

Sections Points

1. Project Abstract/Summary 3

The **FIU After-School All-Stars (ASAS) OMEGA** Program, a 21st Century Community Learning Center (21st CCLC) Grant, is an innovative afterschool and summer program for high school students grade 9th -12th that implements exploration of Science, Technology, Engineering, Arts and Mathematics (STEAM) as the key element to improve personal and academic success. The program offers academic support through homework help and tutoring services as well as a comprehensive test preparation component. The program serves the students and families of North Miami Beach Senior and Miami Norland Senior High School.

For 150 days during the school year starting from the second week of school, 70 students from North Miami Beach Senior High and 55 students from Miami Norland Senior participate in an afterschool program (3 hours) during which teachers provide academic support and homework help and then deliver a grade-appropriate test preparation and personal enrichment curriculum. The program operates from Monday through Thursday from 2:30 PM to 5:30 PM at all the participating sites. During the 7 week (33 day) summer program, 80 students continue to receive these services on the Biscayne Bay campus of Florida International University (FIU) from 8:30 AM to 4:30 PM. The FIU College Impact program provides services to adult family members via impactful workshops facilitated by the Miami Dade County Public Schools (M-DCPS) Parent Academy.

2. Applicant's Experience and Capacity

Florida International University (FIU) is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. FIU is committed to high-quality teaching, state-of-the-art research, creative activities, and collaborative engagement with our

local and global communities. The vast reach and quality staff at FIU are essential to “big picture” planning for curriculum and instructional approaches. Additionally, FIU, a major public education agency in Florida, has great leadership and organizational capacity in fiscal operations and community outreach for this project.

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 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 and high schools serving over 26,000 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, Senior Director of Programs, and two Program Directors who combined have nearly than 60 years of experience in managing afterschool programs including

operations, curriculum, lesson plans, monitoring, professional development and public funding. Additionally, FIU-ASAS has 10 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. During the 2023-24 school year, FIU-ASAS operated 10 high school afterschool programs throughout M-DCPS, most of which were 21st CCLC funded. Both of the identified sites within Project OMEGA are also former FIU-ASAS and 21st CCLC program locations.

In February 2020, a 21st CCLC Comprehensive Monitoring 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.

Additionally, another 21st CCLC Comprehensive Monitoring Visit was conducted in March 2024 in conjunction with a Program Quality Site Visit. While the Monitoring Report has not been released, the 21st CCLC Team appreciated the organization and accessibility of the documents. The Program Quality Report was released and did not have any items that needed follow up actions.

3. Evaluation of Community Needs 5

3.2.a. Needs Assessment: In Spring 2024, the FIU After-School All-Stars leadership team met with area target school administrators to discuss their school need for support. The staff, students and parents from the target schools were surveyed to determine a need for the FIU After-School All-Stars High School Omega Program (FIU ASAS). The target school administrators overwhelmingly support the FIU ASAS Omega Program, and the surveys

indicated a dire need for the services. They need help expanding their idea of what success looks like. The leadership team also attempted to survey the private schools, but they declined to participate.

STAFF:

The staff surveys, which included administrators and teachers, yielded 186 responses. The results showed overwhelming support for the FIU After-School All-Stars program for the upcoming school year. Staff identified the top five academic support needs at the target schools as follows:

- Homework Assistance: 54%
- ACT/SAT Test Preparation: 63%
- Math Tutoring: 52%
- Language Arts Tutoring: 47%
- Dual Enrollment: 52%

Regarding enrichment programs, staff expressed interest in offering:

- Fitness Classes: 44%
- Job Readiness: 50%
- STEAM (Coding, Drones, VR, Theatre, and Robotics): 39%

Additionally, staff highlighted a significant need for Life Skills Courses. Furthermore, 51% of the staff indicated their interest in working in the FIU After-School All-Stars program during the afterschool or summer sessions.

Student Surveys:

The student surveys at the target schools yielded 1,671 responses and revealed that most students spend time alone or with friends after school. Although 40% of the students surveyed

attend an after-school program, there are very few academic after-school programs available at the target schools. According to the Afterschool Alliance (2024), the hours between 2:00 PM and 6:00 PM are when most juvenile crimes are committed in the target area, making it concerning that many students are idle and unsupervised during this period.

The survey indicated the students' academic needs:

- Homework Assistance: 35%
- ACT/SAT Test Preparation: 41%
- Math Tutoring: 32%
- Language Arts Tutoring: 20%
- Science Tutoring: 14%
- Dual Enrollment Courses: 37%

In addition to academic support, students expressed a need for the following enrichment activities:

- Fitness Classes: 33%
- Cooking and Nutrition: 29%
- Fashion: 27%
- College and Career Exploration: 27%
- E-gaming/E-Sports: 24%
- Job Readiness: 23%
- The Arts: 21%

Moreover, more than 78% of students indicated they would participate in a Free After-School All-Stars program next year if it were offered at their school.

Parents:

School administrators and parents both have indicated that parents need additional support. The parent survey yields 111 responses. The survey indicated 59% of their children have not enrolled in an afterschool program or activity. The parents indicated a need for ACT/SAT Test Preparation and Homework Assistance. Many parents lack access to financial literacy resources that could help their families and prepare their children for college. They are seeking workshops on financial aid, first-generation college awareness, understanding the college admissions process, career pathways, and other resources to support their children. Community resources, such as M-DCPS and 5000 Role Models, have been identified as aligned with the proposed program services. The FIU ASAS Omega program will provide the test preparation, tutoring, college guidance, and parental educational support services that the target population needs.

3.2.b. Demographic Analysis: National, State, County, and City Characteristics

Poverty Levels

The data from *2009-22 U.S Census Bureau, American Communities Survey* indicates that the target area experiences significantly higher poverty levels compared to the national and state averages:

- National: 11.5%
- Florida: 12.7%
- Miami-Dade County: 14.5%
- Target Area: 14.5%

Source: 2009-22 U.S Census Bureau, American Communities Survey

Both Miami-Dade County and the target area have a poverty rate of 14.5%, which is higher than the national average of 11.5% and the state average of 12.7%. This suggests that economic

challenges are more pronounced at the county and target area levels compared to the broader state and national contexts.

Educational Attainment

When it comes to educational attainment, the target area lags significantly behind the national, state, and county levels:

- Bachelor's Degree:
 - National: 34.3%
 - Florida: 32.3%
 - Miami-Dade County: 32.5%
 - Target Area: 22.2%

Source: 2009-22 U.S Census Bureau, American Communities Survey

While the target area has a comparable percentage of high school graduates to Miami-Dade County, it falls short in the percentage of individuals holding a bachelor's degree, with only 22.2% compared to the national average of 34.3%, the state average of 32.3%, and the county average of 32.5%. This suggests potential barriers to higher education in the target area, which could impact local employment opportunities and economic growth.

- High School Diploma (Population 25 and older):
 - National: 89.1%
 - Florida: 89.3%
 - Miami-Dade County: 82.7%
 - Target Area: 83.8%

Source: 2009-22 U.S Census Bureau, American Communities Survey

The data on high school diploma attainment for the population aged 25 and older highlights significant disparities across different geographic levels. Nationally, 89.1% of individuals have

obtained a high school diploma, which is slightly lower than the rate for the state of Florida at 89.3%. However, Miami-Dade County falls behind with only 82.7% of its population holding a high school diploma. The target area performs marginally better than the county average, with 83.8% of its residents having completed high school. This indicates that while the target area shows some improvement compared to the broader county, it still lags behind both state and national averages, suggesting a need for targeted educational support and intervention in these communities.

Median Household Income

The target area also shows a lower median household income compared to the national, state, and county levels:

- National: \$75,149
- Florida: \$67,917
- Miami-Dade County: \$64,215
- Target Area: \$56,096

Source: 2009-22 U.S Census Bureau, American Communities Survey

The median household income in the target area is \$56,096, significantly below the national median of \$75,149, the state median of \$67,917, and the county median of \$64,215. This further emphasizes the economic disparities present in the target area, potentially correlating with the higher poverty levels and lower educational attainment.

The demographic data highlights several critical socio-economic disparities in the target area: Higher Poverty Rates: The target area mirrors Miami-Dade County's higher poverty rate of 14.5%, which exceeds both state and national averages. Lower Educational Attainment: The target area has significantly fewer residents with a bachelor's degree (22.2%) compared to

county, state, and national figures. High school diploma attainment is closer to county levels but still below state and national standards. These findings suggest that the target area faces substantial socio-economic challenges, including higher poverty rates, lower educational attainment, and reduced income levels.

3.2.c. Target School Academic Profile

Miami Norland Senior High has an enrollment of 1,608 students, while North Miami Beach Senior High enrolls 1,103 students. The data presented below highlights critical academic and socioeconomic challenges faced by these schools. Both schools are rated as "C" schools and are designated for **Targeted Support & Improvement (TS&I)**, indicating below-average performance in key academic areas. This designation underscores the need for comprehensive school improvement plans focusing on academic achievement, student engagement, and support services such as the proposed FIU After-School All-Stars Omega program. Below is an in-depth analysis of key characteristics and their implications:

1. Economically Disadvantaged:

- Miami Norland: 99.40%
- North Miami Beach: 100%

Source: SIP 2022-23 for schools <https://www.floridacims.org/districts>

Implication: Nearly all students at both schools come from economically disadvantaged backgrounds. This high level of economic hardship often correlates with lower academic performance and increased need for support services such as free academic tutoring and enrichment activities, counseling, and job readiness all of which the FIU After-School All-Stars provide.

2. Minority Rate:

- Miami Norland: 99%
- North Miami Beach: 100%

Source: SIP 2022-23 for schools <https://www.floridacims.org/districts>

Implication: The overwhelmingly minority student populations at Miami Norland Senior High and North Miami Beach Senior High present both opportunities and challenges such as language barriers. By embracing culturally responsive teaching practices and providing targeted support, these schools can harness the strengths of their diverse student body while addressing potential gaps in educational equity. This comprehensive approach is essential for fostering an inclusive, equitable, and high-performing educational environment for all students.

3. FSA Math Assessments

- **Level 1 on Statewide Math Assessment**
 - Miami Norland: 512 Students
 - North Miami Beach: 410 Students
- **Algebra 1 EOC (Percent in Level 3-5):**
 - Miami Norland: 28%
 - North Miami Beach: 29%
- **Course Failure in Math**
 - Miami Norland: 79 students
 - North Miami Beach: 124 Students

Source: SIP 2022-23 for schools <https://www.floridacims.org/districts>

Implication: The target schools face significant challenges in math education, evidenced by the high number of students scoring a Level 1 on the Statewide Math Assessment---512 Miami

Norland Senior High and 410 at North Miami Beach Senior High. The low proficiency rates in Algebra 1 further highlight these difficulties. Additionally, 124 students at North Miami Beach Senior High failed math courses in the 2022-23 school year. These issues indicate a pressing need for targeted interventions, such as tutoring and enhanced instructional strategies, to improve student outcomes. Both staff, students, and parents have identified math tutoring as a critical need for these schools.

4. Current English Language Learners:

- Miami Norland: 5%
- North Miami Beach: 16%

Source: SIP 2022-23 for schools <https://www.floridacims.org/districts>

Implication: North Miami Beach has a higher percentage of English language learners (ELLs), indicating a substantial need for specialized language support services and programs to help these students achieve proficiency in English and succeed academically. The academic component of the FIU After-School All-Stars program will be addressed through extensive courses during the afterschool year and summer programs.

5. FSA ELA Assessments

- **Percent in Level 3-5:**
 - Miami Norland: 39%
 - North Miami Beach: 37%
- **Level 1 on Statewide ELA Assessment**
 - Miami Norland: 481 Students
 - North Miami Beach: 361 Students
- **Course Failure in ELA**
 - Miami Norland: 129 Students

- North Miami Beach: 81 Students

Source: SIP 2022-23 for schools <https://www.floridacims.org/districts>

Implication: The target schools face significant challenges in ELA education, as shown by the high number of students scoring a Level 1 on the Statewide ELA Assessment—481 at Miami Norland Senior High and 361 at North Miami Beach Senior High. Furthermore, 129 students at Miami Norland Senior High failed ELA courses in the 2022-23 school year. These issues highlight a pressing need for targeted interventions, such as tutoring and enhanced instructional strategies, to improve student outcomes. Staff, students, and parents have identified math tutoring as a critical need for these schools. Through afterschool academic tutoring, students will receive more extensive support and lessons in ELA.

6. Suspensions:

- Miami Norland: 44
- North Miami Beach: 32

Source: SIP 2022-23 for schools <https://www.floridacims.org/districts>

Implication: The suspension data shows Miami Norland Senior High had 44 suspensions, while North Miami Beach Senior High had 32 suspensions. These figures suggest significant behavioral issues at both schools. To address this, the FIU After-School All-Stars program will provide mentorship and counseling to reduce suspension rates and improve the overall school climate.

7. Chronic Absenteeism:

- Miami Norland: 835 (51.9%)
- North Miami Beach: 569 (51.4%)

Source: SIP 2022-23 for schools <https://www.floridacims.org/districts>

Implication: High rates of chronic absenteeism at both schools are alarming. This high absenteeism rate can severely impact students' academic performance and overall school success. Strategies to improve attendance, such as mentoring programs, family engagement initiatives, and attendance incentives, are crucial in improving student attendance. The FIU After-School All-Stars program provides students with the mentorship and parental resources to battle chronic absenteeism.

8. SAT Total Score Average for 2022-23:

- Miami Norland: 880
- North Miami Beach: 890

Source: SIP 2022-23 for schools <https://www.floridacims.org/districts>

Implication: A significant percentage of students at the two target schools are not demonstrating proficiency in reading and math. Both target schools have combined SAT reading and math scores below 1000. This is concerning because to qualify for Florida's Bright Futures scholarship, students must achieve a minimum combined SAT score of 1210. Furthermore, according to the latest State of Florida University System Admissions Matrix, students typically admitted to state universities have combined SAT scores well above 1000. This indicates that many students at the target schools are not meeting the minimum admissions requirements.

The data reveals significant challenges in academic performance, economic disadvantage, and student engagement at Miami Norland and North Miami Beach Senior High Schools.

Addressing these issues requires a multifaceted approach, including enhanced academic support, targeted interventions for English Language Learners (ELLs) and students with disabilities, and strategies to improve attendance and behavior. The FIU ASAS Omega program aims to tackle these challenges by serving 125 students per day at these two high-need, high-

minority, Title 1 Miami-Dade County schools during the academic year. Additionally, 80 students from these target schools will participate in a seven-week summer program at FIU's Biscayne Bay Campus. Support from the target schools, the university, and community partners will enable FIU ASAS Omega to effectively meet the needs of the children and families at these schools.

4. Community Notice/Dissemination of Information

Community Notice: During 2022, 2023, and spring of 2024, FIU After School All Stars high school team corresponded with several Miami area High Schools informing them that FIU After School All Stars intended to continue their high school programming. FIU After School All Stars leadership met with school leaders, students, teachers, parents, and community members to gauge needs and interests. Through these meetings, the FIU After School All Stars high school team developed comprehensive after school programming that focuses on STEAM initiatives, workforce and career development skills, and college preparation initiatives. The following schools were notified and agreed to implement the after-school program in their schools: Miami Norland Senior High School and North Miami Beach Senior High School.

Dissemination of Information: Information regarding the program will be made available via continued in-person meetings at the targeted schools, phone, email, and flyers at the proposed sites. Copies of approved 21st CCLC programs will be provided to target schools and interested parties such as parents and community partners. Additionally, FIU After School All Stars and the national After-School All Stars websites will display information regarding the program such as, but not limited to contact information for program leaders, program dates of activity and meeting locations, student program information packets, and information pertaining to adult family member services. The webpages will be managed by South Florida After-School All Stars's

marketing team under the direction of the Project Director. The webpages will be updated on a monthly basis as needed.

5. Partnerships and Collaboration

Partnerships: FIU After-School All-Stars Omega has established numerous partnerships with corporations, each providing support letters for the initiative. The ASAS National Office has committed to offering comprehensive operational and infrastructure support, including opportunities for curriculum and professional development, peer-to-peer training between program cities, staff training, marketing, quality assurance tools, and management assistance. This partnership is crucial for the development, implementation, sustainability, and evaluation of the 21st CCLC program.

Miami-Dade County Public Schools (M-DCPS) plays a vital role in program operations, granting facility use and equipped classroom space to FIU-ASAS, with support from site principals. Additionally, M-DCPS has agreed to provide access to individual student records for monitoring objectives and statewide evaluation data. The USDA's no-cost afterschool and summer food service program, facilitated through a direct liaison, the 21st CCLC Advisory, and monthly site meetings, is another significant benefit of this partnership.

Chick-fil-A has also partnered with FIU After-School All-Stars Omega, reflecting their strong community involvement and charitable initiatives. They will offer workforce development opportunities through job shadowing, internships, and workshops at target schools, allowing students to observe and learn from their successful business model.

The 5000 Role Models of Excellence project, founded by Congresswoman Frederica Wilson, provides students access to positive role models and mentors who offer guidance and support.

These mentors help students navigate academic challenges, set career goals, and develop essential life skills through presentations, field trips, and workshops at the target sites.

The Miami Heat have committed to a partnership with FIU After-School All-Stars. Benefits include exposure to careers within the sports industry, including sports management, marketing, and athletic training, through internships and job shadowing opportunities. Students also can explore the facility where games are played and get a behind-the-scenes experience of steps and procedures taken to run daily operations at the arena.

Transfr is another key partner, offering access to the target schools to virtual career exploration. Students can explore various career fields using virtual headsets, with the assistance of a digital coach performing functions associated with different professions thus helping them make informed career choices. Surveys are sent out to the target schools prior to site visits to gauge students' career interests. The virtual headsets, purchased by FIU After-School All-Stars, are kept at the FIU Biscayne Bay Campus. The FIU After-School All-Stars and Transfer VR teams will hold periodic meetings to provide updates and explore the possibility of expanding virtual offerings based on student demand.

Lastly, **Hotel Intercontinental** provides students with hands-on experience in the hospitality industry through internships and job shadowing. This partnership enhances students' learning by allowing them to apply classroom knowledge in real-world settings and develop both hard and soft skills crucial for the industry, such as customer service, communication, and problem-solving, making them more employable and better prepared for the workforce.

Collaboration: The Pre-College leadership team engaged with area high schools, including the target schools, through meetings, phone calls, and surveys that involved teachers, parents, students, and private schools—although private schools opted not to participate. To streamline communication between the day school and the program, FIU After-School All-Stars Omega will

employ certified teachers from the target schools. Additionally, site coordinators, who will be employees of the target schools appointed by the principals, will represent FIU After-School All-Stars Omega and relay program details to day school staff during various school meetings and events.

Monthly meetings at each site will facilitate formal communication between the program director, school administration, and program staff. Program teachers will collaborate with day-school teachers, department heads, and administrators to recruit students and share student progress and effective teaching strategies. Furthermore, program staff will be involved in, or at least informed of, teacher-parent conferences regarding academic or behavioral issues involving program participants.

Each program site will maintain a collaboration log to document communications between program staff and day school staff. These measures ensure continuous and meaningful collaboration between the program and the school sites.

6. Target Population, Recruitment and Retention

Target Population: Getting at-risk and educationally disadvantaged students to graduate from high school and continue their education by enrolling in postsecondary programs has long been and continues to be a major goal of the educators at FIU. Project Omega will continue this mission by serving 125 high school students grades 9th through 12th from the following high schools: North Miami Beach and Miami Norland. Students from the target schools represent some of Miami-Dade County's neediest student populations. The target schools have some of the highest rates in free or reduced lunch, lowest SAT, FSA, and EOC test scores, are situated in high poverty areas, and have the highest percentage of populations speaking a language other than English. Furthermore, the students have limited access to high-end academic

enrichment programs. Consequently, many of the students in the target schools have muted educational aspirations.

Recruitment: The Project Omega program staff will work closely with the target schools' staff to execute strategies that address the students' general academic, social, and personal needs. Staff will conduct presentations, information sessions, classroom presentations, and Open Houses to recruit students and parents to Project Omega. Marketing materials will be distributed specifically to target populations which clearly describe the program's goals and objectives and intended outcomes to be attained with both students and their parents. Materials will be distributed in English, Spanish, and Creole through target schools, churches, local community, and current FIU program participants.

Project Omega will be publicized to all students at each site. In determining the eligibility for student participation, the following specific criteria will be used in the selection process: (1) high school students attending target schools, with priority given to 9th graders and (2) expressed interest in post-secondary education and career preparation. Special attention will be given to students who meet the following criteria: (1) alumni of the FIU ASAS Middle School Enrichment or High School Program, (2) needing academic support in math, science, and language arts, (3) low-income status, (4) minority backgrounds, (5) potential first-generation student in college, and (6) in a TS&I subgroup. School IEPs will be used to deliver accommodations for special needs students on a case-by-case basis.

Written applications will be collected by the designated contact person at each target school who will then forward them to the Project administration at FIU. Nominations of applicants by area private schools, civic and community agencies, churches, school personnel and others will be encouraged, and application forms will be available for download on the website. Before the final selection of project participants is made, input on the academic and attitudinal backgrounds

of the applicant pool will be invited from target schoolteachers and counselors. Site coordinators, and the program director/administrators will make the final selection of students.

Retention: Student retention is another key objective of Project administrators. Thus, our success is not solely measured by the number of enrolled students but also by the number of students we keep (or retain) in our programs and promote into post-secondary education and/or employment. Student retention can become an issue for the following reasons: (1) uncertain career path/goal, (2) inability to succeed in the classroom, apathy; (3) finding irrelevant or non-engaging material (4) no support at home. We encourage student retention by engaging them in the following ways: (1) providing a goal-driven learning environment with practical, hands-on, project-oriented activities, (2) engaging and empowering parents to be involved in their children's education, (3) providing assistance in the financial aid process and in gaining admission to select colleges & universities, (4) delivering comprehensive test preparation, (5) an on-campus summer program that simulates the college experience, (6) providing wide exposure to the multiple disciplines, and (7) offering incentives such as eligibility for the Invitational Scholars Award and the Golden Scholars Summer Bridge program, which are only available to FIU pre-college students who continue their education with FIU.

7. Times and Frequency of Service Provision 10

The FIU After School All Stars high school program will provide service at the targeted high schools Monday through Thursday from 2:30 - 5:30 for a total of 12 hours a week. Select Fridays will also be site operation days as noted on the Site Profile Worksheet. The program will not operate on early release days, holidays, or professional development days. The summer program will be held at FIU Biscayne Bay Campus from 8:30 - 4:30 for a total of 40 hours per

week for 6 weeks. Adult Family Member Workshops will be coordinated with the Parent Liaison at each target school. Adult Family Member Workshops will provide resources for family members of students to enhance students' success and family involvement in the students' academic career. Workshops will include financial aid, college admissions process, literacy, and more.

8. Local Level Evaluation 10

Plan for Evaluation:

The FIU ASAS Omega program has developed a comprehensive evaluation plan to ensure the collection and analysis of all necessary data for the successful operation and reporting of the 21st CCLC grant. Additionally, an independent evaluation, funded by non-21st CCLC sources, will be retained to holistically measure the effectiveness of the program. This dual approach ensures a thorough and objective assessment of program outcomes and impacts.

Data Collection and Reporting Plan

This Data Collection and Reporting Plan outlines the systematic approach for gathering, managing, and submitting key educational and behavioral metrics for the 21st Century Community Learning Centers (21st CCLC) program. The data collected will provide a comprehensive overview of student performance, engagement, and program effectiveness, ensuring compliance with program requirements and supporting continuous improvement efforts.

The plan details the specific sources, responsible personnel, and submission timelines for various types of data, including state assessments, quarterly grades, final GPA, attendance, behavioral records, teacher-reported engagement, and independent evaluation data. Each type

of data plays a crucial role in evaluating the impact of the FIU ASAS Omega program and guiding targeted interventions to enhance student outcomes.

State Assessments: Reading, Language Arts, and Mathematics

- **Collect From:** MDCPS Testing Office
- **Collected by:** Program Director
- **Submit to 21st CCLC:** Program Director
- **Time Frame:** June

Quarterly Grades

- **Collect From:** School Registrar
- **Collected by:** Site Coordinator
- **Submit to 21st CCLC:** Program Director
- **Time Frame:**
 - Q1 Grades: Fall
 - Q2 Grades: Winter
 - Q3 Grades: Spring
 - Q4 Grades: Summer

Final Grade Point Average (GPA)

- **Collect From:** MDCPS Records Department & School Registrar
- **Collected by:** Site Coordinator
- **Submit to 21st CCLC:** Program Administrators

- **Time Frame:** June

School Day Attendance, School Suspension & Behavioral Data

- **Collect From:** School Registrar
- **Collected by:** Site Coordinator
- **Submit to 21st CCLC:** Program Director
- **Time Frame:** Monthly

Teacher-Reported Engagement

- **Collect From:** Day School Teachers
- **Collected by:** Site Coordinator
- **Submit to 21st CCLC:** Program Director
- **Time Frame:** May

Independent Evaluation Data Collection

Funded by the FIU After-School All-Stars, the independent evaluation is a critical component of the 21st Century Community Learning Centers (21st CCLC) program, ensuring an objective assessment of program effectiveness and areas for improvement. The data collected through independent evaluations provides valuable insights into the experiences and outcomes of participants, guiding the continuous enhancement of program services.

This section details the processes for collecting and reporting data from various stakeholders, including students, parents, and staff. Independent evaluators are responsible for gathering this data, which is then submitted to the Program Director for analysis and reporting to the 21st

CCLC. The evaluation data collection encompasses participant surveys and interviews, parent surveys, and staff surveys, conducted at specified times throughout the school year and summer program.

Participant Surveys/Interviews

- **Collect From:** Students
- **Collected by:** Independent Evaluator
- **Submit to 21st CCLC & Disseminated to Stakeholders:** Program Director
- **Time Frame:**
 - School Year Report: Fall, Winter, Spring
 - Summer Report: Summer

Parent Surveys

- **Collect From:** Parents
- **Collected by:** Independent Evaluator
- **Submit to 21st CCLC:** Program Director
- **Time Frame:**
 - School Year Report: Spring
 - Summer Report: Summer

Staff Surveys

- **Collect From:** All Programmatic Staff
- **Collected by:** Independent Evaluator

- **Submit to 21st CCLC:** Program Director

- **Time Frame:**
 - School Year Report: Spring

 - Summer Report: Summer

The FIU ASAS Omega program's evaluation plan ensures a structured and systematic approach to data collection and reporting. By gathering data from a variety of sources, including state assessments, quarterly grades, attendance records, and teacher-reported engagement, the program can comprehensively monitor student progress and program effectiveness. The inclusion of an independent evaluator to collect and analyze additional data through surveys and interviews with participants, parents, and staff provides an unbiased perspective on program outcomes. This rigorous evaluation process will enable the FIU ASAS Omega program to meet the requirements of the 21st CCLC grant and continually improve its services to better support the academic and personal development of students.

9. Authorized Program Activities 15

Recognizing that all students come to learning with different needs, Florida Certified Teachers will implement the sundry academic enrichment programming that Project Omega will offer. Said enrichment will include the following: Homework help, Tutoring, SAT/ACT prep, ELA/ELL and Math support. This program is specifically designed with different age groups and ability levels in mind. Through the partnership with M-DCPS, Project Omega will have free access to the electronic software, with all progress reported to the day schoolteachers of the participants.

Project Omega supports diverse populations, and its adaptive diagnostic tools pinpoints students' needs down to the sub-skill level which will specifically help the underperforming students, as identified in the needs assessment. Supporting the academic based objectives, Academic Enrichment 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 Reading, Language Arts, Math, and Science. 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. Academic Enrichment will be offered daily for a minimum of 55 minutes a day at a 15:1 ratio, which is low for high school populations. Additionally, opportunities for further assistance each day will be provided, if needed. FIU-ASAS will also recruit volunteers, to include college students, college staff, and high school students as tutors to assist teachers in providing homework assistance to increase the percentage of students performing on grade level and completing their homework. Tutors 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 learning/prep aids or individual instruction. Homework logs will be completed each day to verify with the day schoolteachers about assignments.

FIU will also implement the ASAS National cross-curricular, entrepreneurial skill building, project-based learning programs, Career Exploration Opportunities (CEO) and Workforce Pathways for Youth (WPY). These activities address the college/career exploration, leadership and personal engagement skills that will make for a future-ready workforce.

In combination with bringing students in touch with academic and professional mentors, the WPY program creates a framework for high school transition. Following feedback and input from ASAS National, local staff and program participants, the program was created to consist of the

following core components: (a) Goal Setting/ (b) Financial Literacy, (c) High School Readiness (d) Study Skills (e) College/Career Exploration (f) Paving Your Own Path (Leadership & Entrepreneurship) (g) The Whole Human (Emotional Intelligence, Mental Health) (h) Community (Mentorship, Connecting with the Community). The teacher to student ratio of 1:15 will be used to implement the project once per week for a minimum of 50 minutes throughout the project year grade population. Examples of products produced are reflection journals, career exploration PowerPoints, and daily planners.

Working with local community partners, FIU-ASAS will implement the WPY project for a minimum of 50 minutes a week for 9th-12th grade students throughout the project year. Led by a teacher with a 1:15 ratio, learn and implement business and leadership skills through business plans, community service projects, and internship opportunities. Through this, they will learn personal finance, basic money management principles; demonstrate professional workplace conduct; develop business mentors, interact with functioning businesses; demonstrate how businesses can help with community needs through service and develop real world leadership and problem-solving skills. The ASAS National Initiatives are based upon large concepts, with small projects motivated by school activities and student interests. The initiatives are purposely connected by career exploration for each student to increase their dedication to education and school attendance by focusing on their end goals and seeing school as the direct path.

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 Fitness/Wellness and Personal Development activities each 9 weeks. Fitness/Wellness is a recreational-based component that is comprised of inclusive activities to promote participation from all students. Activities include dance, aerobics, Zumba, yoga, adaptive sports, and conventional sports-skill building.

Fitness/Wellness activities are centered on building respect, self-control, and discipline in a group setting.

Personal Development, which is centered on social and life skills, includes activities like gardening, culinary arts, fashion, broadcasting, app creation, pottery, band, chorus, DJ academy, theater, and visual arts projects.

Both enrichment programs are offered for a minimum of 2 hours a week in afterschool. Additionally, these sessions are also scheduled for 2 hours a day during summer camp. They are led by teachers and/or contracted specialists with a maximum 1:20 ratio.

Each Friday during summer camp is Field Trip Friday. Students will go to sundry sites that enrich academic experiences, expose students to college campuses and FIU's facilities to learn about various programs and university projects.

Another summer component is Explorer Program, which lasts 8 hours per week emphasizing sundry enrichment and skill build activities (e.g. lab skills, debate, fashion, drama, etc.). As with all components, the ratio will be a maximum of 20:1. Additionally, College Student Assistants/Camp Counselors will be hired to help with daily operations and electives but are not included in the Certified Teacher ratio.

The Project Omega program activities form a cohesive comprehensive program model that has been successful for the FIU-ASAS programs in the past.

10. Staffing, Volunteers and Professional Learning 10

Each Project Omega site will be continually staffed by skilled, qualified, and well-trained professionals. All Project Omega 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. 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 August 2024.

Qualified personnel for Project Omega will be trained by the FIU ASAS Executive Director and Senior Program Director. The Project Director will have a minimum of a Masters Degree or a Bachelor's Degree with 2 years experience working with children. They will be responsible for ensuring that Project Omega 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. The Program Coordinator must have participated in and passed specific internal FIU trainings for their role. Due to the nature of duties, 10% of their time is needed for this project. Additional staffing for each site is described below.

- Executive Director: Position serves as the Principal Investigator for 21st CCLC projects under the FIU-ASAS department. Conducts program overview meetings with Principals and site coordinators. Responsible for communication and meetings with 21st CCLC program partners to maintain partnerships. Seeks further partnerships for sustainability of 21st CCLC program. Serves as a school and school district collaboration liaison. Responsible for FIU internal 21st CCLC grant management operations. Minimum of a Master's Degree and 15 years of experience in after school management.

- **Project Director:** Oversees the entire 21st CCLC project and is responsible for fiscal, evaluation, and program deliverables. The director will be the day-to-day person in charge of the operation. Also serve as Site Coordinator for Miami Norland Senior High. Oversees all programmatic, compliance, evaluation reporting and data collection, and sustainability activities of the 21st CCLC project. This position is also responsible for hiring staff, student and adult family member recruitment, and collaboration with targeted schools and stakeholders with the 21st CCLC project. The director coordinates the development of the 21st CCLC Advisory Board and schedules and leads its meetings. During summer, this position serves as the site coordinator for the summer program at FIU Biscayne Campus. Minimum Qualification: Masters degree +2 years experience. or Bachelors degree + 4 years experience.

- **Assistant Director:** Also serves as Site coordinator for North Miami Beach Senior High. Leads active 21st CCLC teachers and staff by outlining learning objectives, monitoring all programs and program activities and helping make corrective actions based upon data. Works directly with students and teachers at daily site visits with program activities, family involvement planning, site advisory committee implementation, service learning and managing Site Staff. Wages are determined based on regional averages from the Bureau of Labor Statistics and verified with additional sources. Employee holding this position will have a minimum of a Minimum Qualification: Minimum Qualification: Masters degree +2 years experience. or Bachelors degree + 4 years experience

- **Site Coordinators (1 per site):** Coordinates 21st CCLC implementation at site and ensures safety of students; coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters; ensures effective coordination between 21st CCLC afterschool staff and regular classroom

teachers; Masters Degree or bachelor's degree + 2 years experience. Minimum Qualification: Masters degree +2 years experience. or Bachelors degree + 4 years experience

- Teachers/Component Leaders (5 per site) To provide quality instruction and supervision to afterschool participants for all program activities. Minimum Qualification: Masters degree or Bachelors degree + 2 years experience. Certified in core academics and/or subject matter taught.
- Security Monitors (1 per site): Monitoring FIU-ASAS areas of the school site. Parent verification. Sign-outs. Minimum Qualification: M-DCPS Security Monitor in good standing
- Summer Assistants (2 per site): To assist with each component and provide summer activities to actively participating 21st CCLC students Minimum Qualification: High School diploma/GED FIU (or other college) student in good academic standing

Professional development will be ongoing for all 21st CCLC staff, and will include: ASAS National Initiatives, 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. All 21st CCLC personnel will be required to attend three 6-hour trainings and safety sessions each year. The project director will attend a 3-day ASAS National professional development training, (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 2 staff including the Project Director.

Recruiting and using volunteers: FIU will recruit volunteers, to include college and high school (former All-Stars) students as tutors to assist at each school to increase the percentage of students performing on grade level and completing their homework. Tutors will receive an overview and instruction from site coordinators before working with students. Background checks are required and all volunteers must be approved by M-DCPS.

11. Facilities

The two target schools (Miami Norland and North Miami Beach Senior High School) have agreed to host the FIU After-School All-Stars Omega program, providing access to their cafeterias, auditoriums, libraries, classrooms, office space for site coordinators, parking for adult family members, and ample restroom facilities. These schools are safe, and school security will be available during after school hours to ensure safety in case of emergencies. Additionally, since the program is held at the host school sites during the academic year, both students and parents are familiar with traveling to and from these locations, which are within two to three miles of their homes.

Thanks to the partnership with M-DCPS, students can access the program through the regular school day staff, and parents can check in through the main office. As the program serves high school students on school property, it has a DCF exemption (letter included in the attachments).

The FIU After-School All-Stars program staff will be based at an office space on the FIU Biscayne Bay Campus. Like our other pre-college programs, the university has committed to providing office and meeting space, desks and chairs, computer labs, classrooms, file cabinets, bookshelves, bulletin boards, and VoIP telephones to ensure the smooth operation of the program.

12. Safety and Student Transportation

Safety is the top priority for students in the FIU After-School All-Stars Be program, supported through our partnership with M-DCPS. All FIU and MDCPS policies will be strictly adhered to during program operations at all target sites. Documentation of fire and emergency drills, as well as student behavioral issues during the afterschool program, will be maintained on-site as per MDCPS policy. In compliance with the Jessica Lunsford Act, all staff members are required to undergo a level 2 background check before employment and complete a mandatory 6-hour training session that includes best safety practices.

Student applications, available at both the program site and the central office, include parent/guardian information, authorized individuals for student pickup, their contact details, and permissions for student dismissal types. Early dismissal by the student requires prior parent/guardian permission. Only designated individuals will be allowed to withdraw students early from the program.

During the summer, transportation will be provided from the target schools to FIU Biscayne Bay Campus. During the academic year, students remain at the designated school sites. A homeroom area will be designated for students to meet after the school bell rings and before the afterschool program starts. FIU After-School All-Stars Omega will supervise all participants during program hours, with each site having at least one security monitor. Off-site activities will maintain a 15:1 student-to-teacher ratio in accordance with M-DCPS field trip criteria and will require documented parent permission.

13. Program Budget 15

14. Sustainability

Sustainability: Through strategic partnerships with local school districts, government agencies, and community organizations, FIU has a longstanding tradition of capacity building that benefits the South Florida community. A key aspect of this effort is the continuous pursuit of external funding to support all FIU School of Education and Human Development programs, including FIU After-School All-Stars. FIU fosters an environment where 21st CCLC students can engage with university faculty, staff, and students. The National ASAS office has pledged significant support for sustaining this 21st CCLC project by appointing a full-time resource development officer. Both organizations will focus on ensuring the sustainability of this initiative during and after the funding period.

The Community Advisory Board, a vital component of the sustainability plan, will convene at least twice a year in the fall and spring. Proposed members include site coordinators, two parents from each site, two students from each site, a FIU After-School All-Stars Omega staff member, and various partners. The collaboration of this group, utilizing both physical and networking resources, will be crucial to the sustainability of the FIU After-School All-Stars Project. In partnership with our ASAS Middle School Program, this initiative will create a pipeline for underrepresented students to achieve their highest academic aspirations, prepare for future jobs (as outlined in Executive Order 19-31), and become the next generation of professionals needed to maintain South Florida's competitiveness.