

3.1 Project Abstract

The **FIU After-School All-Stars (ASAS) College Impact Alpha Program**, a 21st Century Community Learning Center (21st CCLC) Grant, is an innovative afterschool and summer program for high school students that implements exploration of Science, Technology, Engineering and Mathematics (STEM) as the key element to improve personal and academic success. The program offers academic support through homework help and tutoring services as well as a comprehensive test preparation component. The program serves the students and families of American Senior, Hialeah Senior, Miami Jackson Senior, and Miami Springs Senior High.

For 160 days during the school year starting from the second week of school, 55 students from each school participate in an afterschool program (3 hours) during which teachers provide academic support and homework help and then deliver a grade-appropriate test preparation and college exploration curriculum. The program operates from Monday through Friday from 2:40 PM to 5:40 PM at all the participating sites. During the 7 week (35 day) summer program, 120 students continue to receive these services on the Biscayne Bay campus of Florida International University (FIU) from 8:30 AM to 4:30 PM. The FIU College Impact program provides services to adult family members via impactful workshops facilitated by the Miami Dade County Public Schools (M-DCPS) Parent Academy.

3.2 Community Notice and Needs Assessment

3.2.a. Community Notice: In 2018, members of the FIU ASAS Pre-College leadership team began to meet and conceptualize the College Impact Program. The team finalized the overall structure of the College Impact in December 2018. During 2019, the Pre-College leadership team conducted a series of notifications in an effort to maintain open communication with the community and stakeholders about the intention of providing a high-quality afterschool program using a comprehensive, holistic approach to college and STEM career readiness. The leadership team began to meet with MDCPS high school principals from of the school district's neediest communities to discuss requesting funding from 21st CCLC for the 2019-20 school year and

beyond. The leadership team also sought input from the two private high schools in the target areas: Dade Christian School and Monsignor Pace High School. The private schools declined participation. Beginning in February, the leadership team conducted needs assessment surveys from each potential target school. The leadership team also administered surveys to students, parents, and other stakeholders in the high schools in the area.

In early July, FIU-ASAS and the targeted schools utilized the Ed Connect system to call all of the homes in the feeder patterns to announce the intention to apply for 21st CCLC funds and provide a program description. Hard copies of approved 21st CCLC applications will be made available to each target school site and key stakeholders in the community. Additionally, the application will also be made available in a pdf file via request through the FIU-ASAS website, which already has a 21st CCLC page that includes program calendars and links to information on student activities. The IT department, under direction from the Project Director, will update the webpage monthly.

3.2.b. Needs Assessment: In 2019, the FIU Pre-College leadership team met with area target school administrators, and surveyed students and parents from target areas to determine a need for the College Impact Alpha program. The target school administrators overwhelmingly support the College Impact Alpha program, and the surveys indicated a dire need for the services. The leadership team attempted to survey the private schools but they declined to participate. The surveys at the target schools revealed that most students hangout by themselves after school and/or prefer to hang out with friends (42%). Another 39% do some type of entertainment activity after school. Only 14% indicated they studied or did homework or schoolwork after school. Although 48% of the students surveyed indicated they attend an after-school program, there are very few academic after-school programs available at the target schools. According to the Afterschool Alliance (2014), the hours of 3:00 PM and 6:00 PM are times when most juvenile crimes are committed in the target area, so it is concerning that many target school students are idle and unsupervised during this time period.

As seen in the administrator questionnaires, the administrators indicated that few students in the target schools have access to quality PSAT, SAT, or ACT test preparatory programs. Students are also in need of tutoring in math, science, and language arts. The administrators noted that many students from the target schools would be the first in their families to go to college. Most of them have a limited exposure to college and career opportunities. They need help expanding the idea of what success looks like.

The school administrators also indicated that the parents are also in need of support. Parents do not have access to sound financial literacy resources that can help their families and prepare their children for college. Parents are also seeking financial aid workshops, first-generation college awareness, understanding the college admissions process, career pathways, and other resources to help support their children. MDCPS, 5000 Role Models, among other agencies, have been identified as community resources that are aligned with the proposed program services. The College Impact Alpha program will provide the test preparation, tutoring, college guidance, and parental educational support services that the target population is yearning for.

Demographic Data from the Target Area is Troubling. Table 1 data clearly show that the educational level of the population in the target area is low when compared to similar populations both at the state and national levels. The data show that only 81.0% of the population living in Miami Dade County, age 25 and older have a high school diploma, and only 76.4% of those living in the target areas have a high school diploma. This compares to roughly 87% of similar populations at both the state and national levels. Similarly, only 17.7% of the population in the target areas has a bachelor's degree compared to 30.9% and 28.5% at the national and state levels respectively. Table 1 also presents a comparison of national, state, county, and city data that clearly establishes the economic needs of the target area. In all key characteristics, both Miami Dade County and the target area, on a percentage basis, rank significantly lower than both the state and national levels.

Table 1 - Comparison of National, State, County, and City Demographic Characteristics				
Characteristics	National	State of Florida	Miami-Dade County	Target Area
Percent of People Below Poverty	14.6%	15.5%	19.0%	24.1%
Percent of People with Bachelor's Degree	30.9%	28.5%	27.8%	17.7%
Percent of Population (25 and older) with High School Diploma	87.3%	87.7%	81.0%	77.5%
Median Household Income (2013-17)	\$57,652	\$50,883	\$46,338	\$40,763

Source: 2013-17 U.S Census Bureau, American Communities Survey, 5 Year Estimates

Additional information demonstrating the critical need for academic and enrichment support activities at the targeted schools is shown below. A large percentage of students across the four target schools are not demonstrating proficiency in reading and math. All four target schools have less than a 1000-combined reading and math scores in the SATs. This is significant because to attain Florida's signature scholarship Bright Futures, a student must have a minimum of 1170-combined math and reading scores in the SAT. More importantly, according to the most recent State of Florida University System Admissions Matrix, students who typically gain admissions to the state universities have combined SAT scores far above 1000. This means many of the target students are not meeting the minimum admissions requirements.

All four schools have been identified for Targeted for Support and Improvement (TS&I) under the Students with Disabilities and English Language Learners subgroups. College Impact Alpha will primarily recruit students who are 'not proficient' as determined by their most recent statewide assessment result. As shown in the following table, between 51% and 75% of students are not proficient in English as demonstrated by percent achieving passing scores (3 and above) in the FSA English Language Arts (ELA) exam. The difficulties with achievement are compounded by two risk indicators: over 70% of each school population is classified as economically

disadvantaged, and a majority of the student population are minority students. The results of Algebra 1 EOC exam also indicate tremendous deficiencies in math at the target schools. According to Spring 2019 Assessment results, only 23% of students at American, 26% at Hialeah, 23% at Miami Jackson, and 35% at Miami Springs scored a 3 or above, respectively.

Table 2 – Target Schools Profile				
Characteristic	American	Hialeah	Jackson	M. Springs
Free/Reduced Lunch	77.1%	80%	82.3%	73.9%
Minority Rate	97.6%	97.8%	99.3%	95.2%
Algebra 1 EOC (Percent in Level 3-5)	23%	19%	14%	35%
FSA ELA (Percent in Level 3-5)	41%	43%	25%	49%
SAT Math	465	440	419	471
SAT Reading	485	479	437	497
School Grades	C	C	C	C
Targeted Support & Improvement (TS&I)	Yes	Yes	Yes	Yes

Source: Florida Department of Education (2019)

College Impact Alpha proposes to serve 220 students per day at four (4) high-need, high-minority, Title 1 Miami-Dade County schools during the academic year: American, Hialeah, Miami Jackson, and Miami Springs. One hundred and twenty (120) students from the target schools will participate in a seven (7) week summer program at Florida International University’s Biscayne Bay Campus. Support from the target schools, university and community partners will help College Impact Alpha meet the needs of the children and families of the target schools.

3.3 Dissemination of Information

Immediately upon formal notification of the grant award, FIU’s ASAS (ASAS) executive director will convene a meeting of appropriate university and school district staff to announce the project

and discuss its goals and objectives. FIU College Impact Alpha program staff will schedule and conduct information sessions, meetings, presentations, and discussions widely. The program director will meet with representatives from each target school, including principals, assistant principals, selected teachers, and counselors to communicate and discuss the goals and objectives of the FIU College Impact Program and to identify potential students for participation.

The program director will develop a descriptive program brochure for dissemination to target schools, parent teacher associations, community agencies, civic organizations, local churches, selected area businesses and other appropriate organizations and agencies. The program anticipates that community agencies, civic organizations, local churches, businesses, and the Community Advisory Board will be especially active and helpful in spreading the word about this high impact college exploration program. Other announcements will include press releases in local newspapers written and disseminated by FIU's Office of External Relations. Flyers will be printed and circulated throughout the community in English, Spanish, and Creole in order to assure widespread attention throughout the communities we aim to serve.

Project staff will conduct presentations for interested students and their parents at the target schools' Open House events. At these meetings, the goals and objectives of the project will be described and reviewed, and application materials will be distributed. FIU staff will use the Community Advisory Board, as well as school district officials, university staff, representatives of community agencies and ethnic organizations to participate in our recruiting meetings, briefings, and presentations. Further, the project will take full advantage of the already established community network being utilized by our resident TRIO and 21st CCLC programs at the university. Finally, the program acknowledges the importance and effectiveness of word-of-mouth as a communication tool. To that end, we will inform all of our current students who live or have family within the targeted school region regarding the project. Our purpose in doing so is not only to seek potential participants, but also to ask that all students serve as volunteer ambassadors who will spread the word about the project and its objectives.

The College Impact program will work with FIU's internal website developers to create a website describing the key components of the program, the schools and students being served, and any pertinent information related to the project. The site will be maintained by program staff to meet the requirements established by the 21st CCLC grant. The FIU-ASAS website will be updated to reflect the award within 30 days of notification. To further inform and engage community stakeholders, appropriate announcements including project progress as well as key challenges and successes, will also be made on our Facebook, Instagram and Twitter accounts which will also be communicated to stakeholders. Utilizing technology, we will establish a regular schedule of email blasts, group texts, and Ed Connect messages to parents and/or guardians to disseminate program information.

3.4 Target Population, Recruitment and Retention

3.4.a. 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 College Impact Alpha will continue this mission by serving 220 high school students grades 9th through 12th from the following four high schools: American, Hialeah, Miami Jackson, and Miami Springs. Students from the target schools represent Miami-Dade County's neediest student population. 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 limited in their educational aspirations.

Recruitment: The College Impact Alpha 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 College Impact Alpha. 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.

College Impact Alpha 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 four target schools, with priority given to 9th graders and (2) expressed interest in STEM careers. Special attention will be given to students who meet the following criteria: (1) alumni of the FIU ASAS or FIU EV3 Middle School Robotics 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 assistant director 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 school teachers and counselors. Site coordinators, the assistant director, and the program director will make the final selection of students.

Retention: Student retention is another key objective of FIU 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 pre-college programs and promote into post-secondary institutions. 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 material irrelevant or too boring to engage in and (4) no support at home. We encourage student retention by engaging them in the following ways: (1) providing a goal-driven learning environment, (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 STEM disciplines, and (7) offering incentives such as eligibility for the Golden Scholars Summer Bridge program and for the Invitational Scholars Award, which is only available to FIU pre-college students who continue their education with FIU.

3.5 Times and Frequency of Service for Students and Adult Family Members

College Impact Alpha will serve 220 high school students from the four target schools. The afterschool program will operate Monday through Friday, 3 hours a day, from 2:40 PM to 5:40 PM for a total of 15 hours per week. The program will not operate on early release days but will run for 160 days throughout the school year. The summer program will operate at the FIU Biscayne Bay Campus will host 120 students from 8:30 AM to 4:30 PM (40 hours/week) for 35 days. The FIU College Impact program will provide services to adult family members via workshops facilitated by the M-DCPS Parent Academy. The goal of the Parent Academy workshops is to provide parents and guardians of participating students with resources that will enhance their child's academic success. Some of the topics that will be addressed include Program Overview, Mindfulness, Depression, Financial Aid, Financial Workshop, and Summer Learning Loss. Our meetings will be 2 hours long offered at variable times throughout the year. A minimum of six activities will be offered throughout the academic year. The required site profile worksheets will provide details as well as the sample schedule for the afterschool, summer, and adult family member educational components.

3.6 Evaluation Plan and Design

Independent Evaluator: The proposed program director has identified an independent external evaluator who possesses all the following qualifications and experience: (a) more than 30 years of experience in educational program evaluation, almost all of which involve federal programs

including 21st CCLC projects, (b) demonstrated knowledge, skills, and abilities in evaluation planning design, instrumentation and survey development and management, and quantitative and qualitative analytical and reasoning skills (including parametric and nonparametric statistical skills), (c) experience working with programs that focus on low-income, urban, minority, first-generation students, and (d) excellent oral and written communication skills. The program director will comply with all university procurement processes in the final selection of an evaluator.

Evaluation Activities: The evaluation will include, but not be limited to, collecting participants' academic performance data (i.e., ELA, math, science report card grades) on a quarterly basis each academic year. Other empirical participant data (e.g., SAT scores, attendance data, disciplinary data, etc.) will also be collected at mid-year and end-of-year, as appropriate. In addition, project-developed survey instruments will be administered each year to program stakeholders (i.e., participants, staff, and parents) at three points: pre-program (baseline - Fall), mid-year (progress – Winter), and post-program (summative - Spring). Individual and small group interviews will also be conducted with selected participants and staff during the Fall and Spring terms of each program year.

Preliminary Areas of Inquiry: The preliminary areas of inquiry for the survey and interview instruments are expected to include, but not be limited to, the following: *Students:* (a) critical thinking, problem-solving, decision-making skills, and research/analytical skills, (b) social and interpersonal and communication skills/behaviors, (c) self-disciplinary attitudes and behaviors, (d) attitude towards school, participation in class, homework completion, and motivation to do well in school, graduate from high school, attend college or enter the workforce, and (e) curiosity about college, awareness of college and career/workforce requirements, and thinking about future plans for college/career. *Staff:* similar in nature to the areas above for students, but from the staff's perspective about students. *Parents:* similar in nature to the areas above for students, but from the parents' perspective about their children. Also, parents' familiarity with program goals and objectives, their own literacy and numeracy knowledge and skills (e.g., oral/written

communication, technology, financial), their knowledge of health and nutrition issues, their participation in educationally-related activities (e.g., helping with homework), their involvement in their children's education (e.g., Back-to-School Night, parent-teacher conferences).

Accurate Data Collection, Analysis, and Reporting: In all efforts concerning data collection, analysis, and reporting, care will be taken to ensure the privacy of stakeholder identities and data. In order to promote stakeholder cooperation and participation and to increase the potential for valid data, in addition to statements regarding confidentiality, each survey/interview instrument will describe the purpose of the data collection effort and importance of collecting accurate data. Random validity screening of all data collected will be conducted to ensure data quality. Survey data will be collected using the university's Qualtrics system, and all quantitative data will be compiled and analyzed by the evaluator using appropriate statistical software. Stakeholder surveys developed and administered by the Florida Department of Education will also be analyzed by the evaluator and will factor into the overall evaluation effort. All draft reports submitted by the evaluator will be screened by the program director before being finalized for dissemination.

Coordination of Evaluation Activities: The evaluator will prepare annual comprehensive evaluation management plans for program staff, outlining the evaluation objectives, activities, responsibilities, and instructions and timelines for instrument distribution, administration, and collection. As practical, at the beginning of each program year, the evaluator and program director will meet with key staff, and the program's Community Advisory Board to review the management plan and instrumentation to ensure maximum coordination.

Examining Program Impact: Performance data (i.e., report card grades) will measure the extent to which participants' academic performance has been maintained at satisfactory levels, increased or improved, or decreased or declined. Other performance data (e.g., attendance, disciplinary data) will measure possible trends and the extent to which such performances have remained stable, increased, or decreased. Using Likert and other similar rating-type scales, stakeholder survey data will measure various aspects of the program (e.g., perceptions of: [a]

participants' knowledge, skills, attitudes, etc., [b] progress toward achievement of program objectives, [c] program impact, [d] stakeholder satisfaction with program services and activities, etc.). Qualitative data from open-ended survey questions and interviews will help to clarify and explain the quantitative data. The processes for ensuring data accuracy and evaluation coordination described immediately above are expected to ensure data integrity and consequently enhance the potential for valid analyses of program impact.

Reporting and Use of Evaluation Data: In addition to monthly oral reports to the program director, each year the evaluator will prepare a minimum of two written reports: a mid-year progress report and an end-of-year final report in which all quantitative and qualitative data collected will be presented, discussed, and summarized. After reviews by the program director, the reports (either in their entirety or appropriate excerpts thereof) will be disseminated through appropriate communication channels to all stakeholders, including but not limited to: appropriate University administrators and program staff, target school district and school administrators and staff, the program's Community Advisory Board. Periodic press releases may also be prepared for local community consumption. At the program director's discretion, meetings will be convened with selected stakeholders to review the findings of the evaluation reports, discuss the impact of the program and progress toward the achievement of the long-term goals and short-term objectives, and make plans for the implementation changes to program services and activities, timelines, or other program-related variables.

3.6.a Statewide Standard Objectives

As indicated in the RFP, the information for this section is located in the objectives table.

3.6.b Objectives for Academic Benchmarks

As indicated in the RFP, the information for this section is located in the objectives table.

3.6.a Applicant-Specified Objectives

As indicated in the RFP, the information for this section is located in the objectives table.

3.7 Approved Program Activities

Academic Year

FIU College Impact Alpha will consist of the following approved program activities: academic enrichment with a 10:1 student-to-teacher ratio; mentoring; and tutoring services that align with the state and local academic standards. These activities are designed to help students improve their academic performance and increase their college admissibility. The after-school classroom activities during the 2019-2020 school year, five days a week, on regular school days as listed on the official M-DCPS 2019-2020 School Calendar for Elementary and Secondary Schools. These activities will take place at the respective schools under the supervision of the site coordinators and led by certified teachers. College Impact activities are classified under five areas that address the seven program objectives. The five areas are Test Prep, Tutoring, College/Career Readiness, Personal Leadership, and Parent Academy. Classroom activities will be provided for a total of 160 days during the regular school year.

All program activities will utilize a wide range of strategies to support the different learning styles of students. In the first week of the program, students will be assessed to determine their learning styles. Program administrators will work with key day school department heads to ensure activities support the regular school day curriculum. The majority of target school students surveyed indicated that they would be willing to attend a program focus on exploring different jobs and careers in STEM and preparing them for college. This dynamic program offers a variety of activities including high-quality test preparation, field trips, college tours, in-depth college and career exploration in STEM, and personalized staff attention that encourage student attendance.

Table 4: After School Program Activities			
Objective Domain	Activities	Needs Assessment	Duration
1. English Language Arts	Test Prep / Tutoring	Low ELA & SAT Verbal Scores	2 Hours

2. Mathematics	Test Prep /Tutoring	Low Algebra 1 EOC & SAT Math Scores	2 Hours
3. Science	Test Prep /Tutoring	Low FDOE Science Assessment Scores	2 Hours
4a. Algebra 1 EOC	Test Prep /Tutoring	Low Algebra 1 EOC	2 Hours
4b. High School Graduation	All Activities	Low Educational Attainment in Target Area	10 Hours per week
5. Socioemotional Learning	STEM Leadership	Low-Income, First-Generation Potential College Student	2 Hours
6. College/Career Readiness	College/Career Readiness	Low Educational Attainment in Target Area	2 Hours
7. Adult Family Education	Parent Academy	Low Educational Attainment in Target Area	2 Hours

Test Prep: The PSAT, SAT, and ACT exams play a critical role in the college admissions process and students' ability to earn scholarships like Bright Futures. This program activity is designed to help students prepare for the rigors of taking of the PSAT, SAT, and/or ACT. The test prep will focus on the mastery of Math, Science, and English as well as proven test-taking strategies. Certified teachers trained in college test prep will lead the test prep activities.

Tutoring: The high school grade point average or G.P.A. is also a major factor in the college admissions process and access to merit-based scholarships. The tutoring activities help students learn, review content, explain how to solve problems, and check completed work. Students will also learn how to develop successful study techniques that will help them flourish academically. Certified teachers will facilitate the tutoring activities.

College/Career Readiness: This high touch activity is a comprehensive, engaging approach to the college admissions process and career exploration with an emphasis on the STEM disciplines and the careers outlined in Executive Order 19-13. Students will explore and research a variety of topics relating to college and career readiness including admission requirements, different types of schools, financial aid, STEM careers, and other important topics. The Assistant Director, Graduate Assistants, and guest speakers will facilitate the college and career readiness activities.

STEM Leadership (Socioemotional Learning): This activity is designed to help students develop their leadership and to discover their identity in STEM. Students will learn about leaders of diverse backgrounds and discern leadership styles that they can adopt in their careers in STEM. Students will present on STEM leaders that they admire and develop a leadership prospectus. Leaders in STEM from the university community will also serve as guest speakers.

Parent Academy: This activity is designed to help parents to play an active role in their children’s education. These workshops will include topics such as Program Overview, Mindfulness, Depression, Financial Aid, Financial Workshop, and Summer Learning Loss. A minimum of six activities will be offered throughout the academic year. This activity will be facilitated by guest speakers and trained professionals in various areas of expertise.

Summer Program

The academic courses will have a 10:1 teacher/student ratio including English, Math and Science. Other key activities will include Career and College exploration and Empowerment Workshops. The chart below illustrates how the summer activities support the proposed program objectives.

Table 5: Summer Program Activities			
Objective Domain	Courses	Needs Assessment	Duration
1. English Language Arts	English	Low ELA & SAT Verbal Scores	4 Hours

2. Mathematics	Math	Low Algebra 1 EOC & SAT Math Scores	4 Hours
3. Science	Science	Low FDOE Science Assessment Scores	4 Hours
4a. Algebra 1 EOC	Math	Low Algebra 1 EOC	4 Hours
4b. High School Graduation	All Activities	Low Educational Attainment in Target Area	24 Hours per week
5. Socioemotional Learning	STEM Empowerment	Low-Income, First- Generation Potential College Student	4 Hours
6. College/Career Readiness	College 101	Low Educational Attainment in Target Area	4 Hours

English: These courses will engage students in a variety of topics designed to develop students' speaking, reading, and writing skills, including grammar and reading comprehension. A certified English teacher will facilitate this activity.

Math: These courses will engage students in a variety of mathematic subjects including but not limited to Algebra, Geometry, Pre-Calculus, and Calculus. Students will enroll based on past academic performance and mathematic students enroll for the upcoming year. A certified math teacher will facilitate this activity employing real-life examples and applications to engineering.

Science and Research: These research-based courses will engage students in a variety of science subjects, including the three courses that are the pillars of a career in STEM: Biology, Chemistry, and Physics. University's STEM academic departments will provide access for students to participate in innovative research that will allow hands on learning that is exciting and engaging. A certified Science teacher with university-level teaching experience will facilitate this activity.

College 101: This high touch activity is designed to help students define the role of a collegiate education in their personal life and STEM careers. Participants will receive personalized college counseling to determine a college fit. This will include exposing students to different institutions of higher learning, a variety of majors, and learn how majors correlate to their desired STEM careers. This activity will be led by a college admission or advising professional with extensive knowledge about the college admission process. Students will also get the opportunity to visit college campuses with strong STEM programs via field trips.

STEM Empowerment Workshops (Socio-Emotional Learning): The purpose of this activity is to provide students with the skillsets needed to flourish in a career in STEM. The primary objective of this workshop series is to help student develop the grit it takes to flourish in a career in STEM. Workshops will help students develop a greater understanding of the Scientific Method and Applied Research methods.

In total, the proposed program will deliver classroom instructional activities to students for 195 days during the program period including the after-school and summer components.

3.8 Applicant's Experience and Capacity

FIU is the recipient of several multi-year grants from the 21st Century Community Learning Centers and U.S. Department of Education (ED) for programs to assist low-income, first-generation students, and racial and ethnic minorities gain access to and succeed in college, including the After School All-Stars, Student Support Services (SSS), Educational Talent Search (ETS), Upward Bound (UB), Upward Bound Math Science (UBMS), Hispanic-Serving Institutions (HSI), and the McNair Post-baccalaureate program.

Over the past three decades, FIU has been awarded over \$20 million of federal and state funding to serve these populations for the programs enumerated above. Our grants have been continuously renewed due to effective leadership, responsible stewardship of funds, and consistently exceeding performance measures. FIU's Division of Research provides oversight for all grants, ensuring that the highest levels of accountability are met. They ensure compliance with

all local, state, and federal regulations required for public funds. Most recently, we have added the FIU EV3 Middle School Robotics program through the 21st Century Community Learning Centers and are seeking a high school program to complement our current grant and provide continuity for our students moving on to high schools in the area.

FIU Pre-College Programs employs seasoned evaluators to independently collect, maintain, analyze, and report accurate program evaluation data to generate reports. The Program Directors use the evaluators' formative and summative reports for the continuous improvement of the programs. To illustrate, an independent evaluation of the 2017-18 21st CCLC programs demonstrated ongoing success with 97.7% of students showing an increase their oral reading assessment score; 74.7% increasing or maintaining satisfactory knowledge grades in language arts; 74.1% in math knowledge; 76.2% in science knowledge; 98.8% in parent program satisfaction; and 96.4% in adult literacy knowledge. Furthermore, the TRIO programs Educational Talent Search (ETS) and Upward Bound Math Science (UBMS) also demonstrated tremendous success in their most recent independent evaluation. Both programs had 100% of their seniors earn a regular high school diploma. Historically, ETS and UBMS have enrolled 80% to 90% of their graduates enrolled in a post-secondary institution the following fall semester. In October 2017, The Department of Education provided FIU with a final monitoring report for the previous two years with no findings. Additionally, in Spring 2019, a new 21st CCLC site was visited and scored very well with no findings.

3.9 Staffing & Professional Development

3.9.a. Staffing Plan and Professional Development The FIU College Impact Alpha Program will require the following personnel for successful implementation: **Year-round staff** - One Program Director (1.0 FTE); One Assistant Director (1.0 FTE); One Program Coordinator (.20 FTE – Time and Effort Only); **Academic Year staff** – Sixteen (16) FDOE Certified After School; Four (4) Site Coordinators; Two (2) Graduate Assistants; **Summer staff** - Four (4) Certified Summer Teachers; Two (2) Graduate Assistants, Eight (8) Summer Counselors. This level of

staffing will ensure that we provide a staff-student ratio of 1:10. All College Impact Alpha staff will be required to complete a Level II background check screening by M-DCPS and FIU Human Resources. One External Evaluator will also be responsible for all program evaluation.

Ongoing professional development on a variety of relevant topics will be provided by the FIU offices including the Division of Human Resources, Career Services, Counseling and Psychological Services, the College of Arts, Sciences, and Education. Jewish Community Services of South Florida will provide evidence-based Adult and Youth Mental Health First Aid training for the staff. Also, teachers will receive training provided by a quality test prep company.

Leadership To ensure the proper and efficient administration of the program, the FIU College Impact program director will report directly to the executive director of ASAS. Grant oversight and fiscal management will be provided by the Division of Research to ensure compliance with all state and federal regulations. The leadership of the FIU College Impact Program will comply with program regulations and will adhere to our Human Resources Department's budget and accounting policies, procedures, and regulations. The following description outlines the leadership capacity and personnel management of the program and reflects the uploaded organizational chart.

Community Advisory Board (CAB): Upon receiving award notification, the FIU College Impact Alpha program administration will take steps to establish a Community Advisory Board that will perform a variety of functions including serve as liaison with community and program partners; advocate on behalf of the students; attend important events; and promote sustainability efforts.

Program Director: The Leadership plan provides for a program director who will contribute 100% of his/her time to managing and implementing the program. He/she will oversee the entire 21st CCLC project and is responsible for fiscal, evaluation, and program deliverables. He/she 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 Community 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. The director will have a master's degree in a related field and at least 6 years of experience overseeing programs for underserved populations.

Assistant Director: The assistant director will contribute 100% of his/her time to the program. The Assistant Director helps participants manage their educational experience throughout the program. He/she will introduce students to all available programmatic support services, help make sure students are on track academically, and help them cultivate strong habits that will propel them for academic success in high school and beyond. The Assistant Director works with target schools, university departments, and community partners to generate a variety of resources and services for the students. He/she will administer the college and career curriculum to all participants. The assistant director will possess a minimum of a bachelor's degree and at least 7 years of experience working with first generation, low-income students. Each additional year of experience can supplant the educational requirement. He/she will report to the program director.

Program Coordinator: The Program Coordinator will provide administrative support for all aspects of the daily operation. This person will contribute 20% of his/her time to the program (.20 FTE). Duties include obtaining quotes, processing invoices and payment requests, making program purchases, reconciling grant accounts and providing the Project Director with monthly budget updates.

Teacher: Teachers for the FIU College Impact Program will be certified by State of Florida. The teachers will be responsible for delivering instructions in their area of certification. Teachers will receive continuous professional development throughout the academic year provided by College Impact Alpha administrators, contractors, and community partners. All teachers will receive an initial training on the PSAT, SAT, and ACT test. Teachers will be screened and cleared through a Level II background check. Additionally, teachers will receive training in CPR and First Aid.

Site Coordinators: The site coordinators will be responsible for the daily operation of the FIU College Impact program on site and will oversee the 4 classes at their site. In addition to this, Site Coordinators will be responsible for collecting and maintaining all data including attendance and assessment data.

Graduate Assistants: Graduate Assistants (GA) for the FIU College Impact program will be recruited from the FIU Master's in Higher Education program and other similar graduate programs. GAs will use their training in student development theory to provide on-site case management, counseling, tutoring, and mentoring. Each GA will be screened and cleared through a Level II background check.

Summer Counselors: Each Summer Counselor will be assigned 15 students and will provide supervision for their group and assistance to the teachers. They will also help participants stay on task, develop study skills and time management skills, help them resolve personal problems and make referrals to program staff when necessary.

Contractors: The College Impact Program will contract the services of a high-quality test preparation company to provide PSAT/SAT/ACT test preparation for all students enrolled in the program. The contractor will provide self-paced online test prep for 220 students, training for up to 30 educators, pre and post-test scoring, and books.

3.9.b. Professional Development

Professional Development: Professional development will be ongoing for all College Impact Alpha program staff and will include, test prep, financial aid, college admissions, career development, mental health, and a variety of workshops designed to increase parental involvement and students' academic skills. The workshop facilitators will include College Impact Alpha administrative staff, university partners, community partners, certified instructors, a quality test prep company, and subject area experts. All program staff will be required to complete two 6-hour trainings and safety sessions for the school year and one additional session for summer program staff. Additionally, all program staff will attend two 8-hour trainings – one on Adult Mental

Health First Aid and one on Youth Mental Health First Aid provided by Jewish Community Services of South Florida. The trainings are evidence-based and approved by the Substance Abuse and Mental Health Services Administration (SAMHSA). All programmatic staff will participate in monthly meetings to receive program updates. The program staff will attend the statewide training on September 24 and 25, 2019. Our program director and assistant director will be present to represent FIU College Impact.

3.10 Facilities

The four target schools have agreed to host the College Impact Alpha program thus allowing access to the cafeterias, auditoriums, libraries, classrooms space as needed, office space for the site coordinators, parking for adult family members and sufficient access to restroom facilities. The target schools are safe, and school security will be made available during the afterschool hours to ensure safety in case of emergencies. Lastly, with the academic year program being at the host school sites, both students and parents are familiar with traveling to and from the sites, which is in close proximity (two to three miles) to their homes. Thanks to the partnership with M-DCPS, the students can access the program through the regular school day staff and parents can check in through the main office. As this is a program providing services to high school students on school property, the program has a DCF exemption (letter is in the attachments).

The FIU College Impact program staff will be housed in office space located in the FIU Biscayne Bay Campus. As with our other pre-college programs, the university has committed to providing the following items for the smooth operation of the program: office and meeting space, office desks and chairs, computer labs, science labs and corresponding equipment, classrooms, file cabinets, bookshelves, bulletin boards, and VoIP telephones.

3.11 Safety and Student Transportation

Student safety is of the highest priority for FIU College Impact Alpha and M-DCPS. The program will uphold all M-DCPS and FIU policies as the program operates at the target sites. Documentation of fire drills, emergency drills, and behavioral issues during the afterschool hours

will be kept onsite and in accordance to M-DCPS policy. As mentioned previously, all staff will participate in a level 2 background check complying with all aspects of the Jessica Lunsford Act, consisting of fingerprinting prior to commencing employment. All 21st CCLC personnel will also be required to attend three mandatory 6-hour trainings that include safety sessions.

Student safety is supported during on and offsite activities through student applications that are on file at the program site as well as the central office. These applications contain information about each student's parent/guardian, indicate all parties available to withdraw the child from the program, their contact information with identification, and permission for the selected mode(s) of student dismissal. Students choosing to withdraw early or at the end of the day must have permission from parents or guardians prior to signing themselves out. Persons not indicated as a designated alternate pickup will not be allowed to withdraw a student under any circumstance. During the summer, transportation will be provided between the target schools and the FIU Biscayne Bay Campus. During the academic year, participants do not need to travel to the designated sites at the target schools. Once the end of school bell rings, participants go to a designated homeroom area and are checked in. It is the responsibility of all FIU College Impact Alpha staff to supervise all program participants throughout the program service. Additionally, each proposed site will have at least one security monitor during program hours. Student safety will be maintained during all off-site activities by meeting the M-DCPS field trip ratio criteria of 15:1 students to teachers; requiring parent permission; completing head counts before, during, and after trips.

3.12. Partnerships, Collaboration & Sustainability

3.12.a. Partnerships: The College Impact Alpha program developed three key partners for program operation whom 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 partnership with Miami-Dade County Public Schools (M-DCPS) is essential to successful operation. This partnership is used in developing, implementing, sustaining, and evaluating the 21st CCLC program. M-DCPS and 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. 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 Advisory Meetings and monthly site meetings.

The final major partner, FOX Sports Florida/SUN, provides numerous hands-on career exploration opportunities for FIU-ASAS students. They bring in groups of 10-20 students to their studio to meet with executives, editors, broadcasters and other professionals within the organization to learn about specific jobs and individual career paths. The emphasis will be on showcasing the technology utilized at FOX Sports Florida/SUN. The partnership will be maintained by scheduled monthly calls and scheduling meetings.

3.12.b. Collaboration The Pre-College leadership team consulted, through meetings, phone calls, and surveys of the area high schools including the target schools, teachers, parents, students, and private schools. The communication generated specific needs for the target schools. The private schools declined to participate in the process. College Impact Alpha will hire certified teachers from the target schools to simplify communication between the day school and the program. Additionally, the site coordinators will be target school employees appointed by the principals. The site coordinator will represent College Impact Alpha and communicate all components of the program to day school staff at various school meetings and functions. Monthly

meetings at each site will provide formal communication between the program director, school administration, and programmatic staff. Program teachers will also meet with day school teachers, department heads, and school administrators to recruit students and to share student progress and effective teaching strategies. Lastly, the program staff will be involved in, or at minimum be notified of, teacher-parent conference about academic or behavioral when involve program participants. Each program site will be required to complete a collaboration log to document communications between programmatic staff and day school staff. All of the above elements ensure a continuous and meaningful collaboration between the program and the program sites.

3.12.c. Sustainability Through strategic partnerships with local school districts, local government, and community partners, FIU has a long history of capacity building that benefits the overall South Florida community. An important function is to continually seek external funding opportunities to sustain all FIU School of Education and Human Development Programs, including College Impact. FIU creates the environment in which 21st CCLC students can interact with university faculty, staff, and students. The National ASAS office has also pledged significant support to help ensure the sustainability of this 21st CCLC project through a full-time resource development officer. As possibilities are explored, both entities will prioritize the sustainability of this initiative during and after the funding ends.

The Community Advisory Board is a key part of the sustainability plan and will meet in the Fall and Spring of each year at minimum. The proposed members will include site coordinators, two parents from each site; two students from each site, a member of the College Impact Alpha staff, and community partners. The collaboration of this group including physical and networking resources will play an integral role in the sustainability of College Impact Project.

In conjunction with our ASAS Middle School Program, this proposed program will create a pipeline of underrepresented students that achieve their highest academic aspirations, are prepared for jobs of the future (as outlined in Executive Order 19-31) and become the next generation of STEM professionals that the South Florida Community needs to maintain its competitiveness.