



## 21<sup>st</sup> Century Community Learning Centers



### 2020-2021 Scope of Work

**Agency Name: Overtown Youth Center**

**Project Number: 730-2441B-1PCC2**

**Program Name: Overtown Youth Center**

#### 3.1 Project Abstract

eSTEAM@OYC is a 21st Century Community Learning Center program established by Overtown Youth Center to improve academic outcomes for students in kindergarten-8th grade. To meet objectives, 120 students attending Theodore R. and Thelma A. Gibson Charter School and Phyllis Wheatley Elementary School engage in student-centered, project-based learning activities providing Exposure through Science, Technology, Engineering, Arts, Mathematics, and personal enrichment. Family services include family STEAM events and adult online instruction for English language learners and professional certifications. Programs are Monday-Friday Afterschool (3:00 p.m.–7:00 p.m.) and summer (8:30 a.m. – 5:00 p.m.); occasional Saturdays (10:00 a.m. – 2:00 p.m.) and designated Enhancement Days (8:30 a.m. – 5:00 p.m.)

#### 3.2 Applicant's Experience and Capacity

3.2.a Managing Public Funds Experience: Overtown Youth Center (OYC) has effectively managed public funding from municipal, state and federal entities since its inception in 2003. Public funding has been awarded from 21st CCLC, AmeriCorps, City of Miami, Florida Department of Education, Miami-Dade County, and Miami-Dade County Public School. OYC met 100% of fiduciary and reporting requirements set forth by municipal, state and federal oversight entities.

3.2.b Agency Administrative Capabilities: Overtown Youth Center employs 17 part-time and 31 full-time staff and convenes a board of directors comprised of 31 members to fulfill its mission and goals. Each management team member holds at least a Bachelor's Degree, in the areas of education, social work, accounting, human resources, business, and more. The OYC Director of Program Operations oversees the program administration functions. Functions include; establish and maintain positive collaborative relationships with relevant community agencies, monitor program services at delivery sites, represent the program at community meetings/groups, stay



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abreast of the program budget to ensure program costs do not exceed budgetary constraints and ensure programs meet all licensing, contractual, quality assurance and outcome standards and requirements by all grantors.

3.2.c Evaluation Outcomes 2018 & 2019: The Overtown Youth Center is committed to evaluating program operations and services to refine, improve, and strengthen the program. During fiscal years 2018 and 2019 OYC was in compliance with all grant requirements for multiple funders and no significant findings have been identified in annual audit financial statements or funder summative reports.

3.2.d Leadership & Organizational Structure: Program Coordinators, teachers, and enrichment instructors and contracted support specialists work under the supervision of the OYC Director of Program Operations and are actively involved in program planning. Management and administrative staff attend weekly meetings where they review objectives, discuss upcoming events, and case conference. The Family Resource Specialists are accountable for family engagement programming and work closely with program staff to facilitate parent engagement activities. Certified Teachers prepare lesson plans, provide daily academic enrichment and education activities, and supervise students. Enhancement Instructors and contracted vendors work directly with Program Coordinators and are responsible for the implementation and oversight of STEM and visual/performing arts, curricula and/or activities which promote diversity and cultural awareness.

3.2.e Experience Providing 21st CCLC Services: In 2009, the OYC received 21st CCLC funding from the Florida Department of Education (FLDOE), Bureau of Family and Community Outreach to operate a program at OYC for a multi year funding cycle. During this period, OYC served over 100 students providing year-round, wrap-around services that included a robust after-school program and summer program inclusive of academic support, character development, health and wellness activities and parent engagement workshops. Throughout the grant period, students made considerable gains in reading comprehension and reading fluency skills.

3.2.f Program Evaluation Experience: OYC has more than 17 years' experience as an independent, comprehensive youth development agency, collecting, maintaining, analyzing and reporting accurate program evaluation data. The Development staff and program administrators are charged with reporting outcomes to multiple funders, partners, collaborators and oversight agencies using a broad array of evaluation tools in tandem with multiple metrics and objectives to track and report progress toward goals. During the previous 21st CCLC grant period (2009-2013), the external evaluator and FLDOE were continuously impressed with OYC staff capabilities and program effectiveness. The evaluator reported that due to adequate best practices training all staff members fully understood the approved grant application ensuring effective service delivery. During the site visits, the evaluator and 21st CCLC monitors noted that OYC was in compliance with grant requirements with no significant "findings" identified in the summative reports in each consecutive year.

3.2.g Evaluation Processes: OYC utilizes a robust data collection and reporting model to inform the evaluation process. A strength based case management framework is used to collect data for regular, wide-ranging monitoring and review. Additionally, OYC uses the robust NewOrg database system to gather and aggregate data on a weekly basis. OYC's comprehensive model of data collection also relies on the continuous collection of info from an array of tools including but, not limited to; school records, program attendance, case notes, and stakeholder survey that is submitted for timely review. The analysis of data is aligned with needs assessments identified across programming components. 21s CCLC data, reports, attendance and supporting work products are collected, reviewed, updated and submitted using processes required by FDOE and USDOE.

3.2.h Using Data for Improvement: Outcomes are analyzed by OYC leadership to evaluate all program aspects and inform decision making agency-wide. The OYC program staff uses the comparative data to track student and family progress and to inform program decision-making. Formative modifications are made based on quarterly review, for example, a quarterly review may reveal a group of 3rd grade students are struggling in

math. The 3rd grade program schedule may add thematic math games with certified teachers for the upcoming quarter in response to the outcomes. An annual comprehensive review of the outcomes that takes place during the summer months is used to identify areas for improvement make and yearly modifications at the agency level. The OYC Board of Directors meets quarterly to review formative data and an annual review of summative data is used to determine strategic efforts for the upcoming year.

### **3.3 Needs Assessment**

#### **3.3.a Demographics**

The 21st Century Community Learning Center sites will serve 120 youth in kindergarten through 8th grade residing in Overtown (42% Black, 48% Hispanic), where the most recent census survey reveals more than 60% of the 5,830 households have family incomes that are less than 80% of the Federal Financial Institutions Examination Council (FFIEC) estimated Median Family Income. The community also anticipates a projected academic loss for all students as high as 30% for reading and 50% for mathematics due to school closures during the COVID 19 crisis. According to Northwest Evaluation Association (NWEA), “missing school for a prolonged period will likely have major impacts on student achievement come fall 2020. The COVID-19 crisis is a call to action for practitioners and policy makers alike. Once schools are back in session, we must be prepared to support students, many of whom will likely be behind academically.” <https://www.nwea.org/content/uploads/2020/04/KAP5122-Collaborative-Brief Covid19-Slide-APR20 FW.pdf>

While the community has recently seen incremental growth in social and economic sectors, the promising youth OYC serves continue to have few high quality education options and face barriers to family resources and employment including; a high unemployment rate (54%) and nearly 39% of families with children living below poverty levels (compared to 13% nationally). There is also a 94% free or reduced lunch rate; an average neighborhood high school student dropout rate of 24% compared to 17.7% state wide and only 37.8% of elementary students in Overtown schools read

at or above grade level according to the 2017 Florida State Assessment (FSA). Finally, according to the Public School Review, the selected schools rate in the bottom 50% statewide. (US Census-American Community Survey 2016, US Department of Labor, Florida Department of Education, Miami-Dade County Public Schools, Public School Review, National Center for Education Statistics and OYC Parent Survey 2019, Kuhfeld M & Tarasawa, B: The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement, April 2020)

### **3.3.b Activities Used to Identify Need**

Activities used to identify the need for 21st CCLC site include gleaning data from OYC Case Notes, School Records, FSA Scores, report cards, and progress reports (at the classroom level). A 21st CCLC community survey was disseminated via social media, eNewsletter, website and text that informed the effort to identify need. A virtual Community Outreach meeting was convened to explore challenges, strategies, and program ideas and current research was conducted in STEM, the digital divide, out-of-school programming, achievement gaps, and demographic correlations to education attainment.

### **3.3.c Community and Private School Involvement**

OYC views Private Schools in our community as a valuable partners and sought their participation in our proposal development. The OYC Chief Executive Officer extended an invitation to participate to the three private schools in the neighborhood via email and USPS mail. While there was no initial response, it is recognized that this may be due to the COVID 19 crisis that the community is experiencing during the proposal development phase. Efforts to engage populations from these schools will continue after the grant is submitted.

### **3.3.d Available Services In The Targeted Community**

According to the 2018 American Census Survey, Overtown has 14,839 residents with 2,383 between the ages of 5 and 19, yet the options for high quality out-of-school STEM programming provided for middle school students is nearly non-existent with only two organizations providing less

than 300 slots in two neighborhood out-of-school afterschool settings. Likewise, elementary school students have no dedicated STEM programs during after school and last year there were less than 300 slots in elementary summer programming with science, technology, engineering, math, visual and performing arts available to serve nearly 900 elementary school youth in the targeted community.

### **3.3.e Demand and Need for Proposed Services**

The public schools serving Overtown youth are faced with challenges commonly found in low socio-economic communities; which directly correlates to low education attainment levels. Across all schools served by the program, 77.3% are low income according to federal guidelines and 96% come from minority families. Approximately 20% of elementary school students in Overtown achieve reading proficiency on standardized exams as opposed to a Florida average of 52%. Additionally, the dropout rate for the two high schools OYC currently serves (24.26%) is more than double the Miami Dade County Public School District (M-DCPS) dropout rate of 11.5%. OYC families have a multi-generational unemployment rate that exceeds 50% and more than 45% of residents older than 16 years of age were unemployed in 2019. Approximately 74% of students in the target schools live in single-family homes and according to the US State Attorney's Office, Overtown and surrounding neighborhoods are designated crime hot spots with a crime rate that is 71% higher than the average city-wide. Finally, according to Public School Review, schools in the target community rank in the bottom 50% statewide. (Florida Department of Education, Huettl, Kelly J., "The Relationship Between Poverty and Student Achievement" [2016], Miami-Dade County Public Schools, OYC Parent Survey 2018, US Census-American Community Survey 2016, US Department of Labor, US State Attorney's Office, US Department of Education: Title I Guidelines)

According to the 2018 American Community Survey, a "digital opportunity gap" exists within the Overtown area, and student home access to a computer or laptop and the internet is more than 15% lower than their more affluent peers. This barrier is particularly evident during the COVID 19





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crisis which revealed a significant number of OYC students lacked computers and internet connectivity to engage in mandated virtual learning. The current year-round OYC STEM program helps close this gap by building technology, math and science skills while encouraging youth to generate forward-thinking ideas for the 21st century workforce. eSTEAM@OYC strengthens current programming with addition of visual and performing arts, increased resources, and leveraging of community resources and support to meet needs. Community collaborations with Overtown Optimists Club, Gibson Park, University of Miami, and M-DCPS provide daily, year round community support for eSTEAM@OYC. The requested funding will specifically support elementary and middle school STEM engagement in science labs, STEAM Enrichment and Digital Learning Group Sessions during afterschool and summer months. OYC program offerings include 24-hour case-management and counseling; academic support, STEM skill-building, college and career preparation, character education and mentorship. Coordinators and Instructors who provide daily monitoring, advocacy, counseling and support during in school and after school hours support successful, developmentally appropriate engagement.

### Phyllis Wheatley Elementary School

According the current M-DCPS data, Phyllis Wheatley Elementary School has struggled with academic outcomes common to neighborhood schools in under resourced communities. Wheatley Elementary School has seen a rise from a FDOE school grade of “D” to a “B” over a 4-year period resulting in removal from the designated Targeted for Support and Improvement for the 2019-2020 school year. The student population is 97.5% minority and the Free/ Reduced Lunch rate is 98%. In spite of meeting stated goals in the school based Improvement Plan during the 2018-2019 school wide percentage of students scoring Proficient/Level 3 or above in ELA/Reading was 28.2% (compared to 55.4% statewide), in Mathematics 41.8 (compared to 57.9% statewide) and in Science 16.2% (compared to 48.4% statewide). According to the principal, Wheatley Elementary builds relationships by promoting teacher and staff outreach into the community to understand the neighborhood culture. The staff maintains a goal to pave a smooth

transition on how to relate to students and families in various situations as a strategy to equip students with all the skills necessary to become life-long learners and academic competitors in a global economy. Wheatley Elementary also seeks to ensure the social-emotional needs of all students are being met through high levels of community partnerships and a variety of opportunities for parent engagement. OYC is among 11 current community partnerships assisting the school with this goal.

### Theodore A. and Thelma R. Gibson Charter

Gibson Charter is the second school included in this request and, like Wheatley Elementary, the student population struggles with academic outcomes common to neighborhood schools in under resourced communities. According to state records, Gibson Charter school grades have fluctuated dramatically over the most recent 4-year period beginning with a “D” in 2016, dropping to an “F” in 2017, rising to a “B” in 2018 and most recently a “C” in 2019. The Gibson Charter student population is 98% non-white Minority and the Free-Reduced Lunch rate is 100%. The 2018-2019 school wide percentage of students scoring Proficient/Level 3 or above in ELA/Reading was 48.3% (compared to 55.4% statewide), in Mathematics 42.5 (compared to 57.9% statewide) and in Science 33.3% (compared to 48.4% statewide). According to the principal, Gibson Charter is dedicated to providing a safe and nurturing learning environment, while ensuring students are receiving a rigorous and relevant curriculum. The staff seeks to prepare students academically and socially in a global community by improving student’s self-image, self-esteem, and student growth and developments. Using careful data analysis, mentoring, and positive character education Gibson and OYC collaborate to ensure each student attains his or her academic and social emotional goals.

### 3.3.f Community Resources and Support

It is evident that without consistent intervention, many students are destined to repeat generational cycles of low educational attainment. The 21st CCLC funding will help increase the structures supporting the delivery of high-quality STEAM programming for 120 promising elementary students



and their families. School and student achievement goals are also addressed through collaborations with community partners such as Miami Dade County Public Schools (M-DCPS) with whom OYC has an Affiliated Agreement extending facility usage and access to school staff and student records. Additional community resources include, but are not limited to; the Overtown Children and Youth Coalition online learning programs along with technical assistance and facilities for the 21st CCLC Advisory Board for students and families; Honey Shine, Inc. collaboration on STEM summer programming; Overtown Optimist Club providing afterschool academic and fitness support; and, University of Miami who will provide STEM learning support via a research model.

### 3.3.g Closing the Gap

The eSTEAM@OYC youth development program aims to consolidate learning support systems for students in kindergarten through 8th grade to prepare them for success in high school, college and eventually their chosen career. The program delivers a variety of academic support activities in reading, science, technology, engineering and mathematics in tandem with social and cultural enrichment opportunities to ensure high school graduation, post-secondary education enrollment and reduced impact from community risk factors.

For Phyllis Wheatley Elementary School, the program objectives address low reading and math skills and provides greatly needed STEM-based strategies to address the significant drop in the science scores which fell from 44.4% to 16.2% over a single academic year. For Gibson Charter School, the program objectives address the low reading, math and science skills with a focus on supporting school efforts to level the annual school grade progression and improved academic outcomes. Additionally, community middle school students will benefit from blended career readiness and STEM engagement that increases student interest in STEM fields, determines career goals and sets the stage for post-secondary success. Additionally, the comprehensive eSTEAM@OYC plan delivers effective, meaningful differentiated instruction that meets the needs of

each individual student and a strength based case model to track progress toward goals.

### 3.3.h Description of Stakeholder Consultation

The eSTEAM@OYC needs assessment was developed in response to input from the Overtown Youth Center (OYC) Chief Executive Officer, staff, parents, students, community partners and the principals of Phyllis Wheatley Elementary School and Theodore A. and Thelma R. Gibson Charter School. Due to the limitation generated by the COVID 19 crisis, the OYC Development Department and Family Engagement staff conducted remote outreach to consult with all pertinent stakeholder representatives who were given the opportunity for input on the program design. Email communications, social media posts and emails were used to announce OYC's Intent to Apply and distribute a community survey posing 3 open ended questions assessing community needs and suggested strategies for meeting those needs. A community stakeholder meeting was convened using ZOOM Meetings platform on April 30, 2020 attended by representatives from community based organizations, teachers, parents, OYC staff and business partners. Attendees explored the survey questions and extended the discussion to include community resources, bridging gaps, best practices and strategies, and suggested innovative program activities. The OYC Director of Program Operations and Chief Executive Officers held discussions with school principals at the target schools. Finally, the CEO reached out to private school leaders via email and letters and is awaiting response at the time of this proposal submission. Due to the catastrophic impact of the COVID 19 crisis on private school operations, outreach to private school will continue after the proposal submission.

### 3.4 Community Notice and Dissemination of Information

3.4.a.1 Informing the Community & Proposal Availability: Current community collaborators and partners were contacted by OYC administrative staff and the 21st CCLC proposal team to gather their insight and confirm commitments. Three regional private schools, Easter Seals Child Development Center, Center of Life Academy, and Miami Country Day

School were invited to participate in the process via mailed letters, e-mail and phone. These private schools will also be notified of programming options prior to the start of 21st CCLC program. The proposal development team worked with all pertinent stakeholders to identify the need for the eSTEAM@OYC program for the targeted community via digital, written and verbal announcements and invitations. Following submittal, the 21st CCLC proposal is made available via email or in print upon request to any OYC staff member and on the 21st CCLC webpage following notification of the award.

### **3.4.b Dissemination Formats & Timeline**

The eSTEAM@OYC proposal design was informed by input from the Overtown Youth Center (OYC) Chief Executive Officer, OYC and school staff, parents, students, community partners and the principals of Phyllis Wheatley Elementary School and Theodore A. and Thelma R. Gibson Charter School. Due to the limitations generated by the COVID 19 crisis, the OYC Development Department and Family Engagement staff conducted extensive remote outreach to consult with all pertinent stakeholder representatives who were given the opportunity for input on the program design.

#### **3.4.b.1 Dissemination Design & Launch**

The urban community served by the afterschool program relies heavily on traditional outreach methods. Consequently, OYC understands it is important to promote the eSTEAM@OYC program using a variety of formats while purposefully activating essential word-of-mouth within the community. Formats include social media, flyers, text message, personalized emails, phone calls, information stands, websites, community announcements, etc. OYC staff begins to disseminate and share information about the upcoming year's 21st CCLC program as a follow-up to school administrators/teachers to begin the student recruitment process.

**3.4.b.2 Website:** The current OYC website has been updated to include a 21st CCLC a webpage which is activated and developed to provide broad

access linking to agency. A contracted webmaster maintains the agency website under the supervision of the OYC Development Director. The 21st CCLC proposal is made available on the website along with a photo gallery, student work samples, resource links, activities, and announcements.

### 3.4.b.3 Dissemination Timeline:

April 14, 2020: Program Planning Meeting convened. Attendees included OYC Development Director, OYC Director of Program Operations, and OYC Development Associate. School gaps were identified, proposal development tasks were determined, and the initial overarching program framework and activities were clarified.

April 15, 2020: Community Program Planning Meeting A community 21st CCLC planning meeting was convened. Attendees included OYC Director of Engagement and Economic Access, OYC Development Director and OYC Development Associate. A plan to determine community input was developed. Additionally, family programming needs were identified and program activity framework was developed.

April 16, 2020: Marketing and Community Outreach Planning Meeting convened. Attendees included OYC Marketing Staff, OYC Development Director and OYC Development Associate. A community dissemination plan was developed including accompanying task framework.

April 21, 2020: Private School Outreach begins. The OYC CEO sends emails and written letters to principals at three neighborhood private schools; Easter Seals Child Development Center, Center of Life Academy and Miami Country Day School. Phone calls from the Development Associate went unanswered. OYC will continue to reach out to private schools for input and participation beyond the grant submission date.

April 22, 2020 Survey Link Release: Survey link release begins with posting on OYC social media platforms. Followed by survey link is inclusion in E-newsletter, and personal emails to Community Meeting attendees, OYC Board of Directors and OYC families.



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April 23, 2020 Notice of Intent Release: An infographic announcing the Notice of Intent begins release in a variety of formats including social media posts, E-newsletter, emails, and letters during communications through the proposal development process.

April 30, 2020 Community Meeting: A community stakeholder meeting was convened using ZOOM Meetings platform on April 30, 2020 attended by teachers (1), and seven (8) representatives from community partners including M-DCPS, Together for Children, Overtown Children and Youth Coalition, YMCA, Gibson Charter School, and Phyllis Whealey Elementary. Also in attendance was OYC Staff including the CEO, Development Director, Director of Engagement and Economic Access, Development Associate, College and Career Readiness Specialist, Program Managers (2), Program Coordinator (1), and Family Engagement Specialist (1). Attendees explored the survey questions and extended the discussion to include community resources, bridging gaps, best practices and strategies, and suggested innovative program activities. Additionally, a student and parent input was gathered as a component of the agency's remote services survey and provided to the proposal writing team and the school principals were contacted to discuss aligning programming to address anticipated COVID 19 learning loss. The meeting can be viewed at :

[https://us02web.zoom.us/rec/share/x8teLYrU7m1lfY339xqOcP54BrbKaa8gCUY\\_PBfyB08e0FPugGi2xIzh\\_0mq057](https://us02web.zoom.us/rec/share/x8teLYrU7m1lfY339xqOcP54BrbKaa8gCUY_PBfyB08e0FPugGi2xIzh_0mq057) Password: 0e\*Ck56G

May 1, 2020 Website Tab: Webmaster begins update on OYC website include 21st CCLC page. The 21<sup>st</sup> CCLC proposal and other resources and announcements will be available on the webpage.

### **3.5a Partnership and Collaboration**

#### 3.5.a.1 Meals

Foundation supporters and the Florida Department of Health, Childcare and Food program fund the OYC meal program. OYC provides a full hot dinner and a snack during afterschool programming. Additionally, a full breakfast,



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a hot lunch and an afternoon snack is provided each day during “Super” Saturdays, Enhancement Days and Summer programs.

### 3.5.a.2 Partners

OYC has partnerships with public and private entities to strengthen and integrate OYC’s education program into the wider community. The most important partnership is that held with the families of the Overtown youth. OYC recognizes that success for youth cannot be fully realized without the involvement of their parents or guardians who reinforce standards and values in the home, monitor academic progress and facilitate positive growth. Families are involved in every aspect of programming beginning with an initial mandatory parent orientation and through meetings, events, family services, adult education, ongoing communications and the 21ST CCLC Advisory Board. Gibson Charter and Phyllis Wheatley schools provided program design support and agree to provide facilities and students. Miami-Dade County Public Schools (M-DCPS) and OYC have a cooperative agreement which authorizes facilities usage and full access to student records at the 21st CCLC. The Honey Shine, Inc. mentoring program collaborates on the summer program events providing student participants and staff support for planning and implementation of the Family STEAM Fair. Overtown Children and Youth Coalition provides access to online tutoring and academic enrichment through their Project E.A.S.E. portal along with facilities and technical assistance for 21st CCLC Advisory Board. The Overtown Optimist Club will support academic enrichment and fitness/arts activities. A current agreement with University of Miami benefits

eSTEAM@OYC as this research partnership provides a series of STEM based activities that are monitored for efficacy in our underserved student population. OYC’s EDEN Place Family Resource Center - Family Support Specialists keep parents/caregivers updated student progress and promote family engagement by providing a range of parent/caregiver enrichment services such as workshops and consultations for student achievement and household needs. Additionally, Americorps and other community



volunteers provide various forms of support to OYC's academic and enrichment programming and are vetted using the OYC background check process.

**3.5.b Collaborations with the School Staff:** School leadership at Gibson Charter and Phyllis Wheatley have provided insight to program design and agreed to provide facilities and students for service delivery. The school commitment is combined with a strong cooperative agreement with the Miami- Dade County Public Schools (M-DCPS) which enables the two agencies collaboratively maximize the impact and delivery of educational services to youth. This Affiliated Agreement authorizes access to student records at the 21st CCLC sites including attendance records, student progress reports, report cards, conduct grades (including but not limited to referrals and in-school and out-of-school suspensions) and test scores. Records are available to OYC staff upon request to schools, parents or the school district. The Program Manager and Lead Teacher serve as liaisons to ensure connections to the school day. The Lead Teacher meets at least quarterly with the school's grade level chairs and the ESE coordinator to ensure out-of-school programming aligns with each schools' goals. Project based instruction and continuous personal development activities are utilized to increase academic outcomes and improve behavior according to schoolwide goals. The Program Manager meets with the school administration and staff to remain updated on pertinent school trends and to gather program data. The Program Manager and Program Coordinators attend school meetings to share program updates.

### **3.6 Target Population, Recruitment and Retention**

**3.6.a Targeted Student Description & Enrollment Priority:** Targeted students' are current enrollees of Phyllis Wheatley Elementary School and Gibson Charter School. The program serves students in kindergarten through 8th grade. Principals will be given discretion in keeping with federal and state law to prioritize students in subgroups according to school improvement goals.

3.6.b Serving Students with Special Needs: Certified teachers instruct students with disabilities providing academic support in an inclusive setting. Accommodations are made for children with disabilities according to their Individual Education Plan (IEP). Children with disabilities are provided age appropriate materials and activities are adapted as needed to accommodate disabilities. Additional time to complete activities and /or one-on-one assistance from program staff is also provided as needed. The Lead Teacher and Program Manager serve as liaisons to the schools' Exceptional Student Coordinator/ teachers.

3.6.c Identifying Eligible Students: The 21st CCLC eSTEAM@OYC program is open to all K-8th grade students enrolled at the selected school sites, including partnering neighborhood private schools at no cost to families/ caregivers or the school on a first come-first serve basis. Principals have the discretion to use student records to identify for priority enrollment.

3.6.d. Outreach Strategies: Prior to the beginning of the school year, flyers are sent home and open enrollment begins for students enrolled at Gibson Charter School and Phyllis Wheatley Elementary. Applications are available in school enrollment packets at each school and can be picked up and submitted in the school front office. Digital copies will be forwarded to partnering private schools should a collaboration be established prior to the startup of eSTEAM@ OYC. Family Support Specialists also set up an enrollment booth at the two school sites during Open House and EESAC meetings, and announcements are posted in the schools' and OYC's websites and social media, school bulletins, and monthly agency newsletter. OYC anticipates an overflow of interested students due to the agency's reputation for quality programming and neighborhood popularity. The Director of Program Operations and 21st CCLC Program Manager determine any cap on enrollment.

3.6.e. Family Outreach & Engagement: Family outreach is conducted in collaboration with EDEN Place Family Resource Center whose Family Support Specialists conduct field outreach throughout the community and the family/adult learning calendar is posted on the 21st CCLC website.

Regularly scheduled meetings and innovative learning sessions promote parent engagement. OYC and EDEN Place conduct continuous outreach throughout the year using text messaging, email, phone calling, and flyers made available at the school offices and nearby community based organizations.

3.6.f. Attendance Strategies and Program Retention: A key strategy to ensure constant attendance is providing afterschool aligned academic support using activities parents and students understand and enjoy. During the initial Advisory Board meeting and monthly Family STEM Night, families are notified of the attendance policies and the impact of program attendance. Transportation is provided for all program activities to assist less fortunate families whose struggle with transportation can be a barrier to attendance. OYC bases student retention efforts on positive, mentoring engagement between staff and students. Retention strategies include daily hot meals, sibling enrollment priority status, signed parent commitments, staff training in program best practices, timely family notification for absent students; and retention of OYC youth alumni as “near peer” volunteers and summer staff.

### 3.7 Times and Frequency of Service Provision for Students and Adult Family Members

3.7.a Afterschool: Programs take place afterschool 3:30 p.m.-7:00 p.m. Monday through Friday for a total of 17.5 hours per week and 180 total afterschool program days.

3.7.b Summer: For the convenience of working families, summer provides a full day program with 8 hours of activities each day which take place at each school site. Programs take place Monday through Friday for 42.5 hours per week from 8:30a.m.–5:00 p.m. for 6 weeks.

3.7.c Enhancement Days: Eleven Enhancement Days address family needs on days when school is closed for professional development and holidays by providing full program days. These 11 program days take place from 8:30 a.m.-5:00 p.m. for 8.5 hours each day and 93.5 total hours per year.

3.7.d Saturdays: eSTEAM “Super” Saturdays are scheduled 10 total days from 9:00 a.m.-2:00 p.m. for 4 hours each day and a total of 40 hours per year.

3.7. e Adult Family Members:

Engagement activities for adult family members and caregivers are held throughout the school year. Monthly Family STEM Nights are held on the 2nd Wednesday of each month at the nearby EDEN Place Family Resource Center and/ or the school sites. There is also a culminating Family STEM Fair in July, 2021. Advisory Board Meetings are held quarterly at the offices of Overtown Children and Youth Coalition and includes remote access to meeting to ensure broad stakeholder representation and to mitigate barriers of access for family and student representatives caused by lack of transportation. The schedule for access to computers and staff support for self-paced online adult courses is 3 hours, 2x days per week for each course during Afterschool program hours 3:00pm-7:00pm and Saturday program hours 10:00am – 2:00pm. Courses include Adult Online ELL Courses and Adult Online Certifications.

### **3.8 Program Evaluation**

3.8.a Independent Evaluator & Stakeholder Coordination: An external evaluator provides comprehensive program assessment for this project. It is the role of the external evaluator to evaluate the effectiveness of eSTEAM@OYC based on evidence-based research that services help students meet established academic standards, aligns with academic performance indicators for the students’ regular school programs, and collects data necessary to measure student success. The external evaluator oversees key aspects of program evaluation including; monitoring data, parent and staff evaluation training, technical assistance for formative data reporting and providing comprehensive summative reporting as determined by 21st CCLC. A professional evaluator who has administered the evaluation of multiple educational programs leads the evaluation process. The evaluator has more than 5 years’ experience working with agencies similar to OYC and fully understands the 21st CCLC program. All

evaluations are conducted under the ethical codes and established procedures of appropriate professional organizations.

**3.8.b Evaluation Activities:** The evaluation plan begins with the collection of accurate baseline data. All required formative and summative reports are compiled and submitted according to 21st CCLC guidelines. The external evaluator also monitors reports. Teachers and Program Coordinators collect quantitative and qualitative information daily and submit it to the Program Manager weekly. Data collection includes, general program information, student enrollment and attendance, listing of feeder schools, activity reports, staffing reports, partner information, academic progress data for English and Math, survey outcomes and reports of classroom improvement from regular school teachers. The Program Manager generates monthly snapshot reports for reporting to 21st CCLC and monitored by the external evaluator. A Summative Evaluation at the end of the program cycle includes the compilation and analysis of student attendance, Program Operations, Staffing, Assessment, Progress towards Sustainability and Overall Recommendations for improving the program. The collected data informs program decision making and is continuously submitted to the data entry staff for input into the agency-wide NewOrg secured database and the 21st CCLC reporting portal.

**3.8.c Examining Impact:** The Program Manager and Director of Program Operations conduct quarterly reviews to identify pertinent trends. Quarterly data reviews include; attendance records, behavioral records, classroom grades, family engagement reports and stakeholder surveys.

**3.8.d Using Evaluation Results:** The program staff meets quarterly with the evaluator to review data, assess project progress, review formative evaluations, identify challenges and develop strategies to guide the modification of program activities to achieve stated goals and objectives.

**3.8.e Sharing Data:** All data collected is available to the staff via the agency's NewOrg database and within monthly and quarterly reports. 21st CCLC data is submitted according to project requirements. Social media posts on multiple platforms, the monthly e-Newsletter and the 21st CCLC

website provide public access to pertinent data and reports. Data updates are provided for families during monthly family meetings or upon request from the 21st CCLC program staff.

### 3.9 Approved Programs Activities

3.9.a. Improving Student Achievement: The eSTEAM@OYC program employs a non-traditional youth informed, student-centered program. Students were actively engaged in the development of the new 21st CCLC program design based on remote discussions, survey input, and during student focus groups and informal interviews conducted for our initial eSTEAM project design effort in July, 2019. During the focus group, students stated why they felt it is important to learn about STEAM subjects, “Because it helps us learn other important stuff,” “Because it will help us get good jobs,” “STEM gets us ready for college.” and “We need STEM to have a good life.”. They then shared insights on four big questions: 1) What do I want to learn? 2) What projects do I want to do? 3) What people/experts would I like to meet? 4) What activities do I want to do? In response to student input, a student “wish list” was compiled to inform a robust non-traditional Project Based (PBL) model for all eSTEAM@OYC activities. The Program Manager and Certified Teachers develop lesson plans based on the revealed student interests in alignment with assessed needs and program objectives.

3.9.b. Alignment to Needs The eSTEAM@OYC experience is developed based on the needs assessment and the School Improvement Plans. According to FSA data over 62% of the targeted 3rd-8th grade students are Not Proficient in Reading, over 58% are Not Proficient in Math and in Science an astonishing 76% of the 5th-8th grade students are Not Proficient representing a 10% drop in Science proficiency since the previous school year. eSTEAM@OYC ensures achievement gaps decreases by providing opportunities for consistent program engagement in reading, mathematics and science. 21st CCLC services particularly help students in in the lower 25% testing percentile subgroup. Program engagement is also geared to address the anticipated 30% learning loss caused by the COVID 19 crisis.





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The program also offers students enrichment services, programs, and activities such as communications and

visual/performing arts, which are designed to reinforce and complement the regular academic program. Writing, Reading, and Literature activities are integrated through all content areas to meet stated objectives of 85% of students meeting ELA academic progress goals. STEM engagement will also embed mathematics within project based learning activities to support stated objectives of 85% of students meeting math academic progress goals. Science engagement five days per week is provided to meet stated objectives of 85% of students meeting Science academic progress goals. Middle school students in 5th-8th grade will attend college readiness sessions facilitated by OYC's College and Career Development Specialist (CCDS) in collaboration with OYC Program Coordinators and community experts within demand fields of the local workforce to build career awareness. Students improve their cultural awareness and visual/performance art through daily hands on engagements with Enrichment Teachers. Additionally, the program also offers families adult literacy courses to develop educational skills in support of their own and their students' progress.

3.9.c. Learning Style Strategies: The OYC Case Management process includes identification of individual learning styles. Project based instruction, collaborative groups, whole group learning, and one-on-one support are integrated in the out-of-school learning environment with a focus on non-traditional learning models. The integration of a variety of instructional processes supports an organic setting that can be readily modified towards the preferred learning styles of the students (social learners, visual, verbal, solitary or tactile learners, etc.).

3.9.d. Student Program Activities: As cited by Enterprise Florida (2011), our increasingly knowledge-based economy is driven by innovation and a dynamic, well-educated workforce equipped with strong science, technology, engineering, and math skills are vital to remain competitive. The eSTEAM@OYC.

program addresses this challenge and expands from STEM to STEAM to include the arts and promote creative thinking, analysis, problem solving and innovation. The 21st CCLC proposal adopts multiple strategic goals and activities to increase the percentage of students successful at each level (K-8) and ensures the population develops the capability to transfer their knowledge to real world projects and inquiry. The Program Manager will work with staff to ensure technology is embedded throughout all activities as evidenced by student work products. The student-to-teacher ratio will be 20:2 which includes a flexible combination of 1 Certified Teacher, 1 Program Coordinator, and enrichment contractors.

3.9.e Academic Enrichment Activities: OYC understands that it is necessary to pivot student level learning in alignment to each school's differentiated instruction efforts. Certified Teachers use differentiated grouping to bolster daily homework assistance and both Coordinators and volunteers tutor students based on the academic needs identified by classroom teachers. A partnership with the University Miami QUEST project supports this goal providing lab science instruction to students as a component a university research project.

3.9.f. Student Programs-Literacy and Language Arts Enrichment: The eSTEAM@OYC literacy program will use student-centered, Project Based Instruction as the driving instructional format. eSTEAM@OYC expects to increase the number of students meeting state and local education goals by promoting project based learning for ELA engagements. The hands-on, kinetic reading and writing activities connect children consistently to on-task learning and higher performance levels. The eSTEAM@OYC staff organizes reading/writing activities into quarterly calendars aligned with school-day curricula and annual objectives. The student staff ratio will be 20:2 and other strategies include, planned read aloud time for emergent readers, differentiated content area reading, high interest books, culturally appropriate reading materials, and periodic "take home" book distributions. Research indicates that delivering these strategies in small doses ensures students remain focused, offsets early reading failure, and builds reading fluency and comprehension. (Armbruster, et al., 2003). It is

expected that 85% of regularly participating students improve their reading proficiency from Quarter 1 to Quarter 4 as measured by grades.

3.9.f Student Programs- STEM Enrichment: STEM: During the Student Focus Group and informal interviews, youth provided keen insight on what they want to know and how they want to learn it. In response, OYC embeds a variety of Science experiences to enhance the core curriculum taught during the school day. The eSTEAM@OYC program uses a contractor to provide STEAM instruction who provides on-site science activities using a mobile, kid-friendly laboratory to provide science inquiry opportunities the targeted student population might not otherwise have access to and manage the robotics team.

STEAM activities are in keeping with the Student Wish List generated from the 21st CCLC Student Focus Group. Activities include coding, engineering, math, physics, research, robotics, technology and

visual/performing arts in collaborative group settings. Students maintain portfolios/work folders and projects are presented throughout the program cycle. The project-based activities are aligned with FSA standards, which ask students to define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. Students are required to complete high quality research based projects aligned to interests revealed during the Student Focus group. Projects include; design and print robots using virtual reality and 3D printers/pens, creating solar ovens and electric paint, designing, coding and programming robots/drones, designing and publishing video games, making elephant toothpaste, creating flying objects, creating and using catapults, and constructing scale models of STEAM based topics such as the animal world, architecture and astronomy. In order to expose students to real world experiences. Students have also identified field trips to support their learning such as visits to architect studios, Cape Canaveral,



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college/university science laboratories, planetariums, Monument Island, municipal gardens, science museums, skyscrapers and zoos/animal parks. It is expected 85% of regularly participating students improve their science proficiency from Quarter 1 to Quarter 4 as measured by grades. Math: Based on the analysis of the 2014-2015 Florida Standard Assessment in Mathematics, data indicates that over 58% of the 3rd-8th grade students are not proficient in Math. In order to increase proficiency, the program embeds a variety of Math experiences to enhance the core curriculum during day school to provide a stronger foundation in the area of Operations, Algebraic Thinking and Numbers in Base Ten, Geometry, Data and Measurement, Numbers & Operations-Fractions. During the Student Focus Group, students expressed a desire to learn how to use measurements and fractions. Students stated they would like to do experiments, such as “looking at how plants will grow in different types of dirt” to engage in real-world mathematical exercises. Such activities require students to solve multi-step word problems, create graphic representations as models, solve equations, variables, mental computation and estimation strategies such as rounding, then justify their reasoning for choosing solutions. Students also engage in math competitions and games implemented and facilitated by certified teachers, and use real life manipulatives to explore measurement and geometry. It is expected that 85% of regularly participating students will improve their math proficiency from Quarter 1 to Quarter 4 as measured by grades.

3.9.g. Student Programs: Performing and Visual Arts: According to a recent study from the President’s Committee on Arts and the Humanities (2011), engagement in visual arts and music gives students a boost in reading and math. Our 21st CCLC visual arts, dance and theater activities incorporates literacy, science, problem solving, and conflict resolution through the creative process as students learn music deejaying, engineering, playing instruments, reading music, dance, visual art, and vocal music. Performing and visual art activities occur weekly and is delivered by part-time arts enrichment teachers. Student efforts are presented during showcases featuring, dance, theater, music and visual art.

3.9.h. Connecting to the School Day: In order to connect to the school day, the 21st CCLC Program Manager and certified Teachers organize the math and science components into an annual calendar science, problem solving, and conflict resolution through the creative process as students learn music deejaying, engineering, playing instruments, reading music, dance, visual art, and vocal music. Performing and visual art activities occur weekly and is delivered by part-time arts enrichment teachers. Student efforts are presented during showcases featuring, dance, theater, music and visual art.

3.9.h. Connecting to the School Day: In order to connect to the school day, the 21st CCLC Program Manager and certified Teachers organize the math and science components into an annual calendar aligned with the teachers' school-day curricula and objectives. An Affiliating Agreement with M-DCPS allows OYC staff to provide targeted student support and records access during the school day. This unique strategic partnership ensures out-of-school learning is aligned to classroom instruction and that service duplication is avoided.

3.9.i Social-Emotional Learning: According to research on personal enrichment, defined and promoted by the National Dropout Prevention Center/Network (2011), youth development activities should promote teamwork, leadership, build empathy, help manage anger, and help control impulses. The eSTEAM@OYC program focuses on communication skills to explore personal enrichment. Activities builds skills in problem solving, and strategies for maintaining stable relationships using group discussions, peer interactions, and game-like situations to accomplish learning objectives. The efforts are supported by GYM Talk sessions which provide a safe space for student-to-peer interaction and guided discussion. By including these activities, 85% of students who regularly participate will demonstrate nonviolent strategies to manage or resolve conflict and demonstrate a greater capacity to avoid or reduce health risks based on performance based assessments and surveys.

3.9.j Personal Enrichment: Discussions with parents and community members during the 21st CCLC Community Notice meeting revealed a need

to provide opportunities for students to participate in life skills and health/wellness activities. Structured fitness activities are scheduled each day. Collaborative group learning which utilizes project based instruction to build a variety of personal enrichment skills. The efforts are supported by GYM Talk sessions which provide a safe space for student-to-peer interaction and guided discussion. Students will also engage in role play and work in cohort groups to develop personal and home care skills such as culinary, financial literacy, housecleaning, nutrition, personal hygiene, and sewing. Students also engage in life skills activities occurs weekly and student progress will be measured by student work products such as posters, brochures, scripts, and skits.

3.9.k. Connecting to the School Day: The Program Manager and Lead Teachers serve as liaisons to ensure connections to the school day. Efforts are made to hire teachers from the selected school sites. In order to connect to the school day, the Program Coordinators and Teachers organize the math and science components during professional development training into annual calendars aligned with the grade level school-day curricula. The Lead Teacher meets one-on-one at least quarterly with the school's grade level chairs and the ESE coordinator to ensure out-of-school programming aligns with School Improvement goals. Requested school level information includes attendance records, student progress reports, report cards, conduct grades and test scores.

3.9.l. A Day in the Afterschool Program: On a typical school day, students are dismissed from class to 21st CCLC Program Coordinators who guide them to the cafeteria for a hot, nutritious meal since many have lunch very early in the day. Students from charter and private schools are transported to the program from their schools in OYC vans or charter school busses. Program Coordinators complete sign-in/attendance upon arrival to the 21st CCLC program area. Students then meet in full group or grade level groups in either cafeteria, outdoor activity space or classrooms for GYM Talk and fitness. Staff then guides students to classrooms for Homework Assistance with Certified Teachers. Students requiring small group support meet with tutors in classrooms, cafeteria, and/or the computer lab. On Wednesdays



homework assistance is followed by Life Skills/SEL activities and on all days there is literacy sessions with Certified Teachers. During this time, students engage in project based literacy enrichment activities. After Literacy, students report to classrooms, athletic field(s), media center, playground or cafeteria to engage in daily STEM and visual/performing arts activities. They then have a snack and work on their group projects. On many Fridays, grade level groups are transported to off-campus sites for age-appropriate field trips. Meal times are adjusted as needed on these days, including sack meals if necessary. After clearing desks and stacking chairs in activity areas, students are guided to common areas such as the gym or cafeteria for bus or van transportation home or to meet their family members for sign-out and dismissal. Program Coordinators and Teachers accompany students on buses and vans and they checked off as dismissed upon drop-off at or very near their homes.

3.9.m. Adult Family Member Program Activities: Increasing family literacy and parental involvement is a major focus of the eSTEAM@OYC efforts to foster the positive development of the whole child through improved household wellness. Parents expressed their challenges in assisting students with homework and projects because the academic concepts are being taught very different then when they learned them and noted barriers to participating in options for self-improvement. The eSTEAM@OYC program addresses these issues with the inclusion of a variety of strategies. The program offers parents/caregivers online, self-paced courses including, English Language courses and Microsoft Office Suite certification.. The Adult Literacy courses are delivered online and virtual instructors and certified M-DCPS teachers provide knowledgeable support during after school and Saturday program hours to mitigate childcare barriers. All regularly held family engagement sessions, including the Family STEM Night, are held on the 2nd Wednesday of each month at the nearby EDEN Place Family Resource Center or the school sites. Family member program activities include family education sessions and intergenerational Family STEM workshop where families work a STEM based project to take home; four Advisory Board Meetings and; the

culminating 4-hour Family STEAM Fair that includes exhibits of student STEM projects and art work, family friendly hands-on experiments, interactive exhibitions, cooking and self-care stations, and student performances. This event also encourages engagement with students serving as STEAM experts.

### **3.10a Staffing & Professional Development**

3.10.a.1 Staff Members, Support & Qualifications: 21st CCLC staff is recruited from the host school sites wherever possible. For all candidates, a reference check is conducted and an interview panel comprised of OYC administrative and program staff is convened for interviews. Successful candidates undergo Level-2 background check and a drug test. Onboarding of new hires includes a thorough review of agency policies & procedures followed by on-site training from the 21st Program Manager and Lead Teacher at the start of a 90-day probation period.

The 21st CCLC staff is overseen by the Program Manager who is responsible for all day-to-day program 3.10.a.1 Staff Members, Support & Qualifications: 21st CCLC staff is recruited from the host school sites wherever possible. For all candidates, a reference check is conducted and an interview panel comprised of OYC administrative and program staff is convened for interviews. Successful candidates undergo Level-2 background check and a drug test. Onboarding of new hires includes a thorough review of agency policies & procedures followed by on-site training from the 21st Program Manager and Lead Teacher at the start of a 90-day probation period.

The 21st CCLC staff is overseen by the Program Manager who is responsible for all day-to-day program operations. Program Coordinators provide student management, instructional support and case management. Certified Teachers serve as instructors for core subject areas. STEAM instructors are contracted specialists who work in tandem with Program Coordinators and Certified Teachers to provide high quality, project based science, technology, engineering, arts and mathematics engagement. Enrichment Instructors provide specialized learning in a variety of program



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enrichment areas including fitness, nutrition, life skills etc. Family Support Specialists provide broad reaching, seamless support for 21st CCLC parents, caregivers and other family members.

The School Principal works directly with the Program Manager to ensure staffing aligns to with overarching school goals. The principal also assists with staff and student recruitment, scheduling, budget oversight, and serves as a liaison for the school district. A degreed Program Manager provides day-to-day management of all 21st programs including before school, after school, weekends, and summer school. They also serve as a liaison for the evaluator and community collaborators and are responsible for ensuring timely data collection and submission. This person is also accountable for collaborating with grade level chairs and instructional coaches, attending school meetings, grant management, program compliance, planning and implementing programs, facilitating events, staffing, supervision, evaluation, budget, parent engagement, student discipline, program reporting, administer assessments, records maintenance, and attending mandated trainings. Certified Teachers provide academic instructional and tutoring services for students. An experienced Certified Teacher serves as a 21 CCLC Lead Teacher to support the Program Manager and serve as an academic liaison between the 21st CCLC instructional staff, enrichment team and Program Manager. The Lead Teacher is also responsible for collaborating with each schools' grade level chairs and instructional coaches, to ensure school-based academic goals are addressed. The Lead Teacher and Program Manager determine the out-of-school curriculum, support parent engagement efforts and guide the creation and implementation of project-based lesson plans. Teachers are accountable for developing and implementing project based lesson plans, attendance and supervision of students during all activities and events regardless of where they occur. Program Coordinators support subject area teachers including classroom management, and supervising students during all program activities and events regardless of where they occur. OYC's full-time STEM Program Coordinator serves in 21st CCLC as a Program Coordinator and community liaison supporting the delivery of STEM-based

services. This degreed staff member has extensive knowledge in STEM-based education and also guides development of STEM programs. STEAM Enrichment Teachers are contracted professionals with at least 5 years' experience in visual and performing arts and other fields and they provide project based instruction in STEM subject areas, personal enrichment/life skills, visual and performing arts and career awareness in alignment with program activity plans.

### **3:10b Professional Development**

3.10. b.2 Professional Development: Professional development is essential to ensuring high-quality programming is activated and maintained at the newly established 21st CCLC sites. The professional development plan is based on the established needs of administrators, community partners, parents/caregivers, staff, students and teachers. Training needs are identified based on academic data, Advisory Board input and stakeholder survey outcomes and an annual calendar is developed.

3.10.b.1 Types of Training & Trainer Qualifications: Professional development schedule includes multi-day training in June and August and activities involve training in instructional methods, best practices, policies, programmatic curricula, and youth development principals. Training formats blend collaborative group, whole group, conference attendance and seminar models. An array of topics is covered including afterschool best practices, project-based instructional strategies, classroom management, collaborative learning, policies and procedures, behavioral health, exceptional education and CPR. The OYC Staff Handbook guides staff policies and procedures and 21st CCLC staff attends the agency-wide monthly staff meeting. Scheduled time will be provided at least 1x annually for group and individual attendance at webinars and virtual conferences hosted by specialized organizations such as the After School Alliance and the National Afterschool Association. Professional training sessions will take place facilitated by the Program Manager, Development Director, Veteran Teachers, 21st CCLC Representatives, External Evaluator, Curriculum/Product Specialists, Mental Health professionals, Up2Us

Coaches, afterschool specialists and professionals from the STEM and Arts fields. The Project Manager, Grants Compliance Officer and 1 other 21st CCLC staff member will attend the annual 21st CCLC state conference. Certified Teachers and Teaching Assistants will participate in site-based training on best practices for exceptional student services, instructional strategies, and product usage a minimum of 2x annually.

3.10.b.3 Transferring Professional Knowledge: There are multiple opportunities to convene the staff for review of the level at which professional knowledge has been transferred into practice during program delivery. Professional knowledge is transferred during monthly staff meetings. Additionally, on a quarterly basis, teachers and Coordinators work in teams to develop lesson plans, share outcomes, and transfer professional knowledge. The delivery of lessons is monitored by the Program Manager who also conducts classroom observations and meets at least 2x per year with staff to provide one-on-one staff feedback and transfer of observations, data and best practices. The 21st CCLC staff is also convened for formative reviews of data deliverables (i.e. projects, portfolios, student work samples, etc.) to identify ways in which the program is meeting goals using innovative student engagement.

### **3.11 Facilities**

3.11.a Facility Description: 21st CCLC eSTEAM@OYC programs will occur at Phyllis Wheatley Elementary School and Gibson Charter School. Each school principal designates 3 classrooms, outdoor space, cafeteria, and media center to deliver 21st CCLC program services.

3.11.b Location Relative to School & Home: 21st CCLC participants receive services at the school in which they are enrolled. Many students are walking distance from their neighborhood school.

3.11.c Student and Family Access: Students and families have access to the program staff and resources during and after program hours. Transportation is offered to all families. OYC's model provides year-round, 24-hour support when needed.

3.11 DCF Licensing: Phyllis Wheatley and Gibson Charter maintain Child Care Facility Licenses from the Florida Department of Children and Families, which is renewed annually.

### **3.12 Safety and Student Transportation**

3.12.a Safety Processes: Safety is priority at OYC. OYC ensures that student participation in structured activities is conducted in a safe environment at all times. All In-School Coordinators, Teachers, Summer Interns, Coaches and Enhancement Instructors must adhere to and pass background screenings before being hired. A student: staff ratio of 10:1 is maintained. OYC staff, volunteers, and visitors are required to wear a photo ID while operating inside the program sites. Furthermore, OYC staff communicates within the facility via walkie-talkies, this allows for prompt reach and responses between staff for any issues that may arise. When incident or behavior issues occur, OYC's protocol is as follows; In-school Coordinator will immediately inform their direct supervisor of the incident, depending on the severity of the case proper help is identified. Following is an incident/ accident report form completed in detail by the staff or adult who witness the incident, reviewed and signed by a supervisor. The signed report is presented to the Chief Executive Officer for review to identify needed action. During enrollment, parents/guardians must provide a list of all individuals authorized to pick up their child (ren) and all persons must enter the site to "sign out" their child (ren) prior to release. Photo identification is required of any adult prior to student release and signed parent authorization is required for students who are allowed to walk home.

3.12.b. Student Transportation: While some parents/guardians provide their own student transportation OYC provides transportation to all families on all program days. Transport services are provided using three OYC passenger vans and contracted charter buses.

3.12.c Transportation Staff Qualifications: OYC requires fully licensed bus drivers provide contracted transportation services and all Program Coordinators are required to have Commercial Driver's Licenses and

CPR/First Aid training to transport students using the agency vans. When transporting students, staff is required to ensure all passengers are wearing seat belts and all doors are locked during transport. OYC staff keeps a list of students who walk home and sign themselves out with parent authorization, this list is reviewed on a monthly basis along with ongoing communication with parents ensure accuracy of this information. Another list is kept for students transported by OYC to drop off locations nearby the students' home.

3.12.d: Safety Plans: Several safety logs are maintained to ensure both students and staff are continuously secured. An emergency/ hurricane response plan, safety manual, monthly safety inspection checklist and fire drill logs are maintained and kept readily accessible by the OYC Safety Committee. All doors, except those monitored for employees and visitor entrances, remain locked at all times. The consumption of illegal substances is strictly prohibited in the facility. Human Resources Manager ensures that all employees receive training as specified by agency regulations, inclusive of training manuals, pre and post-tests, quick reference forms, and follow-up reports. OYC's emergency response plan includes an up-to-date personnel roster of staff contact information. All OYC staff is required to adhere by OYC's safety rules and are encouraged to report any unsafe/hazardous conditions or practice that can potential cause and incident/ accident to themselves, co-workers, students and/or visitors. Avoiding potentially dangerous situations by maintaining a complete sense of awareness and planning ahead also allows OYC to remain confident while on field trips. OYC staff, volunteers, and visitors are also required to wear a photo ID while on field trips and all OYC staff and students are required to wear "OYC/ 21st CCLC logo" shirts while on field trips.

### **3.13 Sustainability**

3.13.1 Sustainability Plan: OYC believes collaboration is one of the most effective methods to ensure continuous quality service delivery. As such, OYC maintains multiple partnerships to guarantee program services are in place beyond grant funding cycles. OYC also has two full-time development



staff members who pursue an array of diverse funding possibilities to sustain programming. Additionally, the eSTEAM@OYC program is, in itself, an effort to sustain and build upon the successes of community out-of-school programs. The strong collaborators who are committed to providing continuous support in a variety of key areas strengthens the foundation for maintaining the program beyond the grant cycle. A particularly important sustainability strategy is the establishment of the programs services at the home school sites. This initiative is created with the intent to becoming a high quality operation that will be in place beyond the grant cycle. It also allows for cost-saving and building greater capacity to continue identifying and acquiring resources to sustain programming during and after the cycle of the grant.

3.13.2 Sustainability Strategies: OYC is confident that the popular arts and STEM program options will continue beyond the award period due to a continuum of efforts to support academic and enrichment programs. To ensure sustainability OYC leverages a robust volunteer database and multiple high impact community partnerships to guarantee program success beyond grant funding cycles. Leadership carefully recruits and trains highly qualified program personnel to ensure continuous quality programming and staff retention. OYC has two full-time Development staff members who work daily to identify and secure an array of funding via campaigns, corporate and individual contributions, fundraising events, grant resources, government funding, and other initiatives. Finally, sustainability support comes from the OYC Board of Directors who use targeted strategies to raise money for the agency and work with Development staff and the Executive staff to recruit partnerships and collaborations in support of out-of-school programs.

3.13.3 Advisory Board: The Overtown Children and Youth Coalition Education and Community Engagement Committee serves as project partner providing technical support for the establishment of an effective 21st CCLC Advisory Committee. The Advisory Board is comprised of at least 2 students, 2 parents, 1 teacher, 1 OYC Family Support Specialist and 2 community collaborators. It is the role of the Advisory Board to help build



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and sustain parent connections to the eSTEAM@OYC program. The Advisory Board meets quarterly and maintains a parent outreach subcommittee whose role is to serve as a

“booster club” which interacts with the community, helps families as they face new concepts, provide a 21st CCLC network for families to rely on and report activities/ outcomes to the full committee. The subcommittee is also charged with assisting OYC Development staff with acquiring community resources for incentives, such as one parent’s link to a high-end hotel chef who could offer an incentive culinary experience for Family STEM Night.

## Cohort 19 (2020-21) RFP Scope of Work/Narrative Addendum

Agency Name: Overtown Youth Center

Project Number: 730-2441B-1PCC2

Program Name: Overtown Youth Center

Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points including the section name and number.

This change includes:  Additions  Deletions  Both

*The following items are incorporated as part of the Scope of Work:*

Please disregard any mention of **Theodore R. and Thelma A. Gibson Charter School**. The school will no longer be targeted by Overtown Youth Center. The target school is Phillis Wheatley Elementary grade level Pre K-5.

### (RFP 3.1) Project Abstract/Summary:

- List the dates, days and hours of service listed?
  - **The program will operate for 180 days serving K-1 for 4.5 hours and an average of 3.6 hours for grades 2<sup>nd</sup> – 5<sup>th</sup>.**
- Show the ages and grades of students to be served and number of students at each targeted school listed?
  - **The program will serve grades Kindergarten through 5<sup>th</sup> with ages ranging from five to ten. The program will target 10 students from K-1 and 30 students from grades 2-5.**

### (RFP 3.8) Program Evaluation

- Identify an independent evaluator and describe the required qualifications?
  - The program has selected Mc3 Consulting Inc. for the evaluator.
  - Ideally, the evaluation plan begins in August, prior to Fall programs with a meeting between Program Manager and Independent Evaluator to review of the assessments and curriculum that will be used. This is followed by the collection of accurate baseline data that is overseen by the Program Manager. Once program services begin, all required formative and summative reports are compiled and submitted according to 21<sup>st</sup> CCLC guidelines monthly and quarterly as determined by 21<sup>st</sup> CCLC guidelines. In January, mid-year reporting takes place followed by year end reporting in late July. Teachers and Program Coordinators collect quantitative and qualitative information daily and submit it to the Program Manager weekly.
  - The collected data informs program decision making and is continuously submitted to the data entry staff for input into the agency-wide NewOrg secured database and the 21<sup>st</sup> CCLC reporting portal. There is a process in place to ensure accurate data is collected, maintained and reported info relies on OYC affiliated access to school records for students the agency serves that is entered into the agency's robust NewOrg database. Program Coordinators are responsible for collecting and submitting and inputting data into NewOrg including school data, program attendance data, survey data, assessment data. All data collected is available to the staff via the agency's NewOrg database and embedded in monthly and quarterly 21<sup>st</sup> CCLC reports to monitor formative and summative student progress.

### **3.8.c Examining Impact:**

- The Program Manager provides weekly update to the Director of Program Operations who reports pertinent issues to during weekly agency Management Team Meetings to identify and respond to rising issues in a timely manner. Information from the quarterly reviews are also reported during weekly Management team meetings and to 21<sup>st</sup> CCLC staff, parents and students.

Evaluation is based on eight performance objectives for students in grades K-5 and includes: English-Language Arts, Mathematics, Science, third grade promotion, Social Emotional Learning, Behavior and Problem Solving, Family Literacy, and Arts & Culture.

### 3.8.e Sharing Data

- All data collected is available to the staff via the agency's NewOrg database and embedded in monthly and quarterly reports. Additionally, program outcomes and updates are shared in social media posts on multiple platforms and the monthly e-Newsletter. The 21<sup>st</sup> CCLC website page provides public access to pertinent data and reports. Data updates are also provided to 21<sup>st</sup> CCLC Advisory group, to families during monthly family meetings or upon request from the 21<sup>st</sup> CCLC program staff.