



21st Century Community Learning Centers



2022-2023 Scope of Work

Agency Name: Florida International University

Project Number: 131-2443B-3C003

Program Name: FUTURE

Section 1: Project Abstract/Summary

Florida International University operates the FIU After-School All-Stars Project FUTURE at 1234 NW 192nd Terrace, Miami Gardens, 33169 at the Norland Middle After-School All-Stars Community Learning Center. 85 students are provided programming during the school year from 3:55pm to 6:10pm Monday-Friday beginning August 22nd, 2022 to June 1st, 2023 and summer from 9am to 5pm, Monday-Friday beginning June 12th, 2023 to July 29th, 2023. Program activities include academic enrichment; science, technology, engineering and math (STEM); cultural programs; drug and violence prevention; and health and active lifestyle programs.

Florida International University operates the FIU After-School All-Stars Project FUTURE at 1840 NW 157th Street, Opa-locka, 33054 at the North Dade Middle After-School All-Stars Community Learning Center. 66 students are provided programming during the school year from 3:55pm to 6:10pm Monday-Friday beginning August 22nd, 2022 to June 1st, 2023 and summer from 9am to 5pm, Monday-Friday beginning June 12th, 2023 to July 29th, 2023. Program activities include academic enrichment; science, technology, engineering and math (STEM); cultural programs; drug and violence prevention; and health and active lifestyle programs.

Section 2: Site Level Funding

See FRG in attachments.

Section 3: Applicant Capacity

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

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



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

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

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

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

During the 2021-2022 school year, FIU-ASAS operated 19 middle school afterschool programs throughout M-DCPS, most of which were 21st CCLC funded. Both of the identified sites within Project FUTURE are also former FIU-ASAS 21st CCLC program locations.



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

Section 4: Building Your Program Team

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

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

Norland Middle School administrator, Dr. Peter Jenkins is the designated supervisor of all after school activities at the school. He also specializes in adult/ community school education and is key in providing opportunities for the adult family members of program participants.

North Dade Middle School Principal, Ms. Kharim Armand, was key in developing program hours, sharing initial school needs and providing access to survey school's students, teachers and community stakeholders.

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

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

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



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Norland Middle parent, Wanda Marotiere will be integral as she is the designated representative for the program. She is a very engaged parent who is involved in the activities that occur during the school day as well as after school.

North Dade Middle student, Dereon'asia Luster will be integral as she is the designated representative for the program. She is a current member of the Youth Advisory Board, sponsored by SFASAS, which meets monthly to discuss youth needs and receive leadership development opportunities.

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

Section 5: Engaging Stakeholders

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

School administrators who are not part of the program team and the teachers of the school will be engaged to provide feedback at the school's monthly faculty meetings. 19 of the 42 teachers at Norland and 20 of the 28 teachers at North Dade took part in the needs assessment survey for the program, exceeding the 20% requirement of the RFP. This group of stakeholders have a primary interest in academic supports and new enrichment services.

Students and parents make up another part of the community stakeholders who are vital to successful operation of the program. Norland has a current enrollment of 745 students. 89 of their students and 35 parents filled out needs assessment surveys for the FIU-ASAS program. Of the 412 students at North Dade, 38 of their students and 14 parents filled out the survey. This exceeds the minimum requirement of 10% of the school population for both sites.



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

The FIU-ASAS Executive Director has been in communication with Miami-Dade County Department of Juvenile Services (DJS) to gather data and to have on-going conversations about possible students who may need additional help before getting into a difficult situation with the penal system. DJS also shared last year juvenile arrests and charges in the Norland and North Dade communities. The goal is to try to continue to reduce this number, primarily by providing programs to keep kids from being participants or victims of juvenile crime during the after school hours as well as working with DJS for special cases.

Section 6: Assessing Program Needs

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

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

Project FUTURE proposes to serve two (2) high-need, high-minority, Title 1 Miami-Dade County schools: Norland Middle School and North Dade Middle School. During the 2021-



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22 school year, both locations had an FIU-ASAS after school program through 21st CCLC that was in its final year.

Many students from these schools are located in high-need, resource-poor communities. They also are similar in that they serve communities characterized by high levels of under employment, while providing far too few opportunities for low-income youth to access structured academic and enrichment programming with positive adult role models. The need for afterschool programming in these communities is great. According to the Afterschool Alliance (2021) Unmet demand for afterschool programs among parents of students in middle school (6th, 7th and 8th grades) has risen sharply, even as satisfaction with programs has reached a new high. For every middle schooler in an afterschool program today, three more are waiting to get in, according to the America After 3PM 2020 survey they commissioned. One of the primary barriers for families is cost. Florida Department of Education Accountability Reports in 2021 share that 90.2% of students at Norland and 95.6% of students at North Dade are classified as economically disadvantaged. The 2019 City-Data.com Zip Code reports for Norland (33169) and North Dade (33054) share that 18.4% and 27.1% of adults in these communities, respectively, have less than a high school education, with the state rate currently at 11.5% The reports also state that while Florida's rates for residents that live below poverty level and below 50% of the poverty level are 12.7% and 7.1% respectively, Norland's rates are 16.3% and 9.5% and North Dade's rates are 32% and 17.5%.

Both of the Title I schools demonstrate the critical need for academic and enrichment support activities. The 2021 Proficiency rates from Norland and North Dade are:

-28.1% and 23.7% in English Language Arts (ELA)

-19.3% and 18.0% in Mathematics

-33.3% and 33.8% in Science

Both sites have also been identified by the Florida Department of Education as Targeted for Support and Improvement (TS&I) as classifications were rolled over from the previous year. Current data from the Florida Department of Education's Edudata website actually have both locations classified for Comprehensive Support and Improvement (CS&I) due to the overall index being below 40% to include every subgroup in the reports. Ultimately, these data sets show that students at the targeted



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schools are struggling academically and currently fall far short of the goal of having 90% of students grade level proficient as the Florida Strategic Initiatives indicate.

The targeted schools for both centers are in minority-based communities. Norland Middle, which has 42 teachers, has a 745-student population that is 5.6% Hispanic and 92.6% Black. North Dade's 412 student population, being served by 28 teachers, is 23.5% Hispanic and 75.2% Black. The other ethnic groups in the school are so small that the figures could not be report for confidentiality. Additionally, Norland and North Dade have 9.5% and 14.1% students with disabilities as well as 4.7% and 15.5% students classified as current English Language Learners (ELL).

The subgroups within the schools have different levels of achieving learning gains in ELA and math:

Norland ELA - Students Achieving Learning Gains and Lowest 25% of Students Achieving

- Total Students 32.3% and 24.7%
- Economically Disadvantaged 31.2% and 25.4%
- ELL 39.6% and 40.0%
- Students with Disabilities 29.7% and 26.3%
- Black 32.0% and 24.1%
- Hispanic 37.5% and 21.4%

Norland Math- Students Achieving Learning Gains and Lowest 25% of Students Achieving

- Total Students 18.5% and 22.4%
- Economically Disadvantaged 17.9% and 22.9%
- ELL 17.3% and 23.8%
- Students with Disabilities 11.1% and 13.9%
- Black 18.6% and 23.6%
- Hispanic 16.1% and 8.3%

North Dade ELA - Students Achieving Learning Gains and Lowest 25% of Students Achieving

- Total Students 36.4% and 57.5%
- Economically Disadvantaged 36.3% and 57.8%
- ELL 45.0% and 57.7%
- Students with Disabilities 25.5% and 40.0%
- Black 33.9% and 57.7%
- Hispanic 51.1% and 57.1%

North Dade Math - Students Achieving Learning Gains and Lowest 25% of Students Achieving

- Total Students 18.8% and 23.5%
- Economically Disadvantaged 18.9% and 23.2%
- ELL 22.0% and 36.8%
- Students with Disabilities 13.5% and 23.3%
- Black 19.3% and 21.1%
- Hispanic 15.9% and no data reported

Both locations show a very low percentage of student populations achieving learning gains in English Language Arts and even less in math. There are significant drops in achievement for students with disabilities in math that attend Norland as well as ELA achievement at North Dade. The lowest performing ELA students at Norland have the lowest level of improvement in all subgroups except the Hispanic population, which is the smallest defined group. Conversely, the other categories for both location show that the lowest level students are improving at a rate higher than the entire population in almost every category. The school administration from both locations communicated the specific need for additional academic assistance with an emphasis on math instruction on an individual student level within the after-school program.

The locations have had success in middle school acceleration with 51 students (42 economically disadvantaged) and 42 students (40 economically disadvantaged) achieving high school credits at Norland and North Dade, respectfully.

In order for students to gain access to education, teachers and school resources, they need to be in school. The administration from both locations have asked for engaging activities after school to encourage more students to attend the regular school day, since the schools are also the learning centers. Norland had 346 students and North Dade had 302 students who were chronically absent during the 2020-2021 school year. The numbers represent a large portion of their populations. Norland also reported 34 suspensions with 9 of them going to students with disabilities. North Dade did not report any suspensions.

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

The Norland surveys specifically reported:

1. Administration – Academics/HW, Social Emotional Learning (SEL), STEM,
2. Students – STEM, Homework, Sports, Dance
3. Parents – STEM, Homework, Sports, Reading
4. Teachers – Homework, Tie (SEL, Cooking, STEM)

North Dade Middle specifically reported:

1. Administration – Math, SEL & Service, STEM, Sports
2. Students – Music, Cooking & Nutrition, STEM, Sports
3. Parents – STEM, Homework, Reading, Electives (Arts/Sports)
4. Teachers – Homework, Leadership, Tie (Sports, SEL, Dance)

Additionally, the parents shared their education needs with the priority being sessions on bullying, cyber bullying, financial literacy and health for Norland. North Dade parents requested sessions on adult SEL, school system parent portal navigation help, financial literacy and bullying.

The school themselves are a huge asset in terms of providing a safe space, a familiar place and nurturing environment where the program can take place, at no charge. There

are many teachers who do not have the opportunity to teach the electives during the school day that are vital to building character and expanding the minds of our youth that can be assets to the program. Social-emotional learning programs are needed to make an impact on these students and their achievement. A study published in the Journal of Child Development explains that SEL programs increase prosocial behaviors, reduce conduct issues, reduce internalizing problems and improve academic performance on tests and grades (Durlak et al., 2011). The need for SEL is evident for this program based upon the age bracket the program serves, achievement levels, and stakeholder feedback. Additionally, Miami-Dade County Juvenile Services reported at 78 arrests took place in 2021 in the communities to be served, two-thirds of which came from the North Dade Middle area. These arrests contain multiple charges (136) including robbery, drugs and assault. These are some of the reasons why socioemotional learning is needed for this project in addition to summer programs and security monitors.

Miami-Dade County Public Schools has mandated SEL programs in schools and training of all teaching staff. However, the schools and stakeholders are still requesting help in this area. Their focus has been on instructing positive decision making. To avoid duplication, it was decided that the after-school approach for this adolescent age group would be centered on students finding meaning and purpose while sharing their own stories. Additionally, practical application of skills being learned would be ingrained within the elective components, especially in sports and the arts. Any gaps in services can be contracted to community non-profits that FIU-ASAS has had a history of working with for program in the arts, STEM, cooking, nutrition and various parent workshops.

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

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

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

Section 7: Intentionally Designing Activities

FIU-ASAS programs have been historically comprehensive in nature, using resources to help youth academically as well as in life. Recognizing that all students come to learning with different needs, Florida Certified Teachers administer academic enrichment



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components, which provide homework help and utilizes the i-Ready Program. This program is specifically designed with different age groups and ability levels in mind.

Through the partnership with M-DCPS, the FIU-ASAS program will have free access to the electronic software, with all progress automatically reported to the day school teachers of the participants. All of the students have an out of school i-Ready requirement but since the program is only accessible electronically, there are barriers for certain students once the school day ends. As the schools have agreed to provide FIU-ASAS access to their labs, this will provide the opportunity for all children to participate.

i-Ready supports diverse populations and its adaptive diagnostic tools pinpoints students' needs down to the sub-skill level which will specifically help the underperforming children identified in the needs assessment. Supporting the academic based objectives, i-Ready provides a personalized instructional path supported by an interactive and fun approach to learning with comprehensive lessons being standards-based. Each lesson addresses the Content and Skills Standards for the core subjects of English language arts and math. Supported with certified teacher-led instruction, this program addresses different learning styles and extends learning time to help support the academic goals of the project and the school.

The Human Resources Research Organization (HumRRO) and Century Analytics conducted a research study to examine the impact of i-Ready Personalized Instruction on reading and mathematics achievement for striving learners (i.e., students who placed Two or More Grade Levels Below in the fall). Using a quasi-experimental design study and data from the 2018–2019 school year, HumRRO and Century Analytics demonstrated that striving learners who used i-Ready as recommended performed better than striving learners who did not use i-Ready. In addition, the research shows that Black and Latino students who used i-Ready as recommended experienced significantly greater gains in student achievement compared to Black and Latino students who did not use i-Ready. The design of this research study meets the Every Student Succeeds Act (ESSA) Level/Tier 2 criteria for Moderate Evidence. The results from this study demonstrate that i-Ready instruction is effective in improving striving learners' reading and mathematics achievement, which provides evidence that i-Ready can be used as effective instruction with students who have unfinished learning (Curriculum Associates Research Brief 2021). Academic Enrichment will be offered daily for at least 55 minutes as well as 90 minutes in the summer. Additionally, opportunities for further assistance each day will be provided, if needed.

FIU-ASAS will also recruit college students to assist teachers in providing homework assistance to increase the percentage of students performing on grade level and

completing their homework. These teacher assistants will receive an overview and instruction from certified teachers, site coordinators and the Project Director before working with students. If students have completed their homework and i-Ready early, or it is verified they do not have any pending assignments, the remaining time will be allocated to reading a book of their choice or Time Magazine for Kids. Time Magazine for Kids builds the critical reading skills kids need to succeed in the information era. An annual subscription will be purchased so each student can receive their own copies to help these young readers better understand our complex world and nurture them to become informed, active citizens.

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

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

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

minutes a week for all students for 18 weeks to address the hands-on STEM and science education needs. STEM courses will also be offered for 90 minutes a day during the summer program.

To address the social -emotional learning needs of the program population without duplicating the existing programs already being offered in the schools, FIU ASAS will provide the Stanford University developed Wayfinder Purpose Curriculum, which focuses on a method of social-emotional learning proven to be most relevant to adolescent students. This is done by engaging students in deep reflection about self and community, and scaffolds students' as they take purposeful action to make a positive contribution in the world. This component not only addresses the SEL need but the leadership and service learning requests.

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

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

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

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



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

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

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

Student Recruitment & Retention

Project FUTURE will be open to all students at the site, including those with disabilities, who are: 1) in need of remediation (scoring below proficiency in standardized tests) in Reading and/or Math as determined by teachers and counselors; 2) at-risk of academic failure (currently scoring below proficiency); and 3) exhibiting behavioral, disciplinary and/or attendance issues (identified by disciplinary/attendance records); 4) or in a TS&I subgroup. When warranted, the program will make accommodations based upon student Individualized Education Programs (IEP) that are provided by the district.

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

Project FUTURE will be promoted to students via: 1) each school's website; 2) take-home bulletin; 3) during homeroom and school assemblies; 4) phone calls to parents; 5)

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

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

- Ensure that academic-linked activities are fun and engaging: Academic-linked activities will utilize student-centered teaching methods that shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges and learn the course material in the context of addressing the challenges.
- Provide a range of activities that students enjoy: All activities have been selected based in part on student input. Academic enrichment and support activities have been designed to be not only educational and engaging, but enjoyable too. Career-focused programs and electives will include hands-on, real-world activities that students enjoy.
- Reflect a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day: Regularly scheduled collaborative meetings between Project FUTURE teachers and regular daytime classroom teachers will ensure effective linkage between the afterschool curriculum and regular classroom curriculum.
- Reach out to the families of children in the program, keeping them informed of their children's activities and providing opportunities to volunteer: Parents will be invited to serve as program volunteers, serving as mentors or facilitating Career Day activities. Parents will receive quarterly updates about their children's progress. In addition, Project FUTURE includes parental involvement activities as well as services that support parents and positive development of their children.



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

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

Partners

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

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



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

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

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Section 8: Recruiting and Retaining High Quality Staff

Each program center will be continually staffed by skilled, qualified and well-trained professionals. All Project FUTURE teachers must be current M-DCPS employees in good standing and have written approval from the school Principal or designee in order to work in the afterschool program. The principals promote the FIU-ASAS positions within the host sites which provides the program a number of Certified teachers in various subjects. As a condition of FIU-ASAS employment, all grant-funded workers, including contractors, subcontractors, college students and regular volunteers (adults who have contact with centers more than one time) will be required to undergo a comprehensive local, state and national criminal background and sexual offender registry check (including fingerprints). FIU will also verify qualifications and conduct an extensive interview process in accordance with university procedures for the Project Director position if a recommendation of funding notification is given, in order to have someone able to fill the position by the award date.

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

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

The staffing plan for the sites are as follows:

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

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

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

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

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

Professional development will be ongoing for all 21st CCLC staff, and will include: ASAS National Trainings, MSE/FIUASAS After-school Operational Trainings, SEL Trainings, ClassVR Trainings, Fit Club Trainings, Summer Program Trainings, CPR trainings, Leadership trainings and a variety of workshops focused on best practices in promoting parental involvement, improving outcomes for high-risk youth, mentoring through coaching and building academic skills in the afterschool environment. The trainers will include FIU-ASAS administrative staff, university professors in their specific specialties as related to selected elective components, family and youth development scholars as well as certified instructors from any additional program curriculum, as needed.

Each year, all 21st CCLC personnel will be required to attend at minimum two 6-hour trainings and safety sessions for the school year and 1 additional session for the summer program staff. Monthly meetings during non-program hours will occur at each center to make sure all staff are up to date on policies and procedures at the site level as well as serve as a conduit for training. The Project Director, Site Coordinators and Executive Director will attend one of two 3-day ASAS National professional development trainings (in-kind). Overall, 21st CCLC personnel will participate in at least 20 hours of professional development each year in addition to the mandatory 21st CCLC Conference to be attended by at least 2 staff including the Project Director.

Section 9: Implementing with Fidelity

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

Throughout the year the fidelity of operations would be check through a variety of systems. The first is the FIU-ASAS site visit assessment tool which is filled out weekly by the Site Coordinator and separately by the Project Director during his weekly visit for comparison. The MSE Program Manager will also take part in the review. The purpose is not to micromanage staff but to provide support, assistance and guidance when needed. Any contracted service providers for arts enrichment services will also have component leaders in the classroom for classroom management and fidelity overview. Once per quarter a school district based MSE employee visits all sites to review the snack invoices as they commit to pay for any overages.

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

Section 10: Project Budget

See attachment.

Section 11: Plan for Sustainability

FIU has a long history of working with school districts in South Florida and seeks to create stronger links with other institutions and partners. An important function is to continually seek external funding opportunities to sustain all FIU School of Education and Human Development programs, including After-School All-Stars. Miami-Dade County Public Schools' Middle School Enrichment Program (MSE) has continued to provide funding for the partnership program since its inception. FIU also provides a bridge between the 21st CCLC students and FIU faculty, staff and students. The South Florida After-School All-Stars (SFASAS) Board of Directors has also



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pledged significant support to help ensure the sustainability of this 21st CCLC project through a full-time resource development officer housed at FIU. As possibilities are explored, both entities will prioritize the sustainability of this initiative during and after the funding ends.

The 21st CCLC Program Team is a key part of the sustainability plan and will formally meet in the Fall and Spring of each year at minimum. The proposed members will include, an M-DCPS MSE member, School Administration, Site coordinators, a SFASAS Board Member, a parent and student from each site, FIU faculty, the FIU-ASAS administration team and community partners. The collaboration of this group will continuously seek physical and networking resources that will play an integral role in the sustainability of Project FUTURE.

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

Agency Name: Florida International University

Project Number: 131-2443B-3C003

Program Name: FUTURE

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

This change includes: Additions Deletions Both

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

Section 1: Project Abstract/Summary

- Florida International University operates the FIU After-School All-Stars Project FUTURE at 1234 NW 192nd Terrace, Miami Gardens, 33169 at the Norland Middle After-School All-Stars Community Learning Center. 85 students in 6th-8th grades are provided programming during the school year from 3:55pm to 6:10pm Monday-Friday beginning August 22nd, 2022 to June 1st, 2023 and summer from 9am to 5pm, Monday-Friday beginning June 12th, 2023 to July 29 28th, 2023. Program activities include academic enrichment; science, technology, engineering and math (STEM); cultural programs; drug and violence prevention; and health and active lifestyle programs. Services will also be offered to the adult family members of the students in the form of a minimum of 5 educational courses throughout the year to help support the family unit.
- Florida International University operates the FIU After-School All-Stars Project FUTURE at 1840 NW 157th Street, Opa-locka, 33054 at the North Dade Middle After-School All-Stars Community Learning Center. 66 students in 6th-8th grades are provided programming during the school year from 3:55pm to 6:10pm Monday-Friday beginning August 22nd, 2022 to June 1st, 2023 and summer from 9am to 5pm, Monday-Friday beginning June 12th, 2023 to July 29 28th, 2023. Program activities include academic enrichment; science, technology, engineering and math (STEM); cultural programs; drug and violence prevention; and health and active lifestyle programs. Services will also be offered to the adult family members of the students in the form of a minimum of 5 educational courses throughout the year to help support the family unit.

Section 4: Building Your Program Team

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

Section 5: Engaging Stakeholders

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

Section 9: Implementing with Fidelity

- The 21st CCLC program will utilize a qualified staff person by District policy to provide data support and entry services to support the evaluation of the program. These job duties will be the responsibility of the

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

Section 11: Plan for Sustainability

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

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

Appendix A
Continuing Improvement 2023-24

Agency Name: FIU After School All Stars Board of Trustees Project Number: 131-2444B-4C003
Program Name: FIU After School All Stars Project FUTURE

Reason(s) for the change:

Dates of service update for the new school year.

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

Section 1:

85 students are provided programming during the school year from 3:55pm to 6:10pm Monday-Friday beginning ~~August 22nd, 2022 to June 1st, 2023~~ August 17th, 2023 – May 24th, 2024 and summer from 9am to 5pm, Monday-Friday beginning ~~June 12th, 2023 to July 29th, 2023~~ June 10th, 2023 – July 26th, 2024.

Underscore reflects additions to the previous narrative.

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

Florida's Nita M. Lowey 21st Century Community Learning Centers Evaluation Plan

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

