



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



## 2022-2023 Scope of Work

**Agency Name: Florida International University**

**Project Number: 131-2443B-3C001**

**Program Name: ACCESS**

### Section 1: Project Abstract/Summary

Florida International University operates the FIU After-School All-Stars Project ACCESS at 7525 Coral Way, Miami, 33155 at the West Miami After-School All-Stars Community Learning Center. 80 students are provided programming during the school year from 3:55pm to 6:10pm Monday-Friday beginning August 22nd, 2022 to June 1st, 2023 and summer from 9am to 5pm, Monday-Friday beginning June 12th, 2023 to July 29th, 2023. Program activities include academic enrichment; science, technology, engineering and math (STEM); cultural programs; drug and violence prevention; and health and active lifestyle programs.

Florida International University operates the FIU After-School All-Stars Project ACCESS at 11700 SW 216th Street, Miami, 33170 at the A.P Mays After-School All-Stars Community Learning Center. 71 students are provided programming during the school year from 2:30pm to 5:30pm Monday-Friday beginning August 22nd, 2022 to June 1st, 2023 and summer from 9am to 5pm, Monday-Friday beginning June 12th, 2023 to July 29th, 2023. Program activities include academic enrichment; science, technology, engineering and math (STEM); cultural programs; drug and violence prevention; and health and active lifestyle programs

### Section 2. Site Level Funding Eligibility

See FRG in attachments.

### Section 3: Applicant Capacity

	Number of Years	Dates of Operation
21st CCLC	6-9	8/2014 to present
Federal Funding	0-3	n/a for After-school Services
Other Types	6-9	8/2014 to present

Florida International University and its program partners have a wealth of prior experience and success providing educational programs that complement and enhance the proposed target students' academic performance, achievement, and development. Since 2014, FIU, in



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partnership with After-School All-Stars (ASAS) and Miami Dade County Public Schools (M-DCPS), has been the predominant provider of free out-of-school programs in M-DCPS' middle schools serving over 21,000 students after school. FIU began receiving 21st CCLC funds in 2014 after the College of Arts, Sciences and Education absorbed the program team of the South Florida chapter of After-School All-Stars, who had previously managed 21st CCLC awards since 2003. Additionally, FIU, being a major public education and research university, has a large number of federal grants and subgrants. The university has all the required policies, procedures and associated systems in place to adhere to the Uniform Guidance required of programs who are managing public funds. Additionally, there is an entire department, the Office of Research and Economic Development, assigned to work with grant managers and internal accounting systems designed to make sure funds are properly managed.

The After-School All-Stars South Florida Board of Directors also provides oversight of the FIU-based program. This volunteer Board does not have any vested financial interest in program operations but is present to provide guidance and, in some cases, funding for operations not able to be covered by 21st CCLC funds.

The leadership for this FIU After-School All-Stars project comes from its team consisting of the Executive Director and Senior Director of Programs who combined have more than 30 years of experience in managing afterschool programs including operations, curriculum, lesson plans, monitoring, professional development and public funding. Additionally, the FIU-ASAS has 8 years of experience offering after-school programs funded by The Children's Trust, a dedicated source of revenue derived from Miami-Dade property taxes, established by voter referendum in 2002.

Through M-DCPS' Middle School Enrichment Program, each site has a program manager to collaborate with the FIU-ASAS program. These managers have had extensive experience in working with 21st CCLC requirements as well as with socioeconomically disadvantaged, middle school populations at risk of academic failure or struggling academically or behaviorally. They are well versed in the various instructional approaches and serve as a direct line to enhance communication with the regular school day staff and the FIU-ASAS 21st CCLC team. This collaboration helps the program obtain various forms of data on students and families, in addition to what is collected in afterschool, to help adjust programming, drive student outcomes or provide needed resources.

During the 2021-2022 school year, FIU-ASAS operated 19 middle school afterschool programs throughout M-DCPS, most of which were 21st CCLC funded. One of the identified sites within Project ACCESS, West Miami Middle, is also former FIU-ASAS and 21st CCLC program site.

Lastly, in February 2020, a 21st CCLC Comprehensive Technical Assistance Visit was conducted, where all documents were reviewed as a site visit conducted. There were no findings and the reviewer shared that it was the best program she had reviewed all year. FIU- After-School All-Stars has consistently demonstrated substantial experience in operating efficient afterschool

programs that are highly effective at impacting student academic achievement and personal growth.

### **Section 4: Building Your Program Team**

Establishing a diverse program team is key to having a successful program. The FIU-ASAS program has been intentional in creating a strong core team to help develop the program. The members are needed to engage stakeholders, determine program needs, be involved in the design and implementation of activities, discuss potential changes due to program data and plan for sustainability.

In addition to the FIU- ASAS Executive Director and Program Director, the program team for Project ACCESS is as follows:

Arthur & Polly Mays Conservatory of the Arts school administrator, Robert Morales was key in developing program hours, sharing initial school needs and providing access to survey school's students, teachers and community stakeholders.

West Miami Middle School Principal, Dr. Amaris Leal, was key in developing program hours, sharing initial school needs and providing access to survey school's students, teachers and community stakeholders.

Miami-Dade County Public Schools has a Board policy where school staff cannot sign any agreements or letters of support. Only the Superintendent has the authority to do so and verifies the information with school administration before proceeding. The M-DCPS Superintendent has provided approval which also serves as the Program Team commitment letter for M-DCPS employees. The letter and policy information are attached.

Eunice Soto, Program Specialist for Miami-Dade County Public Schools' Middle School Enrichment Program (MSE) helps manage funding and additional resources for each program site, organizes snack in-kind for students, and facilitates the affiliating agreement process to allow programs to be on school campuses at no cost.

The South Florida After-School All-Stars (SFASAS) Board had committed to send representation for the Program Team. Their main purpose is to support program needs unable to be funded by 21st CCLC in addition to sustainability planning.

AP Mays parent, Bridgett Milligan, will be integral as she is the designated representative for the program. She is the President of the school's PTSA and is well aware of needs of the students, teachers and community.

West Miami Middle parent, Edyth Lopez will be integral as she is the designated representative for the program. She is a very engaged parent, of a 7th grade student, who is involved in the activities that occur during the school day as well as after school.



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Dr. Laura Dinehart, Dean of the School of Education and Human Development in the College of Arts, Sciences & Education at Florida International University is an integral part of the Program Team as she has access to and awareness of the potential partnerships that can be utilized from the college to aid and assist with the needs of students and families. She has also connected the FIU-ASAS program to opportunities to collaborate with specific professors who can provide college student volunteers for the program, among other things. Dr.

Dinehart is able to inform and leverage relationships across the university that have to potential to positively impact the populations identified in this application.

See Letters of Commitment Upload attachment.

### **Section 5: Engaging Stakeholders**

In order to develop an effective 21st CCLC program within a community, key stakeholders must be engaged through meetings and surveys to make sure the direction of the program is focused on the actual needs of the population. For this project, the Program Team members engage school administrators, teachers, parents and students. Additionally, FIU-ASAS reached out to the Miami-Dade County Department of Juvenile Services to obtain data as well as learn about trends and cases in the area.

School administrators who are not part of the program team and the teachers of the school will be engaged to provide feedback at the school's monthly faculty meetings. 18 of the 35 teachers at West Miami and 19 of the 33 teachers at AP Mays took part in the needs assessment survey for the program, exceeding the 20% requirement of the RFP. This group of stakeholders have a primary interest in academic supports and new enrichment services.

Students and parents make up another part of the community stakeholders who are vital to successful operation of the program. West Miami has a current enrollment of 661 students. 149 of their students and 14 parents filled out a needs assessment survey for the FIU-ASAS program. Of the 526 students at AP Mays, 265 filled out the survey. This exceeds the minimum requirement of 10% of the school population for both sites.

Parents will be further engaged through 5 education nights, school open houses, quarterly program updates and through the schools' EdConnect phone systems. Students will be engaged by the student members of the Program Team so they can report what their peers perceive as the positive and negative aspects of the program during monthly group sessions.

The FIU-ASAS Executive Director has been in communication with Miami-Dade County Department of Juvenile Services (DJS) to gather data and to have on-going conversations about possible students who may need additional help before getting into a difficult situation with the penal system. There have been a combined 25 arrests with 41 charges last year for juveniles within these communities. The goal is to try to continue to reduce this number, primarily by

providing programs to keep kids from being participants or victims of juvenile crime during the after school hours as well as working with DJS for special cases.

### **Section 6: Assessing Program Needs**

From spring of 2022, the multidisciplinary program team which included FIU, South Florida After-School All-Stars, M-DCPS Middle School Enrichment Program, the 2 individual school site principals and their selected administration determined the need for Project ACCESS by gathering and analyzing data from sources including: U.S. Census Bureau information; Florida educational attainment data; local juvenile crime statistics, student performance data; and a survey of the parents, students and teachers affiliated with each school site. The local private schools that serve middle school students were also contacted through phone calls and certified mail to help determine the need of the program for their populations, to which they declined.

Information about service gaps in the area was gathered from feedback solicited from students, parents and community partners. The purpose of the needs assessment process was to identify and prioritize student and family needs (e.g., student achievement, family literacy or support needs, other student needs) and provide the basis for developing a comprehensive, community-driven afterschool 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. Additionally, the known parents/guardians of current and potential students of the target sites each received a phone call communicating about the intent to apply for the Nita M. Lowey 21st CCLC Statewide RFP, a program description and a method to ask questions.

Project ACCESS proposes to serve two (2) high-need, high-minority, Title 1 Miami-Dade County schools: Arthur and Polly Mays Conservatory of the Arts (AP Mays) and West Miami Middle School. During the 2021-22 school year, West Miami had an FIU-ASAS after school program through 21st CCLC that was in its final year. AP Mays had a fee-based aftercare program with very little participation and a 1-hour Middle School Enrichment tutoring program during testing periods for a small group.

Many students from these schools are located in high-need, resource-poor communities. They also are similar in that they serve communities characterized by high levels of under employment, while providing far too few opportunities for low-income youth to access structured academic and enrichment programming with positive adult role models. The need for afterschool programming in these communities is great. According to the Afterschool Alliance (2021) Unmet demand for afterschool programs among parents of students in middle school (6th, 7th and 8th grades) has risen sharply, even as satisfaction with programs has reached a new high. For every middle schooler in an afterschool program today, three more are waiting to get in, according to the America After 3PM 2020 survey they commissioned. One of the primary barriers for families is cost. Florida Department of Education Accountability Reports in 2021 share that 84.2% of students at AP Mays and 88.7% of students at West Miami are classified as

economically disadvantaged. Furthermore, the 2019 City-Data.com Zip Code report for AP Mays (33170) and West Miami (33155) share that 22.6% and 11.5% of adults in these communities, respectively, have less than a high school education, with the state rate currently at 11.5%. Both of the Title I schools demonstrate the critical need for academic and enrichment support activities. The 2021 Proficiency rates from AP Mays and West Miami are:

- 54.1% and 43.0% in English Language Arts (ELA)
- 36.9% and 24.3% in Mathematics
- 63.3% and 37.6% in Science

Both sites have also been identified by the Florida Department of Education as Targeted for Support and Improvement (TS&I) based on the classifications being rolled over from the previous year. Current data would actually have West Miami Middle classified for Comprehensive Support and Improvement (CS&I) due to the overall index being below 40% to include every subgroup in the school. AP Mays, under TS&I, has the “Students with Disabilities” subgroup below the federal index achievement level. The subgroup shows only 27.3% proficiency in ELA, 14.3% proficiency in math and 27.8% proficiency in science.

Ultimately, these data sets show that students at the targeted schools are struggling academically and currently fall far short of the goal of having 90% of students grade level proficient as the Florida Strategic Initiatives indicate.

The targeted schools for both centers are in minority-based communities. AP Mays, which has 33 teachers, has a 526-student population that is 55.1% Hispanic, 36.5% Black and 5.9% White. West Miami’s 661 student population, being served by 35 teachers, is 95.9% Hispanic, 2.5% White and 1.5% Black. Additionally, AP Mays and West Miami have 11.6% and 20.3% students with disabilities as well as 4.4% and 15.3% students classified as current English Language Learners (ELL). The subgroups within the schools have different levels of achieving learning gains in ELA and math:

### AP Mays ELA - Students Achieving Learning Gains and Lowest 25% of Students Achieving Learning Gains

- Total Students 50.1% and 38.0%
- Economically Disadvantaged 48.9% and 36.4%
- ELL 47.9% and 44.8%
- Students with Disabilities 40.5% and 34.8%
- Black 41.8% and 28.9%
- Hispanic 52.9% and 41.4%
- White 66.7% and no figure for lowest 25%.

### AP Mays Math- Students Achieving Learning Gains and Lowest 25% of Students Achieving

- Total Students 27.2% and 18.8%
- Economically Disadvantaged 24.2% and 17.0%
- ELL 22.9% and 16.7%
- Students with Disabilities 17.9% and 13.0%
- Black 21.7% and 17.8%
- Hispanic 30.3% and 19.1%
- White 44.0% and no figure for lowest 25%.

### West Miami ELA - Students Achieving Learning Gains and Lowest 25% of Students Achieving

- Total Students 39.9% and 43.5%
- Economically Disadvantaged 39.0% and 43.7%
- ELL 40.4% and 45.1%
- Students with Disabilities 20.2% and 18.0%
- Black no figures reported
- Hispanic 40.2% and 44.1%
- White 30.0% and no figure for lowest 25%.

### West Miami Math - Students Achieving Learning Gains and Lowest 25% of Students Achieving

- Total Students 16.4% and 22.6%
- Economically Disadvantaged 14.9% and 22.5%
- ELL 15.1% and 24.0%
- Students with Disabilities 11.9% and 18.8%
- Black no figures reported
- Hispanic 16.3% and 23.3%
- White 10.0% and no figure for lowest 25%.

Both locations show either roughly half or less than half of their student populations achieving learning gains in English Language Arts with mathematics achievement hovering between 27% and 16%.

Additionally, there are significant drops pertaining to students with disabilities in all categories. The lowest performing students at AP Mays have the lowest level of improvement. Conversely, West Miami's lowest level students are improving at a rate higher than the entire population in almost every category. The school administration from both locations communicated the specific want and need for additional math instruction on an individual student level within the after-school program.

The locations have had success in middle school acceleration with 43 students (35 economically disadvantaged) and 61 students (44 economically disadvantaged) achieving high school credits at AP Mays and West Miami, respectfully. Additionally, West Miami, with a high ELL population, had 16 acceleration students.

In order for students to gain access to education, teachers and school resources, they need to be in school. The administration from both locations have asked for engaging activities after school to encourage more students to attend the regular school day, since the schools are also the learning centers. AP Mays had 208 students and West Miami had 146 students who were chronically absent during the 2020-2021 school year. The numbers represent a large portion of their populations. West Miami also reported 20 suspensions with 11 of them going to students with disabilities. AP Mays did not report any suspensions.

The program development team also conducted a survey of stakeholders and school faculty in Spring 2022 about the specific wants and needs of the identified schools and students. They were asked to identify and rank their specific needs of the after school program in order of importance.

The AP Mays surveys specifically reported:

1. Administration – Math, Social Emotional Learning (SEL), Sports, STEM activities
2. Students – Cooking and Nutrition, Sports, Music, Art
3. Teachers – Homework, SEL, Sports, STEM

West Miami Middle specifically reported:

1. Administration – Math, STEM, Physical & Emotional Health
2. Students – Sports, Cooking & Nutrition, Music
3. Parents – Sports, Art, Homework, Tie - (Cooking, Music, SEL)
4. Teachers – Sports, SEL, Homework

Additionally, the parents shared on their education needs with the priorities being more educational information (i.e. school choice and parent portals), social media, cyberbullying and social emotional learning.

There many consistencies among their prioritized requests. It it also noted that since AP Mays is a school that focuses on the arts, previous administration eliminated all aspects of sport from the school. The new administration, staff and students all want to bring it back.

The school themselves are a huge asset in terms of providing a safe space, a familiar place and nurturing environment where the program can take place, at no charge. There are many teachers who do not have the opportunity to teach the electives during the school day that are vital to building character and expanding the minds of our youth that can be assets to the



program. Social-emotional learning programs are needed to make an impact on these students and their achievement. A study published in the Journal of Child Development explains that SEL programs increase prosocial behaviors, reduce conduct issues, reduce internalizing problems and improve academic performance on tests and grades (Durlak et al., 2011). The need for SEL is evident for this program based upon the age bracket the program serves, achievement levels, and stakeholder feedback. Miami-Dade County Public Schools has mandated SEL programs in schools and training of all teaching staff. However, the schools and stakeholders are still requesting help in this area. Their focus has been on instructing positive decision making. To avoid duplication, it was decided that the after-school approach for this adolescent age group would be centered on students finding meaning and purpose while sharing their own stories. Additionally, practical application of skills being learned would be ingrained within the elective components, especially in sports and the arts. Any gaps in services can be contracted to community non-profits that FIU-ASAS has had a history of working with for program in the arts, STEM, cooking, nutrition and various parent workshops.

In surveying the teachers about the individual schools as well as community, the need for food was quite evident. The free after school meals the program will provide can go a long way in providing food for hungry students, especially those who are economically disadvantaged.

The last vital need reported by school administration is student transportation to their homes, as most parents will not be available to pick up their children.

Along with the statistical data, utilizing this direct feedback from the school administration and population has been a vital tool in establishing the specific needs to frame the program.

### **Section 7: Intentionally Designing Activities**

See attachments.

FIU-ASAS programs have been historically comprehensive in nature, using resources to help youth academically as well as in life. Recognizing that all students come to learning with different needs, Florida Certified Teachers administer academic enrichment components, which provide homework help and utilizes the i-Ready Program. This program is specifically designed with different age groups and ability levels in mind.

Through the partnership with M-DCPS, the FIU-ASAS program will have free access to the electronic software, with all progress automatically reported to the day school teachers of the participants. All of the students have an out of school i-Ready requirement but since the program is only accessible electronically, there are barriers for certain students once the school day ends. As the schools have agreed to provide FIU-ASAS access to their labs, this will provide the opportunity for all children to participate. i-Ready supports diverse populations and its adaptive diagnostic tools pinpoints students' needs down to the sub-skill level which will specifically help the underperforming children identified in the needs assessment. Supporting the academic based objectives, i-Ready provides a personalized instructional path supported by

an interactive and fun approach to learning with comprehensive lessons being standards-based. Each lesson addresses the Content and Skills Standards for the core subjects of English language arts and math. Supported with certified teacher-led instruction, this program addresses different learning styles and extends learning time to help support the academic goals of the project and the school. The Human Resources Research Organization (HumRRO) and Century Analytics conducted a research study to examine the impact of i-Ready Personalized Instruction on reading and mathematics achievement for striving learners (i.e., students who placed Two or More Grade Levels Below in the fall). Using a quasi-experimental design study and data from the 2018–2019 school year, HumRRO and Century Analytics demonstrated that striving learners who used i-Ready as recommended performed better than striving learners who did not use i-Ready. In addition, the research shows that Black and Latino students who used i-Ready as recommended experienced significantly greater gains in student achievement compared to Black and Latino students who did not use i-Ready. The design of this research study meets the Every Student Succeeds Act (ESSA) Level/Tier 2 criteria for Moderate Evidence. The results from this study demonstrate that i-Ready instruction is effective in improving striving learners' reading and mathematics achievement, which provides evidence that i-Ready can be used as effective instruction with students who have unfinished learning (Curriculum Associates Research Brief 2021).

Academic Enrichment will be offered daily for a minimum of 55 minutes as well as 90 minutes in the summer. Additionally, opportunities for further assistance each day will be provided, if needed. FIU-ASAS will also recruit college students to assist teachers in providing homework assistance to increase the percentage of students performing on grade level and completing their homework. These teacher assistants will receive an overview and instruction from certified teachers, site coordinators and the Project Director before working with students. If students have completed their homework early, or it is verified they do not have any, more time will be allocated to i-Ready or individual instruction.

FIU will also implement a hands-on STEM components with a specific emphasis on the ClassVR program. ClassVR is a versatile platform using the power of virtual and augmented reality for education and training from the classroom to the boardroom. The education portal has over 500 lessons in various science subjects and topics to help enhance student engagement and knowledge. Devon Allcoat and Adrian von Mühlhnen conducted a research study, "Learning in virtual reality: Effects on performance emotion and engagement, where 99 participants were assigned to either textbook learning, passive video learning or virtual reality learning. This randomized, experimental study had no attrition, and therefore meets the criteria of Tier -1 Strong Evidence standards. As indicated in the 2018 journal *Research in Learning Technology* - Volume 26, the learning materials used the same text and 3D model for all conditions. Each participant was given a knowledge test before and after learning. Participants in the traditional and VR conditions had improved overall performance compared to those in the video condition.

Participants in the VR condition also showed better performance for ‘remembering’ than those in the traditional and the video conditions.

Emotion self-ratings before and after the learning phase showed an increase in positive emotions and a decrease in negative emotions for the VR condition. Conversely, there was a decrease in positive emotions in both the traditional and video conditions. The web-based learning tools evaluation scale also found that participants in the VR condition reported higher engagement than those in the other conditions. Overall, VR displayed an improved learning experience when compared to traditional and video learning methods.

ClassVR brings affordable, innovative Virtual Reality lessons and experiences to students of all ages. It comes complete with hardware, software, curriculum-linked activities and lesson plans, equipping teachers with everything they need to introduce this cutting edge technology straight into the classroom. Each lesson will leave pupils with memories and experiences which help to visualize and understand even the most complex of school subjects. Additionally, creative hands-on STEM activities will be used to supplement the virtual experiences and lessons. This component will be offered 60 minutes a week for all students for 18 weeks to address the hands-on STEM and science education needs. STEM courses will also be offered for 90 minutes a day during the summer program.

To address the social -emotional learning needs of the program population without duplicating the existing programs already being offered in the schools, FIU ASAS will provide the Stanford University developed Wayfinder Purpose Curriculum, which focuses on a method of social-emotional learning proven to be most relevant to adolescent students. This is done by engaging students in deep reflection about self and community, and scaffolds students’ as they take purposeful action to make a positive contribution in the world.

In a randomized study conducted for a Wayfinder evaluation, Wayfinder program students scored higher than the control group on all 7 constructs: Purpose, Identity Expression, Social Awareness, Cultural Awareness, Belonging, Engagement and Emotional Regulation. The first four improvement categories were statistically significant and was less than a 1.5% attrition rate in this experimental study which would qualify it for Tier 1- Strong Evidence status (Heather Malin, 2022). This SEL component is to be offered an hour each week for 18 weeks during the school year.

Allowing students to have a voice and a choice in their education empowers learning and creates a sense of ownership and responsibility. As part of incorporating student voice and choice within programming, students can elect to participate in Fit Club and Arts Club enrichment activities each 9 weeks. Fit Club is a recreational-based component that is comprised of inclusive activities to promote participation from all students, intrinsic practical application of character education, as well as to help students become more fit and healthy. Activities include, dancing, aerobics, Zumba, yoga, martial arts, nutrition, hygiene, adaptive sports, and conventional sports skill

building. Fit Club activities are centered on building respect, self-control, cardiovascular fitness and discipline.

Arts Club, based upon specific activities identified in the needs survey, includes skill building activities that link academics to interests or potential careers as well as SEL. The activities vary by center and include theatre, media arts, music, dance, visual art and culinary arts which is a hybrid program with Fit Club.

The Arts Club enrichment activities are offered for 60 minutes a day, and a minimum of 4 days a week in afterschool. Fit Club is offered for 45 minutes each day at AP Mays and 60-minute sessions at West Miami. Students are required to participate in at least 2 sessions from each club every week when not in a STEM course. These sessions are also scheduled for 90 minutes a day during summer camp.

One day each week during summer camp is FIU Explore Day. Students will go to the community to learn about various careers, college programs and innovative projects.

During the summer, transportation will be provided between the feeder pattern elementary schools and the host school sites. Travel to the site is not necessary for afterschool, as each school is the actual site of programming ensuring safe accessibility to the program's services. All Bus transportation will be provided by M-DCPS Department of Transportation or approved M-DCPS Transportation vendor including from the proposed school sites to the closest corner of the participants' homes for after school.

During the first month of programming, the centers will gather the information from parent acknowledgement forms to review the best times to provide parent literacy workshops. It is recognized most parents and family members are not available during the afterschool hours and many have other conflicts in the evenings, which is why finding the best available time and method to provide services is paramount. The plan to promote further parent involvement will be aligned with student activities, school, and community needs. The parent courses will be offered at least 5 times per year and be aligned with the subjects reported in the needs assessment. The activities will last approximately an hour with a preference of in-person meetings rather than virtual, pending additional parent feedback.

### Recruitment

Project ACCESS will be open to all students at the site, including those 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 (identified by disciplinary/attendance records); 4) or in a TS&I subgroup. When warranted, the program will make accommodations based upon student Individualized Education Programs (IEP) that are provided by the district.

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 supported and be provided with services that improve literacy and support a ‘whole family’ approach to child education and positive youth development.

Project ACCESS will be promoted to students via: 1) each school’s website; 2) take-home bulletin; 3) during homeroom and school assemblies; 4) phone calls to parents; 5) social media (e.g., Facebook, Twitter); 6) teacher referrals; 7) open houses; 8); student-to-student recruitment; and 9) signage on the school campuses. Outreach will begin immediately upon notification of award and carried out monthly throughout the project period, as needed. Parents and community partners will receive quarterly project updates that provide general information about the program that will be distributed via: 1) take-home reports; 2) email; and 3) social media. Teachers and counselors will recommend students for participation based on test results, report cards, behavioral records, need for a safe space and parental request.

To ensure that students remain engaged long term and fully participate, Project ACCESS is founded upon evidence-based approaches and best practices. The US Department of Education states that successful afterschool programs (<http://www.ed.gov/pubs/parents/SafeSmart/>) should:

- Ensure that academic-linked activities are fun and engaging: Academic-linked activities will utilize student-centered teaching methods that shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges and learn the course material in the context of addressing the challenges.
- Provide a range of activities that students enjoy: All activities have been selected based in part on student input. Academic enrichment and support activities have been designed to be not only educational and engaging, but enjoyable too. Career-focused programs and electives will include hands- on, real-world activities that students enjoy.
- Reflect a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day: Regularly scheduled collaborative meetings between Project ACCESS teachers and regular daytime classroom teachers will ensure effective linkage between the afterschool curriculum and regular classroom curriculum.

- Reach out to the families of children in the program, keeping them informed of their children's activities and providing opportunities to volunteer: Parents will be invited to serve as program volunteers, serving as mentors or facilitating Career Day activities. Parents will receive quarterly updates about their children's progress. In addition, Project ACCESS includes parental involvement activities as well as services that support parents and positive development of their children.

Since this project serves older youth, program participants have a voice and choice in regards to which enrichment activities they participate in, outside of the core programs. This will greatly help with retention as students will not feel forced into classes but rather feel empowered to make choices for their program.

Lastly, the recruitment and retention of parents is vital as well. The parent handbook each guardian signs indicates the parent education activity requirement. Additionally, at open house and registration events, parents will be surveyed to make sure that the offerings remain in line with their needs as well as availability. Parent education activities may also be available virtually on an as needed basis to cater to the difficult schedules many of our families have.

### Partners

Project ACCESS includes four vital partners for program operation who have provided support letters for this initiative. The ASAS National Office will commit to provide operational support, professional development, peer-to-peer trainings between program cities, staff trainings, curriculum development, marketing, quality assurance tools, management assistance, and infrastructure support. This partnership is an integral component needed to develop, implement, sustain, and evaluate the operation of the 21st CCLC program. They will also assist FIU in meeting professional development and general operation needs for the afterschool program initiative. The partner will provide FIU-ASAS with in-kind reports to track and maintain documentation of contributions. The partnership will be maintained by monthly calls with the National administrative team as well as participation in professional development activities.

The partnership with Miami-Dade County Public Schools (M-DCPS) and especially its Middle School Enrichment Program (MSE) is essential to successful operation. This partnership is used in developing, implementing, sustaining, and evaluating the 21st CCLC program. The M-DCPS Superintendent grants access for the program to occur within the school system. M-DCPS site principals grant FIU-ASAS free use of facilities including secure and suitably equipped classroom space. Our District partners have also committed the availability of individual student records to monitor objectives and provide statewide evaluation data. MSE provides administrative support, program audits and program managers at each site to be the primary school representative during the afterschool hours. Another benefit provided by this partnership is the USDA afterschool and summer food service from which meals will be provided to our students at no cost. Contributions will be documented with in-kind letters. The partnership with M- DCPS will

be maintained through a district liaison, 21st CCLC Program Team Meetings and monthly site meetings.

South Florida After-School All-Stars provides support for expenses not able to be covered by 21st CCLC and for supporting a Youth Advisory Board among all FIU-ASAS program schools. They will fund monthly meetings for this group, outside of program hours, for leadership development and program feedback, making sure students have a continuous voice in what is happening in the program while preparing their successors as they advance out of middle school. They will also meet with the Board Members of the organization. This partnership will be maintained by scheduled monthly calls and meetings.

The final major partner, the Miami HEAT, provides programs to the individual school sites ranging from anti-bullying to career exploration in sports. These programs have been implemented in the past by on- site program visits by their Jr. HEAT division as well as live virtual career exploration webinars. The partnership will be maintained by scheduled monthly calls and meetings.

### Works Cited

Allcoat, Devon, and Adrian von Muhlenen. View of Learning in Virtual Reality: Effects on Performance, Emotion and Engagement. *Research In Learning Technology*, Vol 26, 2018, [https://journal.alt.ac.uk/index.php/rlt/article/view/2140/pdf\\_1](https://journal.alt.ac.uk/index.php/rlt/article/view/2140/pdf_1). Web. 3 May, 2022.

Durlak, Joseph A., et al. "The Impact of Enhancing Students ... - Wiley Online Library." *Society for Research in Child Development, Journal of Child Development*, Vol 82, Issue 1, 2011, <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8624.2010.01564.x>. Web. 1 May, 2022.

Malin, Heather. "Wayfinder Purpose Curriculum Evaluation Report." *Wayfinder*, 17 Mar. 2022.

Randel, Bruce, et al. "Impact Evaluation of Mathematics I-Ready for Striving Learners." *Human Resources Research Organization (HumRRO)*, 1 Dec. 2020, <https://files.eric.ed.gov/fulltext/ED610444.pdf>. Web. 2 May, 2022.

Randel, Bruce, et al. *Impact Evaluation of Reading "I-Ready" for Striving Learners Using 2018-19 Data*.

See attachment.

### **Section 8: Recruiting and Retaining High Quality Staff**

Each program center will be continually staffed by skilled, qualified and well-trained professionals. All Project ACCESS teachers must be current M-DCPS employees in good standing and have written approval from the school Principal or designee in order to work in the

afterschool program. The principals promote the FIU-ASAS positions within the host sites which provides the program a number of Certified teachers in various subjects. As a condition of FIU-ASAS employment, all grant-funded workers, including contractors, subcontractors, college students and regular volunteers (adults who have contact with centers more than one time) will be required to undergo a comprehensive local, state and national criminal background and sexual offender registry check (including fingerprints). FIU will also verify qualifications and conduct an extensive interview process in accordance with university procedures for the Project Director position if a recommendation of funding notification is given, in order to have someone able to fill the position by the award date.

Qualified personnel for Project ACCESS will be trained by the FIU ASAS Senior Program Director, Executive Director and an MSE Leader. The Project Director will have a minimum of a Bachelor's Degree with 4 years of experience working with children. They will be responsible for ensuring that Project ACCESS activities are carried out on time, as specified and within the approved budget. Additionally, the Project Director will be responsible for managing and implementing the educational program described in the approved application to ensure that FIU meets its responsibilities to FDOE under the grant agreement in a timely manner.

The Program Coordinator is a vital position within FIU that is necessary for processing purchases, invoicing, budget access and all other grant related monetary transactions and systems. They must have participated and passed specific internal FIU trainings for their role. Approximately, 20% of their time is needed for this project.

The staffing plan for the sites are as follows:

-2 Site Coordinators (1 per center), who coordinate 21st CCLC implementation at site and ensures safety of students, designated activities, as well as ensures effective communication between 21st CCLC afterschool staff and regular classroom teachers. They serve as the primary collaborative liaison and report to the Project Director. The position holder will work with an afterschool Program Manager recommended by the School Principal and paid for by MSE. The position holder will have a minimum of a bachelor's degree.

-2 Community Involvement Specialists (1 per center) must be a school district employees in good standing and usually serve as the community involvement specialist in the regular day school.

-4 Security Monitors (2 per center), who monitor FIU-ASAS areas of the school site, parent verification and program sign-outs. Each center has 1 monitor each for afterschool and one additional for each summer camp. Position holder must be a school district staff member in good standing with facility keys. They usually serve as security in the regular day school.

-8 Component Leaders (4 for AP Mays, 4 for West Miami), who provide quality instruction and supervision to afterschool participants for all program activities. Positions may be job shared and those teaching academics must be a school district teacher in good standing.



Additionally, the Executive Director, will also serve as a collaboration liaison, by hosting meetings with school administration and site coordinators to continuously review needs, share updates, and review evolving community and program trends. He has over 17 years of experience managing 21st CCLC programs and will be responsible for managing the internal processes required for grant administration with Florida International University, committing no more than 8% of his time.

Professional development will be ongoing for all 21st CCLC staff, and will include: ASAS National Trainings, MSE/FIUASAS After-school Operational Trainings, SEL Trainings, ClassVR Trainings, Fit Club Trainings, Summer Program Trainings, CPR trainings, Leadership trainings 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 FIU-ASAS administrative staff, university professors in their specific specialties as related to selected elective components, 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 at minimum two 6-hour trainings and safety sessions for the school year and 1 additional session for the summer program staff. Monthly meetings 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 as well as serve as a conduit for training. The Project Director, Site Coordinators and Executive Director will attend one of two 3-day ASAS National professional development trainings (in-kind). Overall, 21st CCLC personnel will participate in at least 20 hours of professional development each year in addition to the mandatory 21st CCLC Conference to be attended by at least 2 staff including the Project Director.

See attachments.

### **Section 9: Implementing with Fidelity**

The mark of a successful after school program is consistent quality and services for students and families. To obtain this level of implementation fidelity, it starts with getting the team on the same page, with clear expectations, processes, periodic checks, and a process for change if needed. If funded, the first stage will be a pre-training with meeting with School Principals, MSE Program Manager, Project Director and Site Coordinators. The entire grant, site profile worksheet and schedule would be reviewed for clarity. The beginning of year staff training would occur a week later and the same messaging would be communicated to all program staff.

Throughout the year the fidelity of operations would be check through a variety of systems. The first is the FIU-ASAS site visit assessment tool which is filled out weekly by the Site Coordinator and separately by the Project Director during his weekly visit for comparison. The MSE Program Manager will also take part in the review. The purpose is not to micromanage staff but to provide support, assistance and guidance when needed. Any contracted service providers for arts enrichment services will also have component leaders in the classroom for classroom

management and fidelity overview. Once per quarter a school district based MSE employee visits all sites to review the snack invoices as they commit to pay for any overages.

Programmatic fidelity is just as important and operational fidelity. Therefore, data points including school progress reports, conduct records, i-ready progress and communication with the regular school day about homework completion are conducted quarterly to assess impacts. Monthly meetings outside of program time takes place including all site staff to recap the month and discuss possible programmatic changes to revise, adapt or eliminate ineffective programming based upon data, if warranted. The Executive Director, Project Director and Site coordinator will seek out alternatives to programming to present to the team if the scenario arises. Major changes will be presented to the Program Team for review implementation.

### **Section 10: Project Budget**

See attachment.

### **Section 11: Plan for Sustainability**

FIU has a long history of working with school districts in South Florida and seeks to create stronger links with other institutions and partners. An important function is to continually seek external funding opportunities to sustain all FIU School of Education and Human Development programs, including After- School All-Stars. Miami-Dade County Public Schools' Middle School Enrichment Program (MSE) has continued to provide funding for the partnership program since its inception. FIU also provides a bridge between the 21st CCLC students and FIU faculty, staff and students. The South Florida After-School All- Stars (SFASAS) Board of Directors has also pledged significant support to help ensure the sustainability of this 21st CCLC project through a full-time resource development officer housed at FIU. As possibilities are explored, both entities will prioritize the sustainability of this initiative during and after the funding ends. The 21st CCLC Program Team is a key part of the sustainability plan and will formally meet in the Fall and Spring of each year at minimum. The proposed members will include, an M-DCPS MSE member, School Administration, Site coordinators, a SFASAS Board Member, a parent and student from each site, FIU faculty, the FIU-ASAS administration team and community partners. The collaboration of this group will continuously seek physical and networking resources that will play an integral role in the sustainability of Project ACCESS.

Priority Points

Completed: May 19, 2022

### **Priority Points Form**

#### **Priority 1**

Evidence that the proposal targets only high-need students and families?

Over 75% of the student body receives free/reduced price meals



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



### **Upload Priority 1 Evidence:**

See attachment.

### **Priority 2**

Evidence that the proposal involves a partnership targeting schools in Comprehensive Support & Improvement classification

### **Priority 3:**

Does this proposal serve students in high school?

No

### **Priority 4:**

Is this proposal submitted from an agency that will not have any continuation projects in the 2022-23 program year?

No

### **Priority 5**

Is this proposal submitted by an agency that has never operated a 21<sup>st</sup> CCLC program?

No

Agency Information

Completed: May 2, 2022

### **Form for "Agency Information"**

Agency Information Form

### **Agency Name**

Florida International University

### **Requested Funding Amount**

This amount should match the total funds requested in your DOE 100A, your funding request guide and your budget narrative.

\$500,000

## Cohort 20 (2022-23) RFP Scope of Work/Narrative Addendum

Agency Name: Florida International University

Project Number: 131-2443B-3C001

Program Name: Project ACCESS

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:*

### Section 1: Project Abstract/Summary

- Florida International University operates the FIU After-School All-Stars Project ACCESS at 7525 Coral Way, Miami, 33155 at the West Miami Middle After-School All-Stars Community Learning Center. 80 students in 6<sup>th</sup> – 8<sup>th</sup> grades are provided programming during the school year at the host school from 3:55pm to 6:10pm Monday-Friday beginning August 22<sup>nd</sup>, 2022 to June 1<sup>st</sup>, 2023 and summer from 9am to 5pm, Monday-Friday beginning June 12<sup>th</sup>, 2023 to July 28<sup>th</sup>, 2023. Program activities include academic enrichment; science, technology, engineering and math (STEM); cultural programs; drug and violence prevention; and health and active lifestyle programs. Services will also be offered to the adult family members of the students in the form of a minimum of 5 educational courses throughout the year to help support the family unit.

Florida International University operates the FIU After-School All-Stars Project ACCESS at 11700 SW 216<sup>th</sup> Street, Miami, 33170 at the ~~A.P. Mays~~ Arthur & Polly Mays Conservatory of the Arts After-School All-Stars Community Learning Center. 71 students in 6<sup>th</sup>-8<sup>th</sup> grades are provided programming during the school year at the host school from 2:30pm to 5:30pm Monday-Friday beginning August 22<sup>nd</sup>, 2022 to June 1<sup>st</sup>, 2023 and summer from 9am to 5pm, Monday-Friday beginning June 12<sup>th</sup>, 2023 to July 28<sup>th</sup>, 2023. Program activities include academic enrichment; science, technology, engineering and math (STEM); cultural programs; drug and violence prevention; and health and active lifestyle programs. Services will also be offered to the adult family members of the students in the form of a minimum of 5 educational courses throughout the year to help support the family unit.

### Section 4: Building Your Program Team

- Establishing a diverse program team is key to having a successful program. The FIU-ASAS program has been intentional in creating a strong core team of 9 people to help develop the program.

### Section 5: Engaging Stakeholders

- In order to develop an effective 21<sup>st</sup> CCLC program within a community, key stakeholders must be engaged through monthly site meetings, biannual advisory meetings and periodic surveys to make sure the direction of the program is focused on the actual needs of the population. Topics reviewed will include but not be limited to, transportation, academic achievement, recruitment, retention, school needs, program meals, curriculum and connectiveness. For this project, the Program Team members engage school administrators, teachers, parents and students.

### Section 9: Implementing with Fidelity

- The 21st CCLC program will utilize a qualified staff person by District policy to provide data support and entry services to support the evaluation of the program. These job duties will be the responsibility of the Project Director. They will enter all data as required by the FLDOE, including student registration and

enrollment information, program activities and staffing, student attendance and performance data, adult family member attendance at special events, and any other requirements of the grant. This person will also run reports for internal evaluation as needed by the 21st CCLC program.

Section 11: Plan for Sustainability

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	<u>Action</u>	<u>Process</u>	<u>Indicator</u>
<u>Year 1</u>	<u>Cultivate student, parent, teacher and school relationships</u>	<u>Engaging program and proactive open communication</u>	<u>Survey Results</u>
	<u>Build Representative Advisory Board</u>	<u>Obtain commitments and host meetings</u>	<u>Advisory Sign-in sheets</u>
	<u>Partnerships</u>	<u>Seek alignment with like-minded organizations</u>	<u>Contracts/Agreements</u>
	<u>Recognize Partners</u>	<u>Events, Flyers, Social Media and marketing</u>	<u>Partner Engagement Records</u>
	<u>Fulfill Program Requirements</u>	<u>Work with teachers, schools and 21st CCLC team</u>	<u>21st CCLC Deliverables</u>
<u>Year 2</u>	<u>Program Self- Assessment Advisory Meetings</u>	<u>Engage stakeholders in review of all aspects of programming, operations and sustainability</u>	<u>SWOT Analysis</u>
	<u>Increase Parent Involvement</u>	<u>Host at least 2 full meetings per year</u>	<u>Advisory Sign-in sheets</u>
	<u>Add at least 2 Partners</u>	<u>Increase local promotion and survey for parental needs</u>	<u>Parent flyers and sign in sheets</u>
	<u>Recognize Partners</u>	<u>Seek alignment with like-minded organizations with help of stakeholders</u>	<u>Contracts/Agreements</u>
	<u>Improve Student Outcomes</u>	<u>Events, Flyers, Social Media and marketing</u>	<u>Partner Engagement Records</u>
<u>Year 3</u>	<u>Program Self- Assessment Advisory Meetings</u>	<u>Work with teachers, schools and 21st CCLC team. Improve program outcomes.</u>	<u>21st CCLC Deliverables &amp; Evaluations</u>
	<u>Increase Parent Involvement</u>	<u>Engage stakeholders in review of all aspects of programming, operations and sustainability</u>	<u>SWOT Analysis</u>
	<u>Add at least 2 Partners</u>	<u>Host at least 2 full meetings per year</u>	<u>Advisory Sign-in sheets</u>
	<u>Recognize Partners</u>	<u>Increase local promotion and survey for parental needs</u>	<u>Parent flyers and sign in sheets</u>
		<u>Seek alignment with like-minded organizations with help of stakeholders</u>	<u>Contracts/Agreements</u>
	<u>Events, Flyers, Social Media and marketing</u>	<u>Partner Engagement Records</u>	

	<u>Partner Panel for Sustainability</u>	<u>Communicate/reiterate grant expiration dates and start action planning with existing partners</u>	<u>Meeting records</u>
	<u>Improve Student Outcomes</u>	<u>Work with teachers, schools and 21st CCLC team. Improve program outcomes.</u>	<u>21st CCLC Deliverables &amp; Evaluations</u>
<u>Year 4</u>	<u>Program Self- Assessment Advisory Meetings</u>	<u>Engage stakeholders in review of all aspects of programming, operations and sustainability</u>	<u>SWOT Analysis</u>
	<u>Increase Parent Involvement</u>	<u>Host at least 2 full meetings per year</u>	<u>Advisory Sign-in sheets</u>
	<u>Add at least 2 Partners</u>	<u>Increase local promotion and survey for parental needs</u>	<u>Parent flyers and sign in sheets</u>
	<u>Finalize Sustainability Partnerships</u>	<u>Seek alignment with like-minded organizations with help of stakeholders</u>	<u>Contracts/Agreements</u>
	<u>Recognize Partners</u>	<u>Map out and confirm resources for sustainability</u>	<u>Contracts/Agreements</u>
		<u>Events, Flyers, Social Media and marketing</u>	<u>Partner Engagement Records</u>
	<u>Improve Student Outcomes</u>	<u>Work with teachers, schools and 21st CCLC team. Improve program outcomes.</u>	<u>21st CCLC Deliverables &amp; Evaluations</u>

## Appendix A Continuing Improvement 2023-24

Agency Name: FIU After School All Stars Board of Trustees Project Number: 131-2444B-4C001  
Program Name: FIU After School All Stars Project Access

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*Reason(s) for the change:*

Dates of service update for the new school year.

This change includes:  Additions  ~~Deletions~~  Both

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*Narrative Language:*

### Section 1:

Florida International University operates the FIU After-School All-Stars Project ACCESS at 7525 Coral Way, Miami, 33155 at the West Miami After-School All-Stars Community Learning Center. 80 students are provided programming during the school year from 3:55pm to 6:10pm Monday-Friday beginning ~~August 22nd, 2022 to June 1st, 2023~~ August 17<sup>th</sup>, 2023 – May 24<sup>th</sup>, 2024 and summer from 9am to 5pm, Monday-Friday beginning ~~June 12th, 2023 to July 29th, 2023~~ June 10<sup>th</sup>, 2023 – July 26<sup>th</sup>, 2024.

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Underscore reflects additions to the previous narrative.

~~Cross out~~ reflects deletion of language in the previous narrative.

## Florida's Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Evaluation Plan

Objective Category	Objective Number	Domain	Required Objective	Required Measure
1. Academic Achievement	1.A.1	English Language Arts (ELA)	75% of students will show gains in ELA performance on the F.A.S.T.	ELA Florida Assessment of Student Thinking (F.A.S.T.) scores will be collected for all students participating in FAST.
	1.A.2	English Language Arts (ELA)	75% of students will show gains in ELA on an evidence-based progress monitoring system supported by the department's contractor	Regular progress monitoring data will be collected for students in <b>all grades</b> periodically
	1.A.3	English Language Arts (ELA)	75% of students will show improvement in ELA grades	<u>Student grades and progress reports</u> will be collected for <b>all students</b> during the school year each grading period
	1.B.1	Mathematics	75% of students will show improvement in Math performance on the F.A.S.T.	Math Florida Assessment of Student Thinking (F.A.S.T.) scores will be collected for all students participating in FAST.
	1.B.2	Mathematics	75% of students will show gains in mathematics on an evidence-based progress monitoring system supported by the department's contractor	Regular progress monitoring data will be collected for students in <b>all grades</b> periodically
	1.B.3	Mathematics	75% of students will show improvement in mathematic grades	<u>Student grades and progress reports</u> will be collected for <b>all students</b> during the school year each grading period
	1.C.	Grade Point Average (GPA)-Secondary Only	75% of students will improve their cumulative GPA by at least 0.1 point annually	GPA will be collected for <b>all students</b> who receive a GPA annually
	2. Dropout Prevention	2.A.	Attendance/Dropout Prevention	75% of students will improve their school day attendance annually
3. Behavior	3.A.	Behavior	75% of students will improve their behavior annually	Data report on in-school suspension and discipline referrals will be collected for <b>all students</b> monthly
4. Engagement/ Safe and Supportive Relationships	4.A.1	Engagement/Safe and Supportive Relationships	75% of students will increase their safe and supportive relationships with peers and adults annually	Stakeholder Surveys (day school teachers on engagement) will be collected for <b>all students</b> annually
	4.A.2	Engagement/Safe and Supportive Relationships	75% of students will increase their engagement in school annually	Stakeholder Surveys (day school teachers on engagement) will be collected for <b>all students</b> annually

