaborate on the topics for the 2020-2021 calendar. ASAS will also engage and coordinate with the school site to provide additional services during school open houses and parent nights. Program will promote events through monthly direct contact by Site Coordinators, school web-site, newsletter and written invitations. Due to possible restrictions to large gatherings ASAS will also utilize a variety of print materials to ensure ongoing adult family member education.

These activities support the objectives of the program and align with the results of needs assessment of the targeted students: English Language Arts (ELA), Math and Science. To ensure that students remain engaged long term and fully participate, activities are founded upon evidence-based approaches and best practices. Program activities described above align with US Department of Education guidance which states that successful after-school programs should: Ensure that academic-linked activities are fun and engaging; Provide a range of activities that students enjoy; Reflect a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day; Reach out to the families of children in the program, keeping them informed of their children's activities and providing opportunities to volunteer

(https://www2.ed.gov/pubs/After_School_Programs/index.html). For the middle school grades, program participants have a voice and choice regarding the enrichment activities they participate in, outside of the core program. This will increase retention as students will not feel forced into classes but rather feel empowered to make choices for their program.

Program Directors provide overall vision for the local program, development of the program model, content expertise for all academic curricula and alignment with standards. They ensure the program's alignment with the ASAS vision, monitor the effectiveness of the program, ensure its quality, plan and implement the curricula with staff and provide supervision. They work closely with the school community to identify areas in need of improvement and work with the Project Director to identify and deliver professional development. An undergraduate degree is required; BA in education highly preferred, BA in social or human services, child development or related field is desirable plus one or more years' experience working in a leadership or supervisory capacity in an afterschool, day camp, or community youth outreach setting is preferred.

Site Coordinators are responsible for the day-to-day management of the program. He/she ensures that the program is run in accordance with program guidelines, including compliance with health and safety regulations, program activities, staff oversight, caregiver outreach, and logistics of school-based activities and field trips. They are responsible for communication with students and families and supervise front line staff. An undergraduate degree is preferred; BA in education or social/human services, child development or related field is desirable plus one or more years' experience working in a leadership or supervisory capacity in an afterschool, day camp, or community youth outreach setting is preferred.

Instructors for program activities include certified teachers from the day school and appropriately qualified (College experience preferred, specialty training in an expertise desirable) Program Leaders and Activity Specialists. Staff training includes understanding the different learning styles and tailoring instruction to suit students' needs. Strategies to support different learning styles include using visual aids (visual learners), rereading their notes back to themselves (aural learners), verbal teaching and writing activities (verbal learners), physical exercises and hands-on experiences (physical and tactile learners) and group work (social learners).

3.10a Staffing & Professional Development

Senior leadership of the ASAS TB chapter have extensive professional experience and are supported by the National Program team to support staff professional development. The chapter's Operations Director (OD), Laura Dye, has over 20 years of experience in the non-profit sector in both program development and operations. She serves as 21st CCLC Project Director and provides overall vision for the program, development of the



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program model, content expertise for all academic curricula and alignment with standards and staff training. She ensures the program's alignment with the ASAS vision, monitors the effectiveness of the program, ensures its quality, plans and implements the curricula with staff and provides supervision.

ASAS program sites will be continually staffed by skilled, qualified and well-trained professionals. The staff structure includes the ASAS Tampa Bay Executive Director (ED), Fiscal Manager, Operations Director, Administrative Director, Program Director, Curriculum Coordinator, Family Engagement & Student Support Specialist, Site Coordinator, Assistant Site Coordinator, Certified Teachers (at least 10:1 ratio), Program Leaders (at least 15:1 ratio), Data Specialist, and HCPS school liaisons. Qualified personnel will be initially recruited from staff who have worked with an ASAS 21st CCLC afterschool program. FCT personnel must be current HCPS employees in good standing and have written approval from the school Principal. As a condition ASAS employment, all individuals must undergo a thorough level II background investigation and fingerprint check through FDLE and FBI facilities by the school district. In addition, all grant-funded workers, including contractors, subcontractors and regular volunteers (adults who have contact with students more than one time) will be required to undergo a comprehensive local, state and national criminal background/sexual offender registry check (including fingerprints). Biannually all staff are included in CPR and First Aid certification; at least two staff members at each site are required to have CPR and First Aid certification that includes the face-to-face component to ensure at least one CPR/First Aid certified staff member is on site at all times. On occasion ASAS TB contracts for content specific instruction for enrichments programs, such as computer coding, which requires a specific level of expertise.

The Program Director (PD) will be responsible for ensuring that activities are carried out on-time, as-specified and within the approved budget. The PD will be responsible for overseeing and implementing the educational program described in the approved application to ensure that ASAS meets its responsibilities to FL-DOE under the grant agreement in a timely manner. Program Directors (PD) are required to have the following qualifications: Bachelor's degree and 5+ years of experience working in leadership capacity in a school or afterschool setting; including experience in data reporting, evaluation, and fiscal/budget management. The current Program Director is Amy Harper who has over 15 years of non-profit youth development and after school program experience. She has managed grant funded programs and has been responsible for the operation of multiple sites at one time.

The PD along with the Site Coordinator (SC) (TBD) will be responsible for overseeing 21st CCLC implementation at site; responsible for the daily operation, coordination and delivery of services at their respective program centers; ensures safety of students;



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plans, directs, and coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters; and ensures effective coordination between 21st CCLC afterschool staff and regular classroom teachers. They will ensure that the program is run in accordance with program guidelines and support teachers and Program Leaders working directly with students. ASAS will maintain an academic staff-to-student ratio of no more than 1:10 and personal enrichment staff-to-student ratios will be no more than 1:20. Certified HCPS teachers will deliver academic content. SCs are required to have: Bachelor's degree or equivalent experience in the field, three years of experience in coordinating family self-efficacy programs, experience working in an educational, social service or family support setting with diverse groups, and experience in working with community agencies.

The OD and Evaluator will be supported by a Data Specialist (TBD) who will be responsible for organizing data, supporting the evaluator, compiling attendance data, and collecting and organizing assessment data. Data Specialists are required to have: Bachelor's Degree or equivalent experience in the field, and a minimum of 2 years of experience in the area of data collection, software data entry, and database maintenance. In addition, one ASAS staff person for each site will serve as the collaboration liaison with that school. This individual will be responsible for ensuring that active collaboration occurs in program planning and implementation. This person is generally a certified teacher on staff for both the target school and ASAS and is identified as the Lead Teacher. Additionally, there are two positions designed to ensure the program meets student needs, supports school objectives, and engages family members as partners in their students' success. These are the Curriculum Coordinator who will select and develop curriculum based on alignment with the school day and student engagement, and the Family Engagement and Student Support Specialist who will promote communication with the families, connect with the school on individual student needs and plan family engagement activities. Professional Development: To ensure program success, ASAS offers various training and supports to staff. The ASAS National Program Team and a Regional Program Director will conduct site visits to help train PCs, SC and Program Leaders, monitor program implementation, and support continuous quality improvement strategies. They will have monthly phone calls with our PD to offer support and help foster creative solutions for ongoing program challenges and opportunities. Executive Vice President of Programs, Carlos Santini has a 17-year history of service to ASAS and oversees all program priorities and strategies nationally including overall program management, program expansion, and support to the ASAS National Network.

3.10b Professional Development

Site staff is required to have a monthly training that includes the PD for planning and to address issues, best practices, and professional development, as well as to ensure effective, purposeful consultation and coordination between 21st CCLC and regular school day personnel. All 21st CCLC personnel will be required to attend two mandatory 6-hour training and safety sessions each year and monthly one-hour training updates at the site. ASAS has also developed a relationship with the University of South Florida and has a collaborative plan to train all staff in Youth Mental Health First Aid. This effort is designed to prepare staff to identify mental health needs and to be prepared to connect students to resources. Staff will also receive training and certification through the Positive Coaching Alliance specific to character development and social-emotional learning. Overall, 21st CCLC personnel will participate in at least 20 hours of professional development and training each year which includes supporting students' learning styles, English language learners, SEL development, best practice in the implementation of math, ELA, and STEM. The processes to transfer knowledge into practice during program activities includes collaborating with staff to identify training needs, providing a variety of training methods to reach all learning styles, coaching of staff by Site Coordinators, site visits and follow-up by National Program team and the chapter's Program Director, and sharing feedback/evaluation of training implementation's effect on students. The Weikart Center Youth Program Quality Intervention utilized by ASAS calls for an initial program observation to identify staff development needs, and action plan with a Youth Methods training module, and then a follow-up observation to assess the transfer of knowledge and the successful implementation of the Youth Method. Finally, at least one staff member will attend any required FDOE trainings once awarded.

3.11 Facilities

The program operates at the targeted school sites within participants' communities. Each school site meets all requirements mandated by FL-DOE and other government agencies in the areas of health, fire, security, cleanliness and safety, and are compliant with the Americans with Disabilities Act (ADA). School administration and maintenance staff, as well as ASAS staff, provide daily assessment of the sites' safety to confirm it is an appropriate environment for youth programming. The school can accommodate over 900 students and our access includes: 1.) cafeteria – accommodating more than 100 students – meals and special events; 2.) 5 classrooms with 25 person capacity each – project based learning, enrichment, tutoring/homework; 4.) gymnasium with 100+ person capacity – sports, active play, special events; and 5.) outdoor courts/patio areas with 100+ person capacity – sports, active play, special events; 6.) computer lab with 25 person capacity – computer instruction, tutoring/homework help. Students and parents



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may only access the program facilities through a secure, monitored entrance at the front of the school.

ASAS TB has confirmed with the Hillsborough County Department of Children and Families that we are exempt from licensing as a school-based provider.

3.12 Safety and Student Transportation

The safety of students and their families participating in the 21st CCLC program is of the highest priority to ASAS and HCPS. To address safety, ASAS proposes to uphold all the policies and procedures enforced during the regular school day and as outlined in the proposed agreement with HCPS, assuring complete collaboration with the school. ASAS staff has daily communication between program staff and school staff. Students are required to report to the ASAS program for sign in no more than 10 minutes after the dismissal bell. ASAS staff certify the sign in attendance and verify students on roll. Students must be signed out by their parent, guardian or an authorized adult included in their registration documents. The adult must show identification in order to sign out the students and will verify the time they picked up the student on the sign out documentation system. Persons not indicated as a designated alternate pickup will not be allowed to withdraw a student under any circumstance. Documentation of fire drills, emergency drills, and behavioral issues during the after-school hours will be kept onsite and in accordance to HCPS policy. All staff will participate in an FBI level 2 background check, consisting of fingerprinting prior to commencing employment. This is the same level background check as required by the school district for regular employees and complies with all aspects of the Jessica Lunsford Act. During offsite activities staff will carry student registration forms which are on file at the program site as well as the central office. These forms contain information about each student's parent/guardian, indicate emergency contact information, and any medically pertinent information about the student. Role will be called after boarding transportation and prior to leaving the site and again at the offsite location after boarding transportation to return to the site. Field trip ratios will not exceed 1:15 staff to student.

Employees receive a manual upon hire that includes safety procedures for medical emergencies, weather emergencies, active shooters, etc. The manual is to be reviewed and signed off on by the employee and each emergency procedure is included in regular staff meetings, school year training and pre-summer training. Trainings will be conducted by certified trainers when indicated (i.e. CPR certification) or senior ASAS staff. Joe Mangione, E.D., was previously a Risk Manager for a youth development agency and Laura Dye, O.D., have previous experience as trainers in CPR, First Aid, emergency procedures, aquatic safety and program safety protocol.

Transportation: Travel to the site is not necessary as the school is the actual site of programming, ensuring safe accessibility to the program's services, and ASAS will not be



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providing transportation home. ASAS has confirmed with administration that the majority of students at Woodson are walkers and that transportation would not negatively impact enrollment. Parents will be required to provide student pick up at dismissal. ASAS will occasionally provide transportation for off-site field trips. All transportation vendors will meet established agency requirements and will be fully vetted for safety protocol. Approved vendors will follow the clear, concise policies of the Florida Department of Education's School Transportation Management Section (STMS) including plans to ensure the safety of the vehicles and qualifications of the transportation staff as outlined in the District School Transportation Monitoring Self-Evaluation. Student safety will be maintained during all off-site activities by meeting the HCPS field trip ratio criteria of 10:1 student to teachers; requiring parent permission; completing head counts before, during, and after trips; and including the proposed site's security monitor.

3.13 Sustainability

ASAS Tampa Bay operations are particularly sustainable due to our structure: we are a local chapter of a national network. We operate under the 501c3 of a national organization and retain local staff, operating budgets, and an advisory board. The ASAS National office offers a wealth of expertise in program implementation, evaluation, fundraising, and office operations. ASAS Tampa Bay ensures the long term sustainability and financial viability of our operations through: 1) cultivating donors; 2) building a group of core, sustaining partners, focused on multiyear commitments; 3) engaging new corporate and foundation funders to expand our revenue base; and 4) advocating for funding for all after school programs at the local, state and Federal level of governments. The collective group of Florida ASAS chapters received appropriated state of Florida dollars for School and Instructional Enhancement and the Tampa chapter was also successful in securing summer services dollars from the Hillsborough County Childrens Board. ASAS TB also benefits from the fundraising capabilities of our National office by participating in partnerships and funding relationships with groups such as Fox Sports, Metro PCS by TMobile, Mondelez and General Motors.

ASAS TB will also look to ensure sustainability by cultivating an effective Advisory Council for the 21st CCLC program. This Council will be comprised of school administrators and teachers, parents and students, ASAS staff and community members. Community members will include business owners and community leaders from the target community, as well as representatives from the ASAS Regional Advisory Board. These individuals will leverage their organizations to provide opportunities for the After-School All-Stars' students. The Advisory Council will monitor program progress, determine areas of need, provide feedback and connect other resources to



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the program. They will meet at least 2 times during each program year and will have evaluation results at their disposal in order to make data driven recommendations.