



# 2024-25 Scope of Work/Narrative

Florida's 21st Century Community Learning Centers



**Agency Name: Florida International University**

**Project Number: 131-2445C-5SC05**

**Program Name: SIGMA**

## Section 1: Project Abstract/Summary

The FIU After-School All-Stars (ASAS) Project SIGMA, a 21st Century Community Learning Center (21st CCLC) Grant, is an innovative afterschool and summer program for high school students that implements exploration of English Language Arts/Learning, (ELA, ELL) Science, Technology, Engineering Arts & Mathematics (STEAM), and Workforce Development as the key elements to improve academic and personal success. The program offers academic support through tutoring/homework help comprehensive test preparation and college/career exploration and prep. The program serves the students and families of American Senior and Hialeah Senior high schools.

For 150 days during the school year starting from the second week of school, 30 students from each school participate in a 3-hour afterschool program during which teachers provide academic support and homework help and then deliver a grade-appropriate test preparation (or dual enrollment) and college/career exploration curriculum. The program operates from Monday through Thursday from 2:30 PM to 5:30 PM at all the participating sites. The summer program is a 33-day (7 weeks) program that serves 40 total students at Florida International University's (FIU) Biscayne Bay Campus of from 8:30 AM to 4:30 PM. Project SIGMA provides services to adult family members via impactful workshops facilitated by the Miami-Dade County Public Schools (M-DCPS) Parent Academy.

## Section 2: Applicant's Experience and Capacity

	Number of Years	Dates of Operation
	0-3	Not in FIU-ASAS
Expanded Learning Opportunities		
21st CCLC	10+	8/2014 to Present
Federal Funding	0-3	FIU-ASAS. Department of Labor
Other Types	10+	8/2014 to Present

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, the 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 SIGMA 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.

### **Section 3: Evaluation of Community Needs**

#### **Target School Academic Profile (SIGMA)**

Miami Jackson Senior High has an enrollment of 1290 students, while Miami Springs Senior High enrolls 1067 students. The data presented below highlights critical academic and socioeconomic challenges faced by these schools. Miami Jackson is rated as "C" schools and Miami Springs Senior rated a "B" school. Despite the "B" rating, both schools 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 SIGMA program. Below is an in-depth analysis of key characteristics and their implications:

#### **1. Economically Disadvantaged:**

- o Miami Jackson Senior High: 100%
- o Miami Springs Senior High: 97%

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:

- o Miami Jackson Senior High: 99.00%

- o Miami Springs Senior High: 96.90%

Implication: The overwhelmingly minority student populations at Miami Jackson Senior High and Miami Springs 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:

- o Miami Jackson Senior High: 586 Students

- o Miami Springs Senior High: 153 Students

- Algebra 1 EOC (Percent in Level 3-5):

- o Miami Jackson Senior High: 25%

- o Miami Springs Senior High: 48%

- Course Failure in Math:

- o Miami Jackson Senior High: 134 Students

- o Miami Springs Senior High: 116 Students

Implication: The target schools face significant challenges in math education, evident by the high number of students scoring a level 1 on the Statewide Math Assessment---153 Miami Springs Senior High and 586 at Miami Jackson Senior High. The low proficiency rates in Algebra 1 further highlight these difficulties.

Additionally, 134 students at Miami Jackson and 116 students at Miami Springs Senior 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.

- Current English Language Learners:

- o Miami Jackson Senior High: 28.40%

- o Miami Springs Senior High: 21.60%

Implication: Miami Springs has a notable 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. More than a quarter of the total enrollment are considered English Language Learners. The academic component of the FIU After-School All-Stars program will be addressed through extensive courses during the afterschool year and summer programs.

- FSA ELA Assessments:

- o Percent in Level 3-5:

- Miami Jackson Senior High: 30%

- Miami Springs Senior High: 33%

- o Level 1 on Statewide ELA Assessment:

- Miami Jackson Senior High: 593 Students

- Miami Springs Senior High: 183 Students

- o Course Failure in ELA:

- Miami Jackson Senior High: 224 Students

- Miami Springs Senior High: 53 Students

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—593 at Miami Jackson Senior High and 183 at Miami Springs Senior High. Furthermore, 206 students at Miami Jackson Senior High and 208 students at Miami Springs 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.

- Suspensions:

- o Miami Jackson Senior High: 57

- o Miami Springs Senior High: 27

Implication: The suspension data reveals that Miami Jackson Senior High had 57 suspensions, while Miami Springs Senior High had 27 suspensions. These figures may suggest 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:

o Miami Jackson Senior High: 963 (74.65%)

o Miami Springs Senior High: 467 (43.76%)

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:

o Miami Jackson Senior High: 854

o Miami Springs Senior High: 953

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 Jackson and Miami Springs 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 SIGMA program aims to tackle these challenges by serving 60 students per day at these two high-need, high-minority, Title 1 Miami-Dade County schools during the academic year. Additionally, 40 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 SIGMA to effectively meet the needs of the children and families at these schools.

## **Section 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.

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.

## **Section 5: Partnerships and Collaboration**

### **Partnership and Collaboration**

The FIU After School All Stars high school program has developed several partnerships including, After School All Stars National, Chick Fil A, Transfr, MDCPS, Miami Heat, 5000 Role Models, and Hotel Intercontinental. Each organization has committed to providing ongoing professional development for staff and students including but not limited to internships, professional development workshops, leadership summits, and training opportunities for

students to hone technical skills necessary to workforce development.

## **Section 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 SIGMA will continue this mission by serving 60 high school students grades 9th through 12th from the following high schools: Miami Jackson and Miami Springs; 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 are have muted educational aspirations.

Recruitment: Project SIGMA 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 SIGMA 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 SIGMA 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 the 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.

## **Section 7: Times and Frequency of Service Provision**

See attached Site Profile Worksheet.

## **Section 8: Local Level Evaluation**

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

- o 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)

- o Collect From: MDCPS Records Department & School Registrar

- o Collected by: Site Coordinator

- o Submit to 21st CCLC: Program Administrators

- o Time Frame: June

School Day Attendance, School Suspension & Behavioral Data

- Collect From: School Registrar

- Collected by: Site Coordinator

- o 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

- o Collect From: Students

- o Collected by: Independent Evaluator

- o Submit to 21st CCLC & Disseminated to Stakeholders: Program Director

- Time Frame:

- School Year Report: Fall, Winter, Spring

- o Summer Report: Summer

Parent Surveys

- Collect From: Parents

- o Collected by: Independent Evaluator

- o Submit to 21st CCLC: Program Director

- o Time Frame:

- School Year Report: Spring

- Summer Report:

Summer Staff Surveys

- o Collect From: All Programmatic Staff

- o Collected by: Independent Evaluator

- o Submit to 21st CCLC: Program Director

- o Time Frame:

- o School Year Report: Spring

- o 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.

## **Section 9: Authorized Program Activities**

Recognizing that all students come to learning with different needs, Florida Certified Teachers will implement the sundry academic enrichment programming that Project SIGMA 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 MDCPS, the Project SIGMA will have free access to the electronic software, with all progress reported to the day schoolteachers of the participants.

Project SIGMA 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. To support students who seek college as their post secondary path, Dual Enrollment will be offered through the FIU/MDCPS Dual Enrollment program. Students who meet the GPA/PERT requirements will be able to take up to two courses per academic semester. Each Dual Enrollment course will be offered afterschool during two one-hour blocks per week. The courses will be taught by an FIU Online instructor and co-facilitated onsite, in real-time by a certified MDCPS instructor. Courses will apply to students' college transcripts and will be inline with Florida SUS lower-division requirements.

FIU will also implement the ASAS National cross-curricular, career skill building, project-based learning program, Workforce Pathways for Youth (WPY). WPY will 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 components: (a) Goal Setting/ (b) Financial Literacy, (c) Study Skills, (d) College/Career Exploration, (e) Paving Your Own Path (Leadership & Entrepreneurship), (f) The Whole Human (Emotional Intelligence, Mental Health), (g) 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, college planners, career exploration PowerPoints.

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 professional mentors, engage directly in sundry fields demonstrate how education develops the skills that meet 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/podcasting, 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 SIGMA program activities form a cohesive comprehensive program model that has been successful for the FIU-ASAS programs in the past. A sample schedule is as follows:

#### AFTERSCHOOL SCHEDULE Monday-Thursday

2:30pm-3:00pm: Attendance/Snack

3:00pm-4:30pm: Academic Enrichment (Tutoring, Test Prep, Dual

Enrollment) 4:00pm-5:00pm: Personal Development/Workforce

Pathways

5:00pm-5:30pm: Fitness/Wellness

5:30: Dismissal

4th Fridays

2:30pm-3:00pm: Attendance/Snack

3:00pm-4:30pm: Workforce Pathways for Youth (WPY) Workshops

4:30pm-5:30pm Community Service

#### SUMMER SCHEDULE Monday-Thursday

8:30 AM-9:00 AM Buses arrive at FIU BBC/ Breakfast

9:00 AM-10:10AM Arts/Sci (1) or Pers/Dev (1)

10:15 AM-11:15PM Arts/Sci(2) or Pers/Dev (2)

11:30 AM-12:30 PM Lunch

12:50PM-1:50PM Law/Biz (1) or Drama (1)/ OR Yabbie

Academy 1:55PM-2:55PM Law/Biz (2) or Drama (2)/ OR

Yabbie Academy

3:00PM-4:30PM Fitness &

Recreation/Yoga 4:30 PM Buses depart

FIU BBC/Parent Pickup

Fridays

8:30 AM-9:00 AM Buses arrive at FIU BBC/ Breakfast

9:00 AM-4:00 AM Field Trips

4:30 PM Buses depart FIU BBC/Parent Pickup

#### Authorized Adult Family Member Activities

Collaborating with the parent liaison and community liaison at the school, we will offer adult family member workshops for parents and guardians of students in the after-school program. These workshops will take place four times a year. Adult family member workshops will equip families with skills needed to help students in their academic and personal development journeys. Adult family member workshops will focus on language learning services for parents and guardians to help them better communicate. Other workshops offered would be focused on continuing education topics for parents of students in the after-school program. We will also offer financial and physical health and wellness opportunities for parents and guardians to learn and practice healthy habits that will help them better serve their child. Adult family members will also have opportunities to volunteer for after school programs and field trips as chaperones or in other capacities as needed. Adult family member programs promote positive engagement among parents and students. They enhance the relationship between parents and their child's school and decrease opportunities for students to participate in negative activities.

### **Section 10: Staffing, Volunteers and Professional Learning**

Each Project SIGMA site will be continually staffed by skilled, qualified, and well-trained professionals. All Project Project SIGMA 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 SIGMA 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 SIGMA activities are carried out on time, as specified and within the approved budget. Additionally, the Project Director will



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.

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. 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 Project SIGMA. 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 (4 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.

## **Section 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.

## **Section 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.

## **Section 13: Project Budget**

See attached budget.

## Section 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.