



21st Century Community Learning Centers



2022-2023 Scope of Work

Agency Name: City of Orlando – Families, Parks and Recreation Dept

Project Number: 799-2443B-3P001

Program Name: Project City Kids 2

Section 1: Project Abstract/Summary

City of Orlando operates the Project City Kids 2 program at the Dr. James R. Smith Neighborhood Center: 1723 Bruton Blvd. Orlando, FL 32805. One hundred fifty-five (155) students are provided programming during the school year from 3:30 PM - 6:00 PM Monday through Friday (2:30 PM - 6:00 Wednesday) and 9:00 AM – 5:00 PM Monday through Thursday during the summer, beginning August 10, 2022 to July 14, 2023. Program activities include English/Language Arts, STEM, Social-Emotional (SEL) and personal enrichment, health education, and family education services.

Section 2: Site Level Funding

See FRG in attachments.

Section 3: Applicant Capacity

	Number of Years	Dates of Operation
21st CCLC	6-9	8/2015 - present
Federal Funding	10+	present
Other Types	10+	present

The City of Orlando's Families, Parks and Recreation (FPR) Department, with an annual budget of approximately \$35,000,000, operates 111 parks, 50 playgrounds, 53 ball fields, 19 recreation centers, 2 senior centers, 11 pools, and a wide range of programs serving over 250,000 citizens throughout the City each year. Notably, FPR serves over 5,000 children daily, year-round, at 40+ sites including 17 City recreation centers, 9 OCPS middle schools and 5 high schools, two charter schools, and 10 non-profit and university partner locations. Programs are offered free of charge to economically disadvantaged children resulting in a participant population that is overwhelmingly low-income; in the City's afterschool and summer programs, more than 80% of participants, qualify for Free/Reduced Lunch. Today, the City operates many successful youth service components including Parramore Kidz Zone – a cradle-to-career pipeline of support to youth in the City's highest poverty, highest crime neighborhood (Parramore) –



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expanded to an additional three Kidz Zones this past year; 21st Century Community Learning Centers programs implemented by FPR and its non-profit partner Orlando After-School All-Stars (ASAS) at Title I middle schools; and a Summer Learning Loss Prevention Initiative at City recreation centers located in Orlando's highest poverty neighborhoods.

In addition, FPR manages numerous federal, state and local grants (CNCS AmeriCorps, Department of Education, Department of Health, Department of Juvenile Justice, etc.). For this 21st CCLC project, FPR utilizes a 21st CCLC leadership team to oversee all aspects of planning and programming, consisting of the FPR Grants Manager, FPR Fiscal Manager, FPR Evaluation Manager, FPR Site Supervisors, OCPS school liaisons and certified teachers at the proposed site. COO's utilization of its finance, HR, grants management, risk management and legal departments allows it to operate large scale grant projects such as 21st CCLC.

Section 4: Building Your Program Team

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

City of Orlando Families, Parks and Recreation – serve as lead agency, implement 21st CCLC site at Dr. James R. Smith Neighborhood Center, coordinate Program Team meetings and involvement to ensure continuous quality improvement. Provide project management, financial oversight, and evaluation services.

Orange County Public Schools – Assist with data through a Data Sharing, Use, and Privacy Agreement; collaborate during all phases of program; provide administration and teacher curriculum assistance and Certified Teacher recruitment. Superintendent and Principal Letters attached.

Orlando Community & Youth Trust – community agency that invests in after school, academic, arts, and athletic programs serving Orlando's children. OCYT will assist in fundraising for youth programming and engage corporate and community service stakeholders within the community to enhance services. Letter attached.

Parents of Eccleston Elementary School students – provide input regarding Family Night activities/information; engage other parents in design process and feedback loop.

Letters attached.

University of Central Florida – provide enrichment programming design and implementation for Eccleston Elementary School students; provide opportunity for age-appropriate post-secondary / career exploration for target population. Letter attached.

Community Organizations – provide services within the community and/or within the proposed 21st CCLC site at the Dr. James R. Smith Neighborhood Center. Letters of support attached from: Empowered Girls Inc., Orlando Science Center, University of Florida/IFAS Extension Orange County 4-H

Section 5: Engaging Stakeholders

The Project Team, led by City of Orlando, engaged various stakeholders in the design of the learning center: parents, teachers, school administration, community service providers. The team distributed surveys to Eccleston Elementary School parents, and teachers to

- 1.) determine the need for 21st CCLC programming and
- 2.) establish a baseline understanding of current services offered and areas in which students require additional support.

Results of these surveys are outlined in the Addressing Program Needs Section.

17.5% and 64% of parents and teachers completed surveys, respectively. In addition to COO's primary community partner – Orange County Public Schools (OCPS) – four (4) community collaborators were also surveyed through ongoing informal and formal discussions with COO and during the planning stages of the proposed 21st CCLC program:

University of Florida – College of Engineering and Computer Science,
Orlando Science Center,
Orlando Community & Youth Trust,
and Empowered Girls Inc.

OCPS has agreed to provide the following services through the four-year cycle of the grant, if awarded: Certified teacher recruitment, program planning, implementation, monitoring and data sharing. Seven (7) local private schools in the respective areas of Eccleston Elementary School were also contacted to see if their eligible students and

staff wanted to be included in the program and planning process, to which they declined.

Consensus among the team was that the proposed 21st CCLC program should serve four key program objectives:

- (1) academic development, grade improvement and increased performance on standardized tests;
- (2) improve behavior and social skills;
- (3) provide a caring and safe environment, and
- (4) provide children with personal inspiration and overall self-esteem.

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

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

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

City of Orlando and OCPS utilize a formal data sharing agreement that outlines acceptable student data collection and storing processes, reporting processes, and requires that each parent sign a formal data sharing consent for the 21st CCLC student. Teachers and administrators also informally meet with one another throughout the school day to share student progress and discuss specific recruitment and effective teaching strategies. Lastly, the afterschool team is involved in, or at minimum informed of, teacher-parent conferences about academics or conduct when the student involved is a 21st CCLC participant. Each program site is also required to complete a collaboration log to document the communication and items to follow up on. This combination ensures continuing, timely and meaningful collaboration to support the program.

Partnerships will be maintained through ongoing development and nurturing. An informational report will accompany an annual letter 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 join the Program Team; invited to attend and be included in special events; and receive acknowledgements in program documents.

Section 6: Assessing Program Needs

The Project City Kids 2 Program Team employed several strategies to assess the trends within and the needs of the community, school, and students identified for the proposed 21st CCLC program. School, district, and state level data were analyzed; parent, teacher, and community stakeholder surveys were collected and compiled; services and gaps within the community were identified and mapped. The team gathered and utilized data from a wide range of sources including: U.S. Census Bureau information; Florida educational attainment data; City of Orlando neighborhood data, reports focused on ALICE (Asset Limited, Income Constrained, Employed) families, district and state student performance data; and community stakeholder surveys. FPR Director Lisa Early served as leader of the team.

The purpose of the needs assessment process was to identify and prioritize student and family needs and provide the basis for developing a comprehensive, community-driven afterschool and summer program that is responsive to the identified needs and gaps. The program described herein was purposefully and collaboratively developed to address the general and specific gaps and weaknesses identified in the needs assessment process. Seven (7) local private schools that serve elementary school students were also contacted through emails to help determine the need of the program for their populations, to which they declined.

Eccleston Elementary School (EES) is a Title I K-5 school located in the Carver Shores neighborhood of Orlando, in the Orange County Public Schools district. The racial/ethnic makeup of students is: 85% Black/African American, 10.3% Hispanic, and 4.5% white; .2% identify as a different race/ethnicity. 100% of the student body is economically disadvantaged, compared to the state average of 62.1%. According to 2020-21 data, 29.6% of EES students achieved proficiency (3 or higher achievement level) in English Language Arts (ELA), compared to 52.8% statewide and 52.5% OCPS; 23.3% were proficient in Math, while statewide rates (48.4%) and OCPS rates (47.3%) were more than double EES (FL Department of Education, 2021).

As 85% of EES students identify as Black/African-American – representing the largest subgroup within the school – we compared the gaps for this subgroup on a school

district and state level. Data analysis of Eccleston Elementary School (EES) indicates that Black/African American are performing academically at a lower rate than Black/African American students in Orange County Public Schools and Florida overall. While Black/African American students comprise 24.8% of the OCPS student body, they were involved in 43.1% of the discipline occurrences (defined as at least one or more in-school suspension). Similarly, twice the number of Black/African American students were flagged for chronic absenteeism (32.3%) than their white peers were (16.2%). There was not enough data to determine the acceleration rates to middle school for Eccleston Elementary School students.

Local and state statistics highlight the need for early intervention for children living in 32811 zip code where Eccleston Elementary School is located. Orlando is Florida's 4th largest city, located in Orange County. While the Central Florida region promotes itself as a vacation and entertainment destination for the world, the COVID-19 pandemic struck this area particularly hard – with Orange County having the second highest unemployment rate in all of Florida at the height of the pandemic (Bureau of Labor Statistics, 2021). Orlando's unemployment rate is at 2.9%, while it is 10.7% in the Eccleston Elementary School census tract, 146.05 (American Community Survey). Today, with a city-wide poverty rate of 19.1%, 22.9% of children under the age of 18 live below the poverty line in Orlando and the poverty rate in the EES Census Tract is 28% (ACS). While the median family income for Orange County is \$61,416, it is more than \$20,000 less in the EES Census Tract, as many of the families served by COO are considered ALICE (Asset Limited, Income Constrained, Employed) families. These are families that are not living below the poverty line but are still struggling financially. Estimates show that 33% of families in Florida are ALICE families and that 61% of these families pay more than 35% on housing, contributing to the inequities that EES students and their families face.

Orange County had over 4,000 juvenile arrests in 2019; the incarceration rate in Orange County is much lower (.34%) than the 5.4% incarceration rate in the EES Census Tract (Opportunity Atlas). High school attainment in 32811 is slightly lower (86%) than the State's 89% high school attainment rate, while high school attainment for Black students in 32811 is 80.4%, compared to 95.3% for white students (ACS, 2020). And according to the FL Department of Health, the teenage birth rate in the EES Census Tract is greater than 50%, much higher than Florida's rate of 15%.

COO surveyed 17.5% (more than the required 10%) of parents of Eccleston Elementary School students to determine what they view to be current gaps in community services, skill deficits, and needed program activities at the proposed 21st CCLC program site. One third of respondents felt that their neighborhood was only "somewhat safe" or "not safe at all" and 42% felt that their child could not keep up with their academic work without out-of-school support. Eighty-four percent (84%) indicated that they would

enroll their child in an after-school/summer program if available and the top program components that they would like offered in an out-of-school program are: homework help/reading assistance, cooking/nutrition, sports/performing arts, and life/social skills. When asked to rate the importance of specific program elements, social skill development and core academics were rated highest. We also surveyed parents regarding what types of free activities they, themselves would like to access at a program site; financial and community services were top choices. All parents indicated that English is the primary language spoken at home.

The team also surveyed 64% of EES teachers (more than the required 20%); their opinions aligned with parents that homework help/reading assistance were the most desired components to have at the proposed 21st CCLC site, followed by STEM activities and life/social skills. Also, in alignment with parents, Eccleston Elementary School teachers believe that social skill development and core academics are the most important afterschool program elements for children in grades K-5. Teachers, parents, and students all agreed that bus transportation to and from the 21st CCLC site was needed, with parents identifying lack of transportation a current barrier to accessing after-school and summer programming for their children.

Community members were also surveyed through formal and ongoing informal means to establish current gaps in services and elements they view as priorities for EES children. All confirmed that academic support and enrichment programming was greatly needed and that the program was integral to improving the lives of students at Eccleston Elementary School. Specifically, the Assistant Principal at EES noted that having a safe place for EES students to go during the vital hours between school dismissal and parents' arrival home after work is imperative to keeping these students on track for success. They also emphasized the importance of having Certified Teachers employed at the afterschool and summer program site is important to minimize gaps in students' learning.

Section 7: Intentionally Designing Activities

Operational

The proposed site at Smith Center follows an after school or summer schedule (See Attached School Year and Summer Schedules). Each student will receive his/her own individual schedule that outlines all classes and activities prior to entering the program. Once students are dismissed from Eccleston Elementary School, they will board a bus that will take them directly to Smith Center. Upon their arrival, the students will be greeted by the Site Supervisor, 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 that adult to student ratio is no more than 20:1. From 3:30 – 4:00p students eat snack/dinner and then are dismissed by groups and escorted to classrooms by staff. Transitions generally average 2-3 minutes. All activities take place on community center grounds in a classroom, computer lab, gym, or outdoor playing field. Support staff will be assigned to each classroom to ensure proper student to adult ratios are being met (1:10 or 1:20 depending on activity). All students are required to sign-out before exiting the program. The summer program follows the same protocols with the exception being that students will begin the day at 9:00am each morning and continue programming until 5:00pm. Bus transportation is not provided during the summer as all activities take place at the proposed 21st CCLC site.

Activity Design

Based on the needs assessment data obtained and in alignment with ESEA approved activities, project-based learning (PBL) will be central to all activities proposed and will complement regular EES day activities. Program activities begin immediately after the school day ends and are held at nearby Smith Neighborhood Center. All activities were designed with the participation and recommendations from the participating target school (EES). The project design will be structured to address the individual needs identified through skill building and PBL. Students will be required to take part in all program activities and all PBL activities will be taught by Florida Certified Teachers (FCT). A program priority will be to recruit FCT from the targeted schools to streamline communication between the afterschool program and day school. As outlined in attached program schedules, the first block of after-school programming is dedicated to enrichment programming (to include social-emotional learning, and athletic/health and wellness opportunities) at a maximum 20:1 ratio. The second block is dedicated to academics (ELA, STEM) at a 10:1 maximum ratio. Additionally, tutoring/homework help opportunities will be provided as needed. COO will utilize Support Specialists to assist FCT in providing homework assistance to increase the percentage of students performing on grade level and completing their homework. Aligning with the attached Program Schedules, Project City Kids 2 will implement program activities in the following areas:

English/Language Arts - FCT will institute PBL lessons (including MindWorks) specifically designed with different age groups and ability levels in mind. The curriculum's style of intentional, student centered learning makes the PBL projects conducive to a wide range of learners including English as a second language learners, students with developmental and learning disabilities and young or underperforming children. Supporting Core Academic Subjects, PBLs provide a motivating, interactive approach to learning with comprehensive lessons being standards-based. The implementation model

alternates the main core subject concentration each week to prevent student boredom from content saturation. The proposed activities utilize the following evidence-based interventions for the K-5th grade population:

1. Reading K-6th: “Peer-Assisted Learning Strategies” – Tier 2 Moderate Evidence – Reference: Peer-Assisted Learning/Literacy Strategies. WWC 052012. U.S. DEPARTMENT OF EDUCATION.

2. Reading 4th-9th: “Build students’ decoding skills so they can read complex multisyllabic words” – Tier 1 Strong Evidence – Reference: Providing Reading Interventions for Students in Grades 4–9. Educator's

Practice Guide. WWC 2022007. U.S. DEPARTMENT OF EDUCATION.

3. Reading 4th- 9th: “Provide purposeful fluency-building activities to help students read effortlessly” – Tier 1 Strong Evidence – Reference: Providing Reading Interventions for Students in Grades 4–9.

Educator's Practice Guide. WWC 2022007. U.S. DEPARTMENT OF EDUCATION.

4. Reading 4th– 9th: “Routinely use a set of comprehension-building practices to help students make sense of the text:

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

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

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

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

Tier 1 Strong Evidence – Reference: Providing Reading Interventions for Students in Grades 4–9.

Educator's Practice Guide. WWC 2022007. U.S. DEPARTMENT OF EDUCATION.

5. Writing K-8th: “Teach students to use the writing process for a variety of purposes” – Tier 1 Strong Evidence – Reference: Teaching Elementary School Students to Be Effective Writers.

Educator's Practice Guide. WWC 182008. U.S. DEPARTMENT OF EDUCATION.

6. Academic Enrichment -Mentoring K-8th: “In this form of mentoring, adults or older students are matched with proteges and meet with them, typically for at least one hour a week” – Tier 1 Strong Evidence of completion of schoolwork – Reference: Bayer, A., Grossman, J. B., & DuBois, D. L. (2013).

New York, NY: MDRC. Retrieved from: <https://eric.ed.gov/?id=ED562266>

Math and Science (STEM) - FCT will teach PBL activities that expose students to a variety of aspects in the S.T.E.M. environment through team- based challenges and building projects. The projects include: simple machines, 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. Depending upon the grade level, each lesson focuses on a specific standard that compliments the regular day school learning. FCT and Support Specialists will also teach STEM curriculum and PBL activities. Students will be able to build models featuring working motors and sensors; program their models; and explore a series of cross-curricular, theme-based activities while developing their skills in science, technology, engineering, and mathematics as well as language, literacy, and social studies. Depending upon the grade level, each lesson focuses on a specific standard that complements the regular day school learning. The proposed activities utilize the following evidence-based interventions for the K-5th grade population:

1. Academic Enrichment -Mentoring K-8th: “In this form of mentoring, adults or older students are matched with proteges and meet with them, typically for at least one hour a week” – Tier 1 Strong Evidence of completion of schoolwork – Reference: Bayer, A., Grossman, J. B., & DuBois, D. L. (2013). New York, NY: MDRC. Retrieved from: <https://eric.ed.gov/?id=ED562266>

2. Academic Enrichment – Mathematics K-5th: “Mathematical Language: Teach clear and concise mathematical language and support students’ use of the language to help students effectively communicate their understanding of mathematical concepts” – Tier 1 Strong Evidence – Reference: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. Educator's

Practice Guide. WWC 2021006. U.S. DEPARTMENT OF EDUCATION.

3. STEM K-8th: “Teach students that academic abilities are expandable and improvable; Provide prescriptive, informational feedback; Expose girls and young women to female role models who have succeeded in math and science; Create a classroom environment that sparks initial curiosity and fosters long-term interest in math and science; and Provide spatial skills training” – Tier 1 Strong Evidence – Reference: Halpern, D. F., Aronson, J., Reimer, N., Simpkins, S., Star, J. R., & Wentzel, K. (2007).

Encouraging girls in math and science. (NCER 2007-2003). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://eric.ed.gov/?id=ED498581>.

4. STEM K-8th: “Schema-based instruction is an alternative problem-solving strategy, which requires students to identify the underlying structure (schema) which each word problem belongs, to translate important information to a diagram, and then to solve the

problem” – Tier 1 Strong Evidence – Reference: Fuchs, L. S., Seethaler, P. M., Sterba, S. K., Craddock, C., Fuchs, D., Compton, D. L., Geary, D. C., & Changas, P. (2019). What are some evidence-based strategies based on cognitive science that help develop deep understanding of new concepts? Vanderbilt University.

Social-Emotional Learning & Personal Enrichment/Health & Nutrition – Students engage in activities centered on social and life skills, including activities like cooking, gardening, broadcasting, dance, visual arts, and athletics. FCT will implement SPARK health education PBL. The curriculum incorporates best-practice recommendations and includes health and nutrition lessons, physical fitness education/standards and other healthy lifestyle activities. 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 by providing the activities during 21st CCLC program hours and making these activities free to 21st CCLC students so anyone who wants to participate may do so. FPR activities and year-round sports league teams include: baseball, basketball, flag football, volleyball, soccer and Hook-a-Kid on Golf program. FPR also runs daily physical fitness activities that include intramural sports and fitness classes. The proposed activities utilize the following evidence-based interventions for the K-5th grade population:

1. Academic Enrichment -Mentoring K-8th: “In this form of mentoring, adults or older students are matched with proteges and meet with them, typically for at least one hour a week” – Tier 1 Strong Evidence of completion of schoolwork – Reference: Bayer, A., Grossman, J. B., & DuBois, D. L. (2013).

New York, NY: MDRC. Retrieved from: <https://eric.ed.gov/?id=ED562266>.

2. Cultural Programs: “Creating Culturally Affirming Spaces- Youth will be exposed to adult practices, behaviors, policies, and experiences that thoroughly acknowledge and proactively seek to affirm students’ cultural identities and cultural assets as integral to their positive self-concept, academic and social well-being”. – Tier 1 Strong Evidence – Reference: Creating Culturally Affirming Spaces: School and Classroom Practices. Regional Educational Laboratory At WestEd.

https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/4-2-4-58_Culturally_Affirming_Spaces_Webinar_Slides_508c.pdf.

3. Well Rounded Education: “Positive Action- K-12 program that aims to promote good behavior while disrupting problem behaviors, improving academics, and developing socio-emotional and character skills while improving mental and physical health and

self-concept”. – Tier 3 Promising Evidence for Behavior & Academic Achievement –
Reference: Positive Action. WWC 042307. U.S. DEPARTMENT OF EDUCATION.

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

Student Recruitment and Retention

Targeted students at Eccleston Elementary School are some of the highest risk children in Orange County and are generally between 5 and 11 years old; more than 95% are non-white and 100% are economically disadvantaged. Project City Kids 2 will target approximately 155 EES students (grades K-5), especially socioeconomically disadvantaged students and students with disabilities who are: 1) in need of remediation (scoring below proficiency in standardized tests) in Reading and/or Math as determined by teachers and counselors; 2) at-risk of academic failure (currently scoring below proficiency); and 3) exhibiting behavioral, disciplinary and/or attendance issues (as determined by disciplinary/attendance records). Teachers and guidance counselors will recommend students for participation based on: standardized test results; report cards; discipline and behavioral records; and parental request. The leader-to-student ratio will be no more than 1:20 for personal enrichment activities. Additional volunteer instructors will be used in conjunction with component leaders to provide more personalized student experiences.

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

The project will be promoted to students at EES 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) COO 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. In addition, the project includes parental involvement activities as well as services that support parents and positive development of their children.

Identification of Partners

The attached Partners Table outlines COO's primary partners' (OCPS and Eccleston Elementary School) contributions to the proposed learning center. It also includes several community partners who provide support services within the center aimed at enhancing the program, either in-kind or at a significantly reduced cost.

Section 8: Recruiting and Retaining High Quality Staff

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

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

Site Supervisor – Coordinate the daily operations of the City of Orlando after-school and summer program. Duties include planning, organizing, coordinating, and supervising all activities and services offered at the 21st CCLC program site. Ensures effective oversight, implementation, and evaluation of all 21st grant deliverables. Responsible for coordinating reporting, proper implementation of outlined program activities, monitoring, and assisting in evaluation.

Florida Certified Teachers – provide 21st CCLC activities including tutoring, homework assistance, direct instruction, and academic enrichment. Must be current OCPS employees in good standing and have written approval from the school Principal or designee to work in the afterschool program. COO recruits

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

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

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

Professional development will be ongoing for all 21st CCLC staff, and will include: Social Emotional Learning, Behavior Management, and a variety of workshops focused on best practices in promoting parental involvement, improving outcomes for high-risk youth, mentoring through coaching and building academic skills in the afterschool environment. The trainers will include COO administrative staff, family and youth development scholars, as well as certified instructors from any additional program curriculum, as needed. Each year, all 21st CCLC personnel will be required to attend two 8-hour trainings and safety sessions for the school year and 1 additional session for the summer program. Monthly meetings and training during non-program hours will occur at each center to make sure all staff are up to date on policies and procedures at the site level. Overall, 21st CCLC personnel will participate in at least 20 hours of professional development each year.

Section 9: Implementing with Fidelity

Methodology

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

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

Training

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

Training Objectives:

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

Education, or Physical Education.

- Objective 3: Annually 100% of staff will obtain or maintain CPR/ First Aid credentials.

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

Attendance

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

Attendance Objectives:

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

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

Academics

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

Academic Objectives:

- Objective 1: At least 60% of K-5 youth will maintain a letter grade of “C” or higher in Language Arts grade as measured by report card grades.
- Objective 2: At least 60% of K-5 youth will maintain a letter grade of “C” or higher in Mathematics as measured by report card grades.

To assess progress towards achieving these objectives, only the report card grades of students averaging 85% or more attendance will be included in this calculation for each reporting period. For students in grades K-1, Language Arts and Mathematics academic level indicators will be transformed where “Above Grade Level (1)” =5, “At Grade Level (2)” = 3, “Below Grade Level (1)” =1. Students in grades 2-5 Language Arts and Mathematics letter grades will be transformed into a five-point grade point average scale where a grade of “F”= 1, and “A”= 5.

Personal Enrichment

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

Personal Enrichment Objectives:

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

Section 10: Project Budget

See attachment.

Section 11: Plan for Sustainability

The City of Orlando Families, Parks and Recreation (FPR) department’s collaborative partnership provides a unique ability to leverage both public and private dollars 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, executives of our corporate partners, the Orlando Community & Youth Trust (OCYT), and City of Orlando Mayor Buddy Dyer and City Council members. The intent is

that this collaborative partnership will provide leadership and funding to fund and sustain the initiative, while at the same time engaging partners in jointly funding the effort, including private charitable foundations, corporate and individual donors, and local, state, and federal governments. The ultimate goal is to utilize the combined public and private dollars to sustain, expand and enhance the 21st CCLC project for years to come. FPR fully anticipates that the 21st CCLC program will have funding that more than offsets the grant's percentage reductions over the next four years.

Year 1:

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

Year 2:

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

Year 3:

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

Year 4:

- Project Lead – FPR Director, OCYT Executive Director
- Fall 2025 and Spring 2026: 21st CCLC Advisory Board meeting

- +8 corporate / foundation partners engaged (\$200,000 minimum)
- Dedicated fundraising event (minimum \$150K secured)
- Individual giving activities and events assigned to the project (minimum \$25K)
- 100% match raised

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