

5.1) Project Abstract (0 Points)

After-School All-Stars (ASAS) Tampa Bay is the City of Tampa's new lead agency for providing safe, free and comprehensive youth development programs to middle school age youth. ASAS operates through a unique partnership with Hillsborough County Public Schools (HCPS), the University of South Florida and the City of Tampa (COT). Building upon this innovative framework, ASAS and its partners will operate the new 21st CCLC project at The Village of Excellence Academy Middle School, providing targeted, structured, academic support and enrichment activities for socioeconomically disadvantaged students in grades 6-8 during the 2017-18 school year and summer. The target number of students is 75 for each program session (before school, after school and summer). The project will serve students at a charter middle school with a D grade that serves a population that is 95% economically disadvantaged. The proposed program will include before school, after school, and summer programming. It will begin on August 10, 2017, and run through the last day of summer programming on July 27, 2018.

During the school year, the site will follow the 36 week district calendar, and operate for 180 days. The morning program will typically run from 7am-8:45am Monday – Friday and then the afterschool program will run from 4:15pm to 6:00pm. Both school year programs will utilize a block scheduling format and incorporate academic coaching (Reading, Language Arts, STEM) and the afterschool program will also include health and fitness education and college and career exploration into its curriculum.

The summer portion will operate for 28 days beginning on June 4, 2018, and will run Monday – Thursday from 9:00am – 1:00pm. ASAS will provide a minimum of 16 hours of 21st CCLC programming per week (except for the week of July 4th) and a total of 112 hours for the summer. The summer program will provide academic enrichment through project based learning academic coaching and educational experiences.

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Both the school year and summer programs will provide family education services with a focus of increasing adult family member engagement with students' academic progress and resources for supporting student success.

The intended outcomes for the project include improvements in: 1.) academic achievement, 2.) STEM knowledge/skills, 3.) behavior and conduct grades, 4.) school attendance, 5.) career exploration knowledge and 6.) fitness measures.

The 21st CCLC grant for 2017-2018 will specifically supplement services at VOEAMS through the addition of before school programming (as specifically requested by the school district), the purchase of curriculum to support the project based learning components of the program, and by providing transportation services for students that can only participate in programming if they have a means to get home in the evening.

5.2) Needs Assessment (7 points)

The ASAS team gathered and utilized data from a wide range of sources including: U.S. Census Bureau information; Florida educational attainment data; City of Tampa neighborhood data, district and state student performance data, and information gathered from school administrators and the school advisory board . Information about service gaps in the area was gathered from feedback solicited from students, parents and school staff, as well as reviews of publicly available information (e.g., COT neighborhood data, Hillsborough County Health Department, etc.). 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 out of school time program that is responsive to the identified needs and gaps.

Tampa is Florida's 3rd largest city and is located in Hillsborough County. Like most regions in Florida, the west coast promotes itself as a vacation and entertainment destination for the world. As a matter of fact, the Busch Gardens amusement park is within walking distance of the Village of Excellence Academy. While the tourism industry fuels the area's growing infrastructure, the

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low-wage seasonal workforce it employs walk a precarious path of financial stability and ruin every day. During the economic downturn of the past several years, the tourism industry was one of hardest hit markets. The 2013 Census data shows that the percentage of children in Tampa in the middle school age group – 12 to 14 years of age – that fall in the ‘very poor’ range is almost twice that of the state average – 12.2% vs. 6.4%. For the school’s zip code the median household income is \$36,176 vs. the county median of \$50,579. The neighborhoods that surround the school are characterized by per capita income levels that are lower than 90% of US neighborhoods and the percentage of children living below the Federal poverty level is as high as 55.6%.

During the assessment process, the ASAS Tampa Bay team also had a meeting with school district administrators who identified the need for before school programming. Due to the later start of middle schools in Hillsborough County there are a significant number of students that are left to wait outside of the school doors in the morning because their parents have to report to work at 7 or 8am. Utilizing this timeframe for homework help and academic coaching not only holds the opportunity to improve student performance but it also reduces the amount of unsupervised time when at risk behaviors may take place.

Based on this needs assessment the ASAS Tampa Bay team has proposed a 21st CCLC program that serves four key program objectives: (1) provide academic enrichment, grade improvement and increased performance on standardized tests by utilizing before and after school time; (2) improve behavior, social skills and a culture of respect; (3) provide a caring, safe environment that builds healthy relationships with teachers and other adults, and (4) provide children with personal inspiration and overall self-esteem, empowering them to set and achieve goals.

5.3) Program Evaluation (15 Points)

5.3a) Evaluation Plan - 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. With the support of the external evaluator, ASAS will collect and analyze a limited amount of data at least quarterly and compare the obtained data using within-subjects methods to determine individual changes within students. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The program will also utilize CIM to help guide any immediate operational changes necessary to provide a high quality program, including staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas.

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.

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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 proposed 21st CCLC grant will use an Evaluation Rubric and Questionnaire for Formative Evaluation. The rubric is an evaluation tool that describes and assesses criteria for performance at various levels. It is a performance-based assessment process that is directly linked to the project objectives and accurately reflects the progress toward established goals. The analytic rubric will be utilized to assess specific criteria at each performance level, provide a score for each criterion, and include a composite score for overall performance. The rubric serves several purposes in the assessment process, including: (1) Creating a common framework and language for evaluation; (2) Providing staff with clear expectations about what will be assessed, (3) Increasing the consistency and objectivity of evaluating performances; (4) Providing staff with information about where they are in relation to

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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 this application. They are not repeated here due to space and formatting limitations, though they remain an integral part of the evaluation plan – with data collection and analysis founded upon those proposed objectives for successful progression. Although not all metrics are assessed multiple times, sufficient measures are included for each objective to assess progress at least three times per program year (e.g., August, December, and April). All data will be collected 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 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 2017, February 2018, and May 2018 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 Debriefings: The process for sharing and distributing information is an integral part of the evaluation plan. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, monthly conferences

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will be held with the evaluator, program director, principal, and any staff wishing to participate. During these meetings, data trends and operations will be reviewed with a focus on program improvement and immediate refinement. Data will also be utilized by the program director and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students.

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), as well as potential changes with data collection by the Florida Department of Education.

External Program Evaluator: As required by the RFP, the ASAS 21st CCLC program will utilize an external evaluator. The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will manage the 21st CCLC evaluation project. Dr. Charles E. Byrd (President and CEO of CASPER) will oversee all aspects of program evaluation. The lead evaluator was a middle school teacher and has been conducting evaluations of educational programs for over 15 years, with the past ten focused primarily on 21st CCLC programs. Led by a professional evaluator and licensed psychologist, the evaluation firm has overseen the evaluation of over 300 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted under the ethical codes and evaluation firm has no vested interest in the ASAS 21st CCLC program.

5.3b) Measurable Objectives and Assessments (SEE WEB BASED TABLE) - The project goals directly align with the 21st CCLC Program Funding Priorities. Targeted youth will be provided with opportunities to grow socially, personally, and creatively in a method that

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reinforces the regular school day. The project design will be structured to address the individual needs identified through skill building and project based learning. As suggested by FL-DOE, project-based learning (PBL) will be central to program implementation. As part of the data sharing agreement with HCPS, the program will have direct access to all student data through district reports. District will provide all data on a quarter, semester and end-of-year basis. In addition, since the program operates at the school site, certified teaching staff and site coordinator have direct access to student data when necessary. This allows staff to customize all aspects of the program to directly meet student needs in a timely manner.

5.4.) Applicants Experience and Capacity (10 pts)

ASAS provides school based youth development programs for Title-I students nationwide in 12 states. ASAS tailors programming to supplement and enhance the existing efforts of each specific school site. The organization works in conjunction with multiple municipalities and school districts to provide programs to over 80,000 students across the country. The partnering school site's administration assists ASAS to plan all aspects of student services that include core curriculum, academic focus, tutoring model, mentoring / character education services, athletic activities and additional family support services. The school administration designates a staff liaison and assists in the selection of certified teachers to work in the program. In addition, the partnership with the school district and the individual school site allows ASAS full access to all student data. ASAS has successfully demonstrated over the course of its organizational history the ability to manage, and implement state and federal grant programs. In Florida, both the ASAS chapters in South Florida and Orlando have successfully operated multiple 21st CCLC program sites over the past 9 years. During that time, ASAS met all required monthly deliverables and grant requirements in a timely and accurate manner. To illustrate, independent evaluation results from those years of service demonstrated ongoing success with 91% of students showing an increase in their reading assessment score; 84% increasing or maintaining satisfactory levels in

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language arts grades and 82% achieving those levels in math; 84% of students showing an increase in their science assessment; 86% of students increasing or maintaining satisfactory levels in conduct grades.

Currently, ASAS also successfully manages and implements a multitude of federal, state, and foundation grants each year at its 15 chapters (ex. CNCS AmeriCorps, Department of Health, Department of Juvenile Justice, United Way, and Mott Foundation). For this 21st CCLC project, ASAS will create a 21st CCLC leadership team to oversee all aspects of planning and programming. The team will be made up of ASAS State Director, ASAS Tampa Bay Executive Director, ASAS Fiscal Manager, ASAS Tampa Bay Program Director, Site Coordinator, Data Specialist, and HCPS school liaisons and a certified teacher from the site. ASAS State Director, Tyler Chandler and ASAS Tampa Bay Executive Director, Michael Brown, have over 12 and 28 years respectfully, of experience in developing and managing government and grant funded non-profit youth organizations. ASAS Fiscal Manager, Sarah Gardner, has over 10 years of experience in government and non-profit fiscal management. Over the past five years, Mr. Chandler and Ms. Gardner have managed multiple state and federally funded grant projects for ASAS. 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.

5.5) Partnerships, Collaboration & Sustainability (8 points)

5.5a) Community Notice - During the development of the project ASAS provided notice of the proposed initiative through direct communication with the school principal and invited stakeholders including community leaders, local business owners, and school district officials to participate in the project planning process. The application was also made available for review and comment as required by the program guidelines (i.e. posted on ASAS and VOEAMS websites

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and posted at school site and community centers). A multidisciplinary team comprised of ASAS, HCPS administrators, school administration, USF advisors and City of Tampa Parks & Recreation Department leadership conducted an in-depth school and community needs assessment and based on those outcomes, carried out the planning process. These stakeholders will continue to be involved in the project via participation in the 21st CCLC Advisory Board, the methods previously mentioned and by the methods detailed in the dissemination plan below in Section 5.6h.

5.5b) Partnerships - ASAS's three primary community partners, Hillsborough County Public Schools (HCPS), the University of South Florida (USF) and the City of Tampa's (COT) Parks and Recreation Department, were consulted in the development of the proposed project (**See HCPS Letter of Support and the MOU's with partnering agencies**). 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.

University of South Florida - Free office space, training opportunities, and administrative support

COT Families, Parks and Recreation Department - Free access to all facilities and parks, free access to its Fleet Transportation Services, Staffing & Operational Support.

(See attached Partners' Table)

Maintaining Partnerships: Partnerships will be maintained through ongoing development, nurturing and communication. COT Parks & Recreation leaders will be invited to ASAS Tampa Bay staff meetings when pertinent, as will HCPS team members and USF advisors. 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

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invited to participate on the 21st CCLC Advisory Board; invited to attend and be included in special events; and receive acknowledgements in program documents.

5.5c) Collaboration with Regular School Day - The plan for collaboration includes: Formal **data sharing agreement** between HCPS and ASAS: 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

Process for **information sharing** on student progress: 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 will also receive a quarterly performance review completed by regular day teachers, ASAS Site Coordinator and ASAS 21st CCLC Program Director; 4.) ASAS Site Coordinator will contact the parent/guardian of each 21st CCLC student quarterly to provide a progress update.

Additionally, the ASAS Program Director and Site Coordinator will **hire teachers who are regular-day teachers** at the school, thus simplifying the communication process between the two entities. These teachers will also regularly consult the pacing guide to ensure coordination. ASAS Tampa Bay staff will ask that **students update an agenda workbook** with their teacher on a weekly/daily basis and bring that agenda with them to ASAS for guidance during homework time. Teachers will also informally meet with one another throughout the school day to share student progress and discuss specific recruitment and effective teaching strategies in a timely manner.

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Parents/guardians are informed of student progress through monthly homework checklists, parent pick-up, advisory meetings, family involvement events and family education events, most of which are done by the Site Coordinator and teachers who are afterschool component leaders.

5.5d) Sustainability – ASAS Tampa Bay’s collaborative partnership with the COT, USF and HCPS provides a unique ability to leverage both public and private dollars in an effort to sustain the 21st CCLC programs beyond the life of the grant. Along with traditional funding efforts, a large part of the sustainability plan is reliance on our community’s leaders, including our Regional Advisory Board, executives of our corporate partners, City of Tampa Mayor and City Council members. The intent is that this collaborative partnership will provide leadership and funding to sustain the initiative, while at the same time engaging partners in jointly funding the effort, including private charitable foundations, corporate and individual donors, and local, state and federal governments. The ultimate goal is to utilize the combined public and private dollars to sustain, expand and enhance the 21st CCLC project for years to come. ASAS fully anticipates that the 21st CCLC program will have funding that more than offsets the grant’s percentage reductions over the next five years.

5.6) Program Plan (35 pts)

5.6a) Target Students - The targeted students attend 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 1.1% and the graduation rate at 82.2% for the 2013-2014 school year. However, in the specific community targeted the drop-out rate rises significantly and the graduation rate drops to 76.2% (Hillsborough Community Atlas). As a charter school option, VOA’s mission is to create and support a network of K-8 public schools in under-served communities that provides students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. There are currently 375 students enrolled

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in the network’s two charter schools in Hillsborough County; 98% of whom are African American or Latino, 90% of whom qualify for free or reduced lunch and 15% of whom have special needs.

The vast majority of students are not demonstrating proficiency in reading, math, and/or science. The difficulties with achievement are compounded by two risk indicators – with over 95% of students qualifying for free or reduced price lunch, and nearly all students coming from traditional “minority” groups.

VOEA Middle School Specific Data

School Grade	ELA Achievement	Math Achievement	Science Achievement	Free / Reduced Lunch Rate	Minority Rate
D	17%	24%	8%	95%	98%

5.6b) Recruitment and Retention - The project will be promoted to students via: 1) school’s website; 2) school newsletter; 3) take-home bulletin; 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) COT community centers. Outreach will begin immediately upon notification of award and carried out (monthly) throughout the project period. Parents and community partners will receive monthly 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, 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 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**). Teachers and guidance counselors will recommend students for participation based on: standardized test results; report cards; discipline and behavioral records; and parental request.

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The leader-to-student ratio will be no more than 1:20. Additional volunteer instructors will be used in conjunction with component leaders to provide more personalized student experiences.

Retaining students: To ensure that students remain engaged long term and fully participate, 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:** Academic-linked activities will utilize student-centered teaching methods that shift the focus of activity from the teacher to the learners (project-based learning). These methods include active learning, cooperative learning, and inductive teaching and learning. **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 and interesting to students as well. College and career-focused activities will include hands-on, real-world activities that students enjoy while also exposing them to various pathways. **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' regular school-day classroom. Regular classroom teachers will be provided with weekly updates and regularly-scheduled collaborative meetings between teachers and regular daytime classroom teachers will ensure 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

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and to participate in parent education activities. Parents will receive quarterly updates about their children's progress.

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.

5.6c) Student Program Activities – The targeted school serves some of the highest risk youth in Tampa. More than 90% of students live in poverty, more than 90% are Title I students and nearly 90% are minorities. The targeted community is rife with crime, poverty, drugs and gangs. Many of the students regularly face risk factors and dangers such as guns and violence on a near daily basis. VOEAMS is struggling academically and failing to make adequate yearly progress in regards to Federal No Child Left Behind performance goals. To address these issues, 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 supported and be provided with services that improve literacy and support a ‘whole family’ approach to child education and positive youth development.

The proposed program will begin on August 10, 2017 and run through the last day of summer on July 25, 2018. 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 13 hours each week. The site follows an after school or summer bell schedule (**See Attached School Year and Summer Schedules for Reference**). Each student will receive his/her own individual schedule that outlines all classes and activities prior to entering the program. On a typical day, the morning session will be personalized homework help and tutoring with ASAS

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certified teachers, preferably with access to computers or tablets. For the afterschool program, once the last school bell rings, a student will report 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 insure proper supervision and ratio is at 20:1. From 4 – 4:15pm students eat snack and then are dismissed by groups and escorted to classrooms by staff. Transitions generally average 2-3 minutes. The schedule is organized into blocks with a student taking part in Language Arts or STEM project based learning during the first hour and educational enrichment activities (SPARK 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 support specialists. When the second hour is complete, the Site Coordinator once again radios for all students to be escorted back to the cafeteria. All students are required to sign-out before exiting program and students are dismissed by bus route, bikers/walkers or when parent/guardian arrives for pick-up. The summer program follows the same protocols with the exception being that students will eat breakfast from 7:30-9:00am each morning and rotate through academic and enrichment activities, with dismissal at 1pm..

As suggested by FLDOE, project-based learning (PBL) will be central to all activities proposed. All activities will be designed with the participation and recommendations from the school site. At the targeted school the project design will be structured to address the individual needs identified through skill building and PBL. Students will be required to take part in all program activities and all PBL activities will be taught by Florida Certified Teachers (FCT). A

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program priority will be to recruit FCT from the targeted schools to streamline communication between the morning/afterschool program and day school. Program activities include:

1. Language Arts - FCT will institute *MindWorks* PBL lessons (or comparable PBL curriculum based on the needs of the students and the input of the target school faculty), specifically designed with different age groups and ability levels in mind. The curriculum's style of intentional, student-centered learning is conducive to working with a wide range of learners including English as a second language learners, students with developmental and learning disabilities and young or underperforming children. Supporting objectives 1-3, the curriculum will provide a motivating, interactive approach to learning with comprehensive lessons being standards-based. Each teacher's guide directly correlates with objectives from Common Core and state standards and each lesson addresses the Content and Skills Standards for each of the core subjects of reading, language arts, math, science, social studies and art. The implementation model alternates the main core subject concentration each week to prevent student boredom from content saturation.

2. Math and Science (STEM) – FCT will teach Design Squad PBL activities (or a comparable PBL curriculum based on student needs and the input of the target school faculty). The goal will be to expose students to a variety of aspects in the S.T.E.M. environment through team based challenges and building projects. The projects include: bridge building, solar car racing, egg-drop, basic robotics, and end of year science fair. Students will practice real world skills of collaboration, communication and critical thinking in the weekly engineering design and testing process. This intervention addresses the Florida Department of Education "STEM Initiatives", "Next Generation Sunshine State Standards" and the Florida Math Standards (Concepts – Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, Geometry. Depending upon the grade level, each lesson focuses on a specific standard that compliments the regular day school learning.

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3. Health & Nutrition – FCT will implement SPARK health education PBL. The curriculum incorporates recommendations from the *Governor’s Council on Physical Fitness State Plan of Action* and includes health and nutrition lessons, physical fitness education/standards and other healthy lifestyle activities. Additionally, the program site provides 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. ASAS activities and year round sports league teams include: baseball, basketball, flag football, volleyball, soccer and Hook-a-Kid on Golf program. 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.

4. Career Exploration – FCT and Support Specialists will implement the ASAS National cross-curricular, entrepreneur skill building, project based learning curriculum called CEO (Career Exploration Opportunities). With a 1:20 ratio, 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.

5.6d) Adult Family Member Activities – Site Coordinator, FCT’s, Support Specialists and corporate volunteers will provide bi-monthly adult family activities. Each event will last approximately 1-2 hours and incorporate both adult and youth education activities. As noted in the school improvement plan, parent/adult engagement in student progress is a significant concern so the topics will be designed to meet this need. ASAS Family Event night topics: 1.)

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Edsby 101/accessing on line academic progress information; 2.) homework help resources; 3.) exam and test prep; 4.) internet safety; 5) underage drinking awareness; 6) family financial literacy and 6) a health & wellness expo. ASAS Program Director will also engage and coordinate with the school Site Coordinator to provide additional services during school open houses and parent nights. The activities will be promoted through direct contact by the Site Coordinator, school web-site, newsletter and written invitations.

5.6e) Staffing Plan and Professional Development – The Site will be continually staffed by skilled, qualified and well-trained professionals. 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 background investigation and fingerprint check through FDLE and FBI. 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). The Program Director will facilitate background checks and review results for determination of appropriateness/eligibility for participation. Qualified personnel will be initially recruited from staff who have worked with an ASAS 21st CCLC afterschool programming. The Program Director will be responsible for ensuring that activities are carried out on-time, as-specified and within the approved budget. The Program Director will 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. The Program Director along with the Site Coordinator will be responsible for overseeing 21st CCLC implementation at site; ensures safety of students; 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. The

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Program Director and Evaluator will be supported by a Data Specialist who will be responsible for organizing data, supporting the evaluator, compiling attendance data, and organizing pre-and post-tests.

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 1:15. Certified HCPS teachers will deliver academic content. The site is required to have a monthly staff meeting to include the Program Director 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. Professional development will be ongoing throughout the year. 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. Overall, 21st CCLC personnel will participate in at least 20 hours of professional development and training each year.

5.6f) Program Center

The program operates at a school site. The school site meets all requirements mandated by FL-DOE and other government agencies in the areas of health, fire, security, cleanliness and safety. All facilities are inspected daily by school maintenance staff and the program is supported by each of the school's cleaning staff. Students and parents may only access the program facilities through a monitored entrance at the front of the school.

5.6g) 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 of 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. Documentation of fire drills, emergency

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drills, and behavioral issues during the after school hours will be kept onsite and in accordance to HCPS policy. All staff will participate in a 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. Student safety will be supported during on and offsite activities through student applications which are on file at the program site as well as the central office. These applications contain information about each student's parent/guardian, indicate all parties available to withdraw the child from the program, their contact information with identification, and permission for the selected mode(s) of student dismissal. Parents choosing to withdraw their children early must provide identification prior to signing the student out. Persons not indicated as a designated alternate pickup will not be allowed to withdraw a student under any circumstance.

During program hours, ASAS staff is primarily responsible for the safety and security of the students and program. If necessary, additional staff will be included in specialized activities and/or field trips that require smaller student to staff ratios.

On-Site Safety: In order to assure the safety of all youth participating in ASAS, the following guidelines for youth entering and exiting the program have been established:

- Youth must report to the designated sign-in area within 10 minutes of final school day bell
- Youth must sign into the program and be marked present by ASAS staff
- ASAS Site Coordinator or designated staff member is the only person that may allow a student to leave the program
- Only parents/legal guardians or those authorized in writing may be permitted to enter the school facility and sign-out youth.

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- All individuals signing a youth out must display valid identification and be included on the student's official pick-up list completed in the registration packet
- Youth walking or bike riding home must have previous written permission to do so by parent/legal guardians, and youth walking or bike riding home will not be allowed to leave the program site until the end of the regularly scheduled daily hours -- unless otherwise specified by parent/guardian in writing to ASAS.

Travel to the site is not necessary as the school is the actual site of programming, ensuring safe accessibility to the program's services. Once school ends, participants meet in a designated, secure area of the school (e.g., cafeteria) where attendance is taken. Program participants will be supervised by ASAS staff at all times during the duration of the program. As part of this proposal, bus transportation would be provided by the VOEAMS regular school day vendor from the proposed school site to the closest corner of the participants' homes. Adaptable buses will also be provided for special needs students, assuring that all students travel safely from the site. Student safety will be maintained during all off-site activities by meeting the HCPS field trip ratio criteria of 10:1 students to teachers; requiring parent permission; completing head counts before, during, and after trips; and including the proposed site's security monitor. All services will be provided at the proposed public school site which is compliant with the Americans with Disabilities Act (ADA) and a familiar environment for the students.

5.6h.) Dissemination Plans

Project flyers and letters (bi-lingual) will be disseminated throughout the school and to the community to communicate the importance and promise of the federally funded ASAS 21st CCLC program. Program information will be sent through local media outlets and presentations will be made at school open houses to acquaint parents, students and community members with the program and its benefits. The 21st CCLC logo will be used on all media and displayed on site. In addition, the ASAS webpage, will be updated monthly (the date of the latest update will

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be displayed on the page as required) to include ongoing progress of the project four times each year, ASAS will post quarterly progress reports summarizing project progress while reporting on key challenges, successes and lessons learned. 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. 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. 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 HCPS partnership, we are able to utilize their ConnectEd 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.