

**Florida International University - After-School All-Stars
Project Claw– 21st CCLC RFP (2015-2016)**

5.1 PROJECT ABSTRACT (0 POINTS)

The Florida International University After-School All-Stars (FIU-ASAS) *Project CLAW*, is a collaborative-designed initiative providing targeted, structured, academic support and enrichment activities for 160 socioeconomically disadvantaged students in grades 6-8 and their adult family members. Students will be served from two Title I Miami-Dade County Public Schools (M-DCPS): Norland Middle and West Miami Middle. For each location, *Project Claw* will be held at each of the school sites and run for 170 days over 36 weeks during the school year. Students will participate for a total of 12.5 hours per week. Programming at all sites will run Monday through Friday and provide daily meals. Additionally, family literacy workshops and support activities will be offered at least bi-monthly.

The specific goals of *Project Claw* are: providing a safe environment, improving academics, improving health, and increasing family involvement throughout the months of the school year. Through *Project Claw*, 160 of Miami-Dade County's most socioeconomically disadvantaged students, at-risk of academic failure or struggling academically, have daily access to structured, research-based academic support and youth enrichment programming during the critical after school hours from M-DCPS Certified Teachers and university staff. This project also contributes by providing project based learning (PBL) opportunities that translate into 21st century skills such as collaboration skills, communications skills, and critical thinking skills needed for the future. This project's goals directly align with the 21st CCLC Program Funding Priorities. Our children are provided with opportunities to grow socially, ethically, creatively and healthily in a method that reinforces the regular school day.

5.2. NEEDS ASSESSMENT (10 POINTS TOTAL)

Beginning Spring 2015, a multidisciplinary team comprised of FIU, M-DCPS and Miami-Dade County Juvenile Services (MDCJS) determined the need for *Project Claw*, 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.

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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 *Project Claw* program described herein was purposefully and collaborative developed to address each of the general and specific gaps and weaknesses identified during the needs assessment process.

Project Claw proposes to serve 160 students per day at two (2) high-need, high-minority, underperforming Title 1 Miami-Dade County schools: Norland Middle School and West Miami Middle School.

School	Grade Levels	# Students/Day	# Days per Year
Norland Middle School	6-8	100	170
West Miami Middle School	6-8	60	170

The schools are located in high-need, resource-poor communities. They also are similar in that they serve communities characterized by high levels of unemployment, crime, and juvenile delinquency, 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 are great. According to the Afterschool Alliance (2009), more than one-quarter of all middle school students are left unattended, on their own during the afterschool hours—a critical time when children are faced with multiple risk factors including drugs, delinquency, gangs and violence. Key indicators for each of the sites are shown below.

School Site (Zip Codes Served)	School Grade (2014)	2012 Poverty Rate	Poverty Below 50%	Less than HS Education
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		(State 17%)	(State 9.5%)	(State 14.1%)
Norland (33169)	D	16.2%	11.4%	40.7%
Norland (33056)		19.9%	12.4%	45.0%
West Miami (33155)	C	11.9%	7.2%	47.0%
West Miami (33126)		19.4%	13.0%	51.0%
West Miami (33144)		15.7%	11.1%	57.1%

Source: US Census Bureau (2012)

Additional information demonstrating the critical need for academic and enrichment support activities at the targeted schools is shown below. As shown, the vast majority of students across the two targeted schools are not demonstrating proficiency in reading, math, and/or science. *Project Claw* will target students who are ‘not proficient’ as determined by the statewide assessment. As shown in the following table, the majority of students are not proficient in at least one subject – with all three subjects showing greater than 50% ‘not proficient. The difficulties with achievement are compounded by two risk indicators – with over 90% of each school qualifying for free or reduced price lunch, and nearly all students coming from traditional “minority” groups.

School	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Science % Satisfactory or Higher	Free / Reduced Lunch Rate	Minority Rate	Title I
Norland	39%	32%	33%	91%	100%	yes
West Miami	49%	47%	36%	91%	98%	yes

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

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many commonalities, they reside in different communities and have their own unique challenges and needs.

The table below details 2014 juvenile crime charges for each of the targeted school communities (Miami-Dade County Juvenile Services). As shown, both centers are in areas with a high number of juvenile charges. Norland is in a area with a high probability of violent and theft related crime while West Miami has high instances of drug related offenses.

School Site	Drugs	Property (Theft)	Violent Crime	All Charges
Norland Middle	10	81	83	298
West Miami Middle	69	37	17	168

Attendance rates for the targeted schools are shown below. Although the percent attendance appears satisfactory, the number of students absent 21+ days is concerning – with this being the definition of “truancy” and a predictor of academic failure.

School Name	Number of Absences						Percent Attendance
	0	1-5	6-10	11-15	16-20	21+	
Norland Middle	66	292	249	121	77	115	93.85%
West Miami Middle	40	316	241	173	77	106	94.26%

Suspension rates for the targeted schools are shown below. As with other indicators of need presented in this section, the two targeted schools demonstrate a significant number of students with in-school and out-of-school suspensions. Duplicated counts show the total number of times students were suspended, while the unduplicated counts show the actual number of students.

School	Duplicated Suspensions		Unduplicated Suspensions	
	Out-of-School	In-School	Out-of-School	In-School
Norland Middle	287	336	159	202
West Miami Middle	209	332	86	178

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In addition to the aforementioned statistics, the Florida Department of Education noted the following characteristics and deficiencies at each school.

Norland	<ul style="list-style-type: none"> • 95.6% of the population is African American • 89.4% are classified as Economically Disadvantaged • African-American, Economically Disadvantaged students in this school need improvement in Reading • African-American, Hispanic, Economically Disadvantaged and Students with Disabilities in this school need improvement in Math
West Miami	<ul style="list-style-type: none"> • 97.8% of the population is Hispanic • 90.8% are classified as Economically Disadvantaged • Hispanic, Economically Disadvantaged, and English Language Learner and Students with Disabilities in this school need improvement in Reading • Hispanic, Economically Disadvantaged, English Language Learner students and Students with Disabilities in this school need improvement in Math

The program development team also conducted a survey of stakeholders and school faculty in 2015 about the specific needs of the targeted schools and students. The results of these surveys revealed the following specific needs per school, in order of priority. Across all sites, the surveys indicated a strong need for structured enrichment activities that support positive youth development along with family literacy and other supportive services.

School	Specific needs (in order of priority)
Norland	Core academic subjects (Reading, Math), violence prevention, character education, homework help, college- and career-readiness

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West Miami	High school readiness, college and career readiness, Core academic subjects (Reading, Math), and homework help.
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In addition to the needs presented above, West Miami Middle School has a high percentage (37.7%) of students with limited English proficiency.

5.3. PROGRAM EVALUATION (15 POINTS)

5.3.a Evaluation Plan

This 21st CCLC proposal is firmly rooted in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the 21st CCLC model is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. With the support of the external evaluator, FIU After-School All-Stars will collect and analyze a limited amount of data at least quarterly and compare the obtained data using within-subjects methods to determine individual changes within students. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The program will also utilize CIM to help guide any immediate operational changes necessary to provide a high quality program, including staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas.

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Formative Evaluations will be completed in accordance with the requirements of the Florida Department of Education with additional informal and interim evaluations completed after on-site visits. Formal formative reports will include a review of operational accomplishments and challenges (e.g., staff, student recruitment/retention, partner board, etc.), actual versus proposed operation, objective progress, and recommendations for addressing any challenges. **Comprehensive Summative Evaluation Reports** will have additional information on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. Summative evaluations will be completed in accordance with the requirements of the FLDOE (Years 2, 5). Additionally, **Brief Summative Reports**, will be provided to summarize data and progress towards objectives in the other years (FLDOE; Years 1, 3, 4). Summative evaluations will include all elements of program operation; activities; enrollment and attendance; measures of academic performance; federal teacher impact surveys; feeder schools; staff information; and partnerships. Recommendations for program refinement will be based on quantitative and qualitative data collected to assess objective progress. Focus groups with providers, staff, students and parents may be conducted to collect additional data. The evaluation plans to scrutinize demographic and operational factors to understand performance, such as (1) Do teacher-student ratios correlate to success in objectives?; (2) Was success in objectives different among demographic subgroups?; and (3) Did factors such as ELL or lunch status correlate with student achievement?

Evaluation Rubric: The proposed 21st CCLC grant proposes to use an Evaluation Rubric and Questionnaire for Formative Evaluation. The rubric is an evaluation tool that describes and assesses criteria for performance at various levels. It is a performance-based assessment process that is directly linked to **Project Claw** project objectives and accurately reflects the progress toward established goals. The analytic rubric will be utilized to assess specific criteria at each performance level, provide a score for each criterion, and include a composite score for overall performance. The rubric serves several purposes in the assessment process, including:

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(1) Creating a common framework and language for evaluation; (2) Providing staff with clear expectations about what will be assessed, as well as standards that should be met; (3) Increasing the consistency and objectivity of evaluating (especially scoring or rating) performances; (4) Providing staff with information about where they are in relation to where they need to be for success; and (5) Giving staff guidance in evaluating and improving their school site program and indicating the degree to which resources deliver on intended grant objectives. The Assessment Rubric for Formative Site Program Evaluation report will be assessed according to ten criteria at four levels of performance. Rubric criteria were adapted from the American Evaluation Association *Program Evaluation Standards*. This evaluation rubric is designed to assist FIU-ASAS to better serve the short and long-term needs of its constituents.

Data Collection Methods: The specific objectives and measurements are included in section 5.3.b of this application which is located in RFP's online system. They are not repeated here due to space and formatting limitations, though they remain an integral part of the evaluation plan – with data collection and analysis founded upon those proposed objectives for successful progression. Although not all metrics are assessed multiple times (e.g., state assessment is only provided once in the year), sufficient measures are included for each objective to assess progress at least three times per program year. All data will be collected by the program and provided to the evaluator as federal law limits access to identifiable information on students and families (while the evaluator will be included in agreements with parents to view information, it is not possible for evaluators to directly access agency databases). The evaluator will provide substantial direct assistance in setting up databases, creating assessments, and developing or modifying student, parent, and teacher surveys to support the program.

The 21st CCLC project team, led by the Project Director, will ensure that accurate data is recorded. This is done by establishing standardized data collection and recording procedures. Individual student data related to each outcome will be collected in September 2015, January 2016, and May 2016 via online surveys, paper surveys, or secured from the district office via

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spreadsheet. The data ultimately will be forwarded to the Project Director and made available to the 21st CCLC Evaluation Team via email or website submission. Quarterly data on program outcomes will be analyzed, with significant trends highlighted for review. This is returned to the Project Director for remediation of concerns and recommendations.

Feedback and Debriefings: The process for sharing and distributing information is an integral part of the evaluation plan. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. During these meetings, data trends and operations will be reviewed with a focus on program improvement and immediate refinement. Data will also be utilized by the program director and teachers during meetings to help tailor program offerings to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and will help guide FIU-ASAS in refining and addressing any identified concerns or recommendations. In addition, an on-site debriefing will be provided to 21st CCLC staff to: (1) engage staff in addressing challenges; (2) promote “buy-in” into evaluation as a “living” process; and (3) promote discussion, cross-training, and support. Finally, evaluations and findings will be shared electronically with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback. Through a commitment to make the information accessible, summary sheets in multiple languages will be sent home to parents with directions on how to obtain the entire report.

Reporting Outcomes: As detailed above, the evaluation process will include all elements of the required Reporting Outcomes detailed in the Request for Proposal. The External Evaluator will submit and validate all data to the US Dept. of Education 21st CCLC data collection system. The program and the external evaluator are fully aware that there may be changes to the online method of collecting data through the US Department of Education, as well as potential changes with data collection by the Florida Department of Education. The program and the external

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evaluator are committed to submitting all required data as instructed and through whatever system developed by these entities.

External Program Evaluator: As required by the RFP, *Project Claw* will utilize an external evaluator. The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will manage the 21st CCLC evaluation project. Dr. Charles E. Byrd (President and CEO of CASPER) will oversee all aspects of program evaluation, including formative, summative, and data reporting to both the Florida Department of Education and the US Department of Education. The evaluator fully understands the 21st CCLC program and will personally conduct all evaluation tasks. The lead evaluator was a middle school teacher and has been conducting evaluations of educational programs for over 16 years, with the past eleven focused primarily on 21st CCLC programs. Led by a professional evaluator and licensed psychologist, the evaluation firm has overseen the evaluation of over 300 educational programs. As an active member of the American Evaluation Association and American Psychological Association, all evaluations will be conducted under the ethical codes and established procedures of these professional organizations. The evaluation firm has no vested interest in the FIU-ASAS 21st CCLC program.

5.3.b Measureable Objectives and Assessments

As indicated in the RFP, the information for this section is located in the web-based system.

5.4 APPLICANT'S EXPERIENCE AND CAPACITY (7 POINTS)

The Florida International University After-School All-Stars (FIU-ASAS) and its program partners have a wealth of prior experience and success providing educational programs that complement and enhance the proposed target students' academic performance, achievement, and development. Since 1998, After-School All-Stars (ASAS), in partnership with Miami Dade County Public Schools (M-DCPS), has been the predominant provider of out-of-school programs in M-DCPS' middle schools serving over 50,000 students afterschool. In August 2014, ASAS became a part of FIU under the College of Education's Office of Engagement. During the 2014-2015 school year, FIU-ASAS operated 17 afterschool middle school programs throughout

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M-DCPS. The two locations for ***Project Claw*** (Norland Middle and West Miami Middle) are previous FIU After-School All-Stars sites funded within an expired grant from a different funder. Historically, all ASAS programs in South Florida have been evaluated, both internally and externally, multiple times since the inception of After-School All-Stars and have consistently demonstrated positive academic and behavioral outcomes among participating students. To illustrate, an independent evaluation of a 21st CCLC program from 2013-14 services provided demonstrated ongoing success with 84% of students showing an increase their reading assessment score; 94.0% increasing or maintaining satisfactory levels in language arts grades and 88% achieving those levels in math; 73% of tested students showing an increase their science assessment; 97% of students increasing or maintaining satisfactory levels in conduct grades; and 77% of tested students improving their physical fitness. Throughout all evaluations - from FLDOE to independent evaluators - 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.

Florida International University (FIU) is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. FIU is committed to high-quality teaching, state-of-the-art research, creative activities, and collaborative engagement with our local and global communities. The vast reach and quality staff at FIU are essential to “big picture” planning for curriculum and instructional approaches. Additionally, FIU as a major public education agency in Florida, has great leadership and organizational capacity in fiscal operations and community outreach for this project through the Assistant Dean of Community Relations for the College of Education.

Additional program leadership for this FIU After-School All-Stars Project comes from its Project Director who has more than ten years experience managing after school programs including operations, curriculum, lesson plans, monitoring, professional development and public funding. The site coordinators for each location are school district employees who have had

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extensive experience in implementing an After-School All-Stars program 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 day school.

5.5 PARTNERSHIPS, COLLABORATION & SUSTAINABILITY (13 POINTS)

5.5.a Community Notice

In an effort to maintain open communication with the community and stakeholders about the intention of providing comprehensive after school programs for Norland and West Miami middle schools, FIU-ASAS conducted a series of notifications. In August 2014, FIU-ASAS met in person with M-DCPS and the after school administrators and program staff from the school sites to inform them of the need to seek funding for the 2015-16 school year and beyond from 21st CCLC and/or other sources depending on the availability of funding. In December 2014, FIU-ASAS conducted phone calls with M-DCPS Middle School Enrichment Program and the school principals for Norland and West Miami Middle Schools to provide an update to be disseminated to parents during the January 2015 family events set to occur at each site. FIU-ASAS staff also attended these events. In early April 2015, it was confirmed to M-DCPS and each school, by phone about the 21st CCLC opportunity and intention to apply. Hard copies of 21st CCLC application have always been provided to each host school site/center as well as the M-DCPS Middle School Enrichment office. In addition to maintaining this practice, the application will be made available in a pdf file via request from the FIU-ASAS website.

5.5.b Collaboration with Private Schools

Non-public school students, who reside within the school boundaries of each program site and meet the target population criteria, may participate in the program. The four private schools located in the center areas, Pentab Academy, Lubavitch Education Center, Jeremiah Academy and St. Brendan Elementary Schools were contacted by phone to set up meetings with their principals or CEO's. Currently, as it has been historically, there has been no interest or

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response in utilizing the 21st CCLC services. FIU-ASAS will continue to try to establish communication weekly as well as get formal responses until RFP due. If awarded, written and oral communication with private schools will take place quarterly unless documentation is obtained declining participation. This includes letters to be sent to private schools before the school year with program information as well as project director contact information. All services provided to non-public school students will be equitable to public school students' services.

5.5.c Partnerships

Project Claw is a community-driven, collaboratively designed initiative that includes three vital partners for program operation. The After-School All-Stars National Office will commit to provide fundraising 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 fundraising, professional development and general operation needs for the afterschool program initiative. The national office will provide FIU-ASAS with in-kind reports to track and maintain documentation of contributions. The partnership with the ASAS National will be maintained by keeping open communication with the administrative team and participation in professional development activities.

The partnership with Miami-Dade County Public Schools (M-DCPS) is essential to successful operation (letter of commitment obtained). This partnership is used in developing, implementing, sustaining, and evaluating the operation of the 21st CCLC program. Site principals provide access to anecdotal operational information provided by students and parents to guide programming and adult family services. M-DCPS and site principals grant FIU-ASAS free use of school facilities including secure and suitably equipped classroom space for **Project Claw**. M-DCPS will also provide access to well-equipped, modern computer labs—all of which have sufficient computers and desk space to accommodate students and minimize wait times.

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School district partners have also committed the availability of individual student records to monitor objectives and provide statewide evaluation data for the FIU-ASAS evaluation team.

A separate partnership with M-DCPS through the Middle School Enrichment Program provides administrative support, program auditing inspections and site coordinators. Another benefit provided by this partnership is the USDA afterschool food service from which meals will be provided to our students at no cost. The food will be provided to the program through each school's cafeteria manager and distribution by program staff will be verified by student attendance daily. These contributions will be tracked and documented with in-kind letters. The partnership with M-DCPS, its schools and departments will be maintained through a district level contact; monthly site level meetings; and a 21st CCLC advisory board with representation from the district, staff, teachers, parents, students, community members and the private sector.

5.5.d Collaborations with the Regular School Day

During the development of *Project Claw*, FIU-ASAS consulted with, through direct communication and phone surveys, school principals in addition to obtaining feedback from current teachers at Norland and West Miami Middle Schools. These communications have taken place over the last 9 months.

All program centers hire teachers who are regular-day teachers at the school, thus simplifying the communication process between the program and the school. For further collaboration with the regular school day, each site's principal has to approve the after school program personnel. Scheduled monthly meetings at each school with the Project Director, program staff and school administrators will be used as mechanism for formal communication about all program operations. These teachers and administrators also informally meet with one another throughout the school day to share student progress and discuss specific recruitment and effective teaching strategies. Parents/guardians are informed of student progress through monthly homework checklists, parent pick-up, advisory meetings, family involvement events and family education events, most of which are done by the site coordinator and teachers who are

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afterschool component leaders. Parent-teacher conferences will be scheduled as needed to further discuss individual progress in the program.

All of the programming is adaptable to the specific site and its population. Each teacher is specifically trained in his/her respective components and is experienced in working with students who need specialized support. Appropriate modifications will be implemented and we will work with the individual schools to ensure all accommodations are provided to those who are in need to eliminate barriers that could impede equitable access.

Lastly, as noted, M-DCPS provides USDA-compliant healthy meals for students on a daily basis. These meals are coordinated through the regular school day cafeteria manager.

5.5.e Sustainability

The Office of Community Engagement (OCE) in the College of Education at Florida International University houses activities that promote collaboration between FIU College of Education and schools, community based organizations and economic enterprises in the South Florida Community and beyond. 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 of the OCE is to continually seek external funding opportunities to sustain all FIU College of Education programs including After-School All-Stars. FIU also provides a bridge between the 21st CCLC students and staff and FIU faculty, staff and students. As the possibilities are explored, FIU will prioritize the sustainability of this initiative.

The National ASAS office has also pledged significant support to help ensure the sustainability of this 21st CCLC project. The National office has already provided the services of a full-time resource development officer. While the Vice President of External Relations for South Florida is funded by the Los Angeles based ASAS National office, she is a resident of South Florida and is dedicated 100% to identifying financial and in-kind resources and stewarding them to assure long-term involvement. FIU-ASAS anticipates that the 21st CCLC

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program will have cash donations that more than offset the 20% reduction in years 3 through 5 to ensure the quality of 21st CCLC services does not decrease over time.

5.6 PROGRAM PLAN (30 POINTS)

5.6.a Target Students

Project Claw will target approximately 160 middle school students (grades 6-8) who are struggling academically or at risk of academic failure as determined by performance on standardized assessments. All students in need of academic supports and interventions—including those with special needs or disabilities—will be invited to participate in *Project Claw*. The community learning center facilities that will be used to provide 21st CCLC services are actually the host school sites. The schools are safe and easily accessible as the children would already be on site during the regular school day.

The targeted students at Norland and West Miami Middle Schools are some of the highest risk youths in Miami-Dade County and are generally between 11-15 years old. More than 90% of students live in economically disadvantaged areas, more than 90% are Title I students and nearly 100% are Hispanic or African-American.

Project Claw will target all students at the site, especially socioeconomically disadvantaged students and students 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 (**as determined by disciplinary/attendance records**).

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

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

5.6.b Recruitment and Retention

Project Claw will be promoted to students via: 1) each school’s website; 2) take-home bulletin; 3) during homeroom and assemblies; 4) emails sent to parents; 5) social media (e.g., Facebook, Twitter); 6) teacher referrals; 7) open houses; 8); student-to-student recruitment; and 9) QR coded videos around school campus. Outreach will begin immediately upon notification of award and carried out (monthly) throughout the project period. Parents and community partners will receive monthly project updates that provide general information about the program (e.g., activities, progress, etc.) which will be distributed via: 1) take-home monthly reports; 2) email; and 3) social media. Teachers and counselors will recommend students for participation based on: test results; report cards; discipline and behavioral records; and parental request.

Retaining students: To ensure that students remain engaged long term and fully participate, **Project Claw** is founded upon evidence-based approaches and best practices. As an example, according to the U.S. Department of Education, the following elements are integral to **Project Claw**. Each of these components has shown to be effective in keeping students engaged in afterschool programming. 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 (project-based learning). 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 problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and

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learning, in which students are first presented with challenges (questions or problems) 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 and interesting to students as well. College- and career-focused activities (e.g., ASAS National Initiatives) will include hands-on, real-world activities that students enjoy while also exposing them to various college and career pathways.
- **Reflect a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day:** Regularly-scheduled collaborative meetings between *Project Claw* 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 Claw* includes parental involvement activities as well as services that support parents and positive development of their children.

5.6.c Student Program Activities

Recognizing that all students come to learning with different needs, *Florida Certified Teachers* (FCT) will institute *MindWorks* PBL lessons specifically designed with different age groups and ability levels in mind. The curriculum's style of intentional, student-centered learning makes *MindWorks PBL* projects conducive to a wide range of learners including English as a second language learners, students with developmental and learning disabilities and young or underperforming children. Supporting the academic based objectives, *MindWorks* provides a

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motivating, interactive approach to learning with comprehensive lessons being standards-based. Each teacher's guide directly correlates with objectives from Common Core and state standards and each lesson addresses the Content and Skills Standards for each of the core subjects of reading, language arts, math, science, social studies and art. Additional support from FIU's faculty and graduate students provide participants the opportunity for an advanced level of understanding across the subjects. The implementation model alternates the main core subject concentration each week to prevent student boredom from content saturation.

FIU will also implement the ASAS National cross-curricular, entrepreneur skill building, project based learning curriculum, *Sports As a Hook (SAAH)*, *Career Exploration Opportunities (CEO)* and *We Are Ready (WAR)*. Since sports provide a great opportunity for students to learn and practice leadership skills SAAH was developed to provide students with the opportunity to work on projects that require teamwork, resilience, discipline, vision, and respect. The main components of the projects are: (a) Sports and Leadership Skills (b) Sports and Life Skills (c) Sports and Community Service (d) Sports and Empowering Girls (e) Sports and Strong Health and Nutrition (f) Sports and Positive Coaching and (g) Sports and Nature. Examples of products produced during Sports as a Hook projects are team logos, press conference videos, and organized charity tournaments. Sports as a Hook will be implemented for at least 45 minutes per week by a certified teacher with a 15:1 student to staff ratio.

Working with local community partners, FIU-ASAS will implement the CEO project for a minimum of 45 minutes a week for 7th grade students throughout the project year. Led by a Florida Certified Teacher with a 1:15 ratio, students will start and run their own businesses, with a goal of having the knowledge to build a successful business model by the end of the school year. Through this, they will learn personal finance, basic money management principles; demonstrate professional workplace conduct; develop business mentors, interact with functioning businesses; demonstrate how businesses can help with community needs through service and develop real world leadership and problem solving skills.

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In combination with bringing students in touch with caring business people, the WAR program creates a framework for high school transition. Following feedback and input from researchers, local staff and program participants, the program was created to consist of six core components: (a) Early Warning Sign Detection (b) Parents and Families Engagement (c) High School Readiness (d) Study Skills (e) College Exposure (f) Career Exploration. Florida Certified Teachers with a teacher to student ratio of 1:15 implement the project once per week for a minimum of 45 minutes throughout the project year to the 8th grade population. Examples of products produced are reflection journals, career exploration PowerPoints, and daily planners. As with all ASAS National Initiatives, a service learning project will be incorporated. Within the project-based learning programs, there is a common link between every activity, where lessons in one benefit the other. The ASAS National projects are based on a larger concept, with smaller projects motivated by driving questions that can be integrated within *MindWorks*.

The final components are Homework/tutorial assistance and Fit Club. Homework assistance will be offered daily for a minimum of 40 minutes, with opportunities for further assistance each day if time permits. FIU-ASAS will recruit volunteers, to include college students, college staff, and high school students as tutors to assist students at each school to increase the percentage of students performing on grade level and completing their homework. Tutors will receive an overview and instruction from site coordinators and the Project Director before working with students. If students have completed their homework early, or it is verified they do not have any, student will have access to computer-based, game-centric tutorials recommended by our M-DCPS partners, including I-Ready and Cool Math.

Fit Club is a recreational component that is comprised of inclusive activities to promote participation from all students. Activities include, dancing, aerobics, martial arts, adaptive sports and conventional sports. Fit Club is offered for a minimum of 40 minutes a day by instructional staff with a 1:20 ratio.

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The **Project Claw** program activities form a cohesive comprehensive program model that has been successful for the FIU-ASAS programs in the past. Once students are dismissed from school, they arrive in a central location, such as a media center, to begin the homework/tutorial session there or in separate classrooms depending on the size of the population. After homework/tutorials, each student receives a meal from the USDA meal program. After they are fed, students partake in 45 minutes of Project-based learning followed by 40 minutes of Fit Club. At the conclusion of the program transportation is available via Miami-Dade County Public schools to take the children home who do not have a safe means to get there on their own.

5.6.d Adult Family Member Program Activities

During the first month of programming, the program will administer a new *needs assessment* specifically for the family members of those students who are registered. This process will determine specific family concerns, operational barriers to participation, interest in serving on the 21st CCLC advisory board, and ideas that will enhance family knowledge. It is recognized most parents and family members are not available during the after-school hours and many have other conflicts in the evenings, which is why finding the best available time to provide services is paramount. The plan to promote parent involvement will be aligned with student activities, school, and community needs. Each project has a culmination exhibition of mastery that may be used to include parents in the final process if they are not available for ongoing participation. In regards to school and community needs, possible informational topics based upon the initial needs assessment include Financial Literacy Workshops, GED Courses, Entrepreneurship Workshops, Language Learning Workshops, Health & Nutrition Education, Job Fairs, CPR training and Bulling Prevention. Other family development courses will also be made available through M-DCPS Parent Academy and Norland's Community School classes.

5.6.e Staffing Plan and Professional Development

Each **Project Claw** site will be continually staffed by skilled, qualified and well-trained professionals. All **Project Claw** personnel must be current M-DCPS employees in good

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standing and have written approval from the school Principal or designee in order to work in the afterschool program. As a condition of FIU-ASAS employment, all grant-funded workers, including contractors, subcontractors and regular volunteers (adults who have contact with students 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 facilitate background checks and review results for determination of eligibility for participation.

Qualified personnel for **Project Claw** will be initially recruited from personnel who have worked with FIU-ASAS afterschool programming at the targeted sites. Mr. Richard McKinley, will serve as Project Director. The Project Director will be responsible for ensuring that **Project Claw** activities are carried out on-time, as-specified and within the approved budget. Additionally, the Project Director will responsible for managing and implementing the educational program described in the approved application to ensure that FIU meets its responsibilities to FDOE under the grant agreement in a timely manner. Additional staffing for each site is described below.

Title	Primary roles	Minimum Qualification
2 Site Coordinators (1 per site)	Roles and responsibilities include (but are not limited to): oversees 21st CCLC implementation at site and ensures safety of students; coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters; ensures effective coordination between 21st CCLC afterschool staff and regular classroom teachers;	Recommended by Principal – M-DCPS employee – bachelors degree.
2 Security Monitors (1	Monitoring FIU-ASAS areas of the school site. Parent verification. Sign-outs.	M-DCPS Security Monitor in good

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per site)		standing
Component Leaders (11 total)	To provide quality instruction and supervision to after-school participants for all program activities.	M-DCPS employee in good standing; certified teacher with subject matter expertise in core academic subject

Professional development will be ongoing for all 21st CCLC staff, and will include: ASAS *National Initiatives, Fit Club, Mindworks*, and a variety of workshops focused on best practices in promoting parental involvement, improving outcomes for high-risk youth, and building academic skills in the after school environment. All 21st CCLC personnel will be required to attend two mandatory 6-hour training and safety session each year. The project director will attend a 3-day ASAS National professional development training, (in-kind). Overall, 21st CCLC personnel will participate in at least 20 hours of professional development and training each year. These hours are in addition to the mandatory 21st CCLC Conference in August 2015 to be attended by 2 staff members including the Project Director.

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

5.6.f Program Site

The program centers are the actual host school sites and principals have allotted a vast amount space to accommodate the population. Both Norland and West Miami middle schools, provide access to large cafeterias, outdoor play fields, numerous basketball courts, auditoriums, media centers with computers, separate computer labs, classrooms space as needed, office

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space for the site coordinators parking for adult family members and sufficient access to restroom facilities. They also have specific areas where students can conduct landscaping and gardening. Norland is unique in that it has a video production room available for after school utilization. The program centers are safe, as the program hires school security during the after-school hours whom have access to the necessary keys to ensure safety in case of emergencies. Lastly, being at the host school sites both students and parents are comfortable in their surroundings which enables them to have a better capacity to learn.

5.6.g Safety and Student Transportation

The safety of students and their families participating in the 21st CCLC program is of the highest priority to FIU-ASAS and M-DCPS. To address safety, FIU proposes to uphold all of the policies and procedures enforced during the regular school day and as outlined in the proposed agreement with M-DCPS, assuring *complete collaboration with the school*. Documentation of fire drills, emergency drills, and behavioral issues during the after school hours will be kept onsite and in accordance to M-DCPS policy. As mention 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.

Student safety will be supported during on and offsite activities through student applications which 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. Parents choosing to withdraw their children early must provide identification prior to signing the student out. Persons not indicated as a designated alternate pickup will not be allowed to withdraw a student under any circumstance. **Travel to the site** is not necessary as each school is the actual site of programming ensuring safe accessibility to the program's services. Program participants will be supervised by FIU staff at all times during the duration of the program.

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To provide an extra layer of security, each proposed site will have a security monitor during on-site after-school hours. *Bus transportation provided* by M-DCPS Department of Transportation or approved M-DCPS Transportation vendor will be offered from the proposed school sites to the closest corner of the participants' homes. Adaptable buses will also be provided for special needs students, assuring that all students travel safely from the site. **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; and including the proposed center's security monitor.

5.6.h Dissemination Plan

Project Claw flyers and letters, in multiple languages, will be disseminated throughout each school and to the community to communicate the importance and promise of the federally funded FIU-ASAS 21st CCLC program. Program information will be sent through FIU media outlets and presentations will be made at school open houses to acquaint parents, students and community members with the program and its benefits. The 21st CCLC logo will be used on all media and displayed throughout each site. In addition, the FIU-ASAS webpage, will be updated monthly (displaying the date of the latest update) to include ongoing progress of ***Project Claw***.

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 to parents and/or guardians to disseminate program information. Because of the strength of our M-DCPS partnership, we are able to utilize their ConnectEd call system to inform family members of important events. For family members who do not have regular internet access, printed information will be distributed at family events and sent home as needed with students. These multiple methods of distribution assure that the material is reaching the appropriate audience.