

5.1 PROJECT ABSTRACT (0 POINTS)

The Florida International University After-School All-Stars (FIU-ASAS) *Project IMPACT*, is a collaborative-designed initiative providing targeted, structured, academic support and enrichment activities for 212 socioeconomically disadvantaged students in grades 6-8 and their adult family members. Students are served from three Title I Miami-Dade County Public Schools (M-DCPS): Bowman Ashe/Doolin K-8 Academy, Brownsville Middle and Coral Way K-8 Center, with all programs occurring on the host campuses during the after school hours as well as during the summer at Brownsville. The specific goals of *Project Impact* are: providing a safe environment, improving academics, improving health, and increasing family involvement.

The programs operate Monday through Friday during the school year. Brownsville Middle's after school program is from 3:55-6:25pm (12.5 hours/week), for 171 days. Additionally, summer programming is offered at Brownsville from 9am to 5pm (40 hours/week) for 34 days. Bowman Ashe/Doolin' K-8's program occurs from 3:10-5:40pm on weekdays except for Wednesdays where programming will start at 1:55pm and end at 5:40pm due to the K-8 early release schedule in Miami-Dade County. The program operates for 176 days and a total of 13.75 hours per week. Coral Way K-8's daily program occurs from 3:10-6:10pm, with hours from 1:55-6:10pm on Wednesdays (16.25 hours/week), for 176 days. Daily meals are provided. Additionally, family literacy and support workshops are offered at least 6 times at each site.

Through *Project Impact*, 65 students from Bowman Ashe/Doolin K-8, 62 students from Brownsville Middle and 85 students from Coral Way K-8, have daily access to structured, research-based academic support and youth enrichment programming from Florida Certified Teachers and university staff. This project utilizes 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

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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 (7 POINTS TOTAL)

Beginning Spring 2016, a multidisciplinary team comprised of FIU After-School All-Stars, FIU's Education Effect, M-DCPS Middle School Enrichment Program and the 3 individual school site principals determined the need for *Project Impact*, 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. The local private schools were also contacted through phone calls and emails to help determine the need of the program for their populations. As of this time, FIU-ASAS has only received notifications of non-participation.

Information about service gaps in the area was gathered from feedback solicited from students, parents and community partners. The purpose of the needs assessment process was to identify and prioritize student and family needs (e.g., student achievement, family literacy or support needs, other student needs) and provide the basis for developing a comprehensive, community-driven afterschool program that is responsive to the identified needs and gaps. The program described herein was purposefully and collaboratively developed to address the general and specific gaps and weaknesses identified in the needs assessment process.

Project Impact proposes to serve 212 students per day at three (3) high-need, high-minority, Title 1 Miami-Dade County schools: Bowman Ashe/Doolin K-8 Academy, Brownsville Middle School and Coral Way K-8 Center. For the 2016-17 school year, there are currently no after-school services for these populations outside of a few seasonal school-based sports teams which do not provide any academic support. However, support from the multidisciplinary team will help FIU-ASAS meet the needs of the children and families mentioned below.

School	Grades	After School		Summer	
Bowman Ashe/Doolin K-8	6-8	65 kids	176 days	n/a	n/a

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Brownsville Middle	6-8	62 kids	171 days	62 kids	34 days
Coral Way K-8	6-8	85 kids	176 days	n/a	n/a

Many students from these schools are located in high-need, resource-poor communities. They also are similar in that they serve communities characterized by high levels of under employment, while providing far too few opportunities for low income youth to access structured academic and enrichment programming with positive adult role models. In this instance, the Brownsville area is among the worst in Miami-Dade County. The need for afterschool programming in these communities is 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 (2015)	2013 Poverty Rate (State 17%)	Poverty Below 50% (State 9.4%)	Less than HS Education (State 13.2%)
Bowman (33193)	B	12.8%	9.4%	17.2%
Brownsville (33142)	F	39.2%	23.8%	37.8%
Coral Way (33145)	B	19.5%	11.8%	24.5%

Sources: Florida Department of Education (2015) & City-Data Zip Code Report (2013)

Additional information demonstrating the critical need for academic and enrichment support activities at the targeted schools is shown below. As shown, a large percentage of students across the three targeted schools are not demonstrating proficiency in reading, math, and/or science. *Project Impact* will target students who are ‘not proficient’ as determined by their most recent statewide assessment result. As shown in the following table, between 40%-80% of students are not proficient in the three core subject areas. The difficulties with achievement are compounded

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by two risk indicators – with over 70% of each school qualifying for free or reduced priced 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
Bowman	55%	59%	47%	88.2%	96%	yes
Brownsville	19%	19%	31%	94.9%	100%	yes
Coral Way	57%	55%	57%	73.3%	93%	yes

Source: Florida Department of Education (2015)

Ultimately, these data sets 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 the sites have many commonalities, they reside in different communities and have unique challenges and needs.

Miami-Dade County Juvenile Services has provided arrest reports for the 2014 and 2015 calendar years at each of the targeted school communities. Coral Way and Bowman Ashe/Doolin each had 42 arrests in 2014 and a positive reduction in 2015 to 23 and 31 arrests, respectively. However, Brownsville has shown an 18% increase in juvenile arrests from 180 to 213 during the same period. This high rate of juvenile crime is why Brownsville’s stakeholders have expressed interest in summer programs as well as extra security during program hours.

In receiving feedback directly from the targeted schools, students are not receiving an hour of physical exercise per day as recommended by the Center of Disease Control and Prevention. Specifically, students at Coral Way enrolled in physical education only receive it for one semester. Additionally, students get can get a class exemption by enrolling in band.

The program development team also conducted a survey of stakeholders and school faculty in 2016 about the specific needs of the targeted schools and students. The results of these

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surveys revealed the following specific needs per school, in order of priority.

School	Specific needs (in order of priority)
Bowman	Core academics (Reading, Math), Homework help, High school readiness, Technology programs, College- and career-readiness
Brownsville	Core academics, Technology programs, High school readiness, Summer camps, College and career readiness, Arts programs
Coral Way	High school readiness, Core academics, College and career readiness, Enrichment services, Homework help

In addition to the aforementioned needs, 36% of Bowman Ashe/Doolin’s population is classified with limited English proficiency as shown by their 2014 School Accountability Report.

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

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least quarterly and compare the obtained data using within-subjects methods to determine individual changes within students. To ensure that accurate data is collected, maintained and reported, the school-based data will be obtained directly from the Miami-Dade County Public Schools Office of Assessment, Research and Data Analysis in a secure format and sent directly to the evaluator. For pre/mid/post assessments, the original forms and group scoresheets will be compared at the site, program office and evaluator level to ensure accuracy. 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.

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 years 1, 3, and 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

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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 Impact** 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: (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 objectives identified in the RFP's online system are an integral part of the evaluation plan since data collection and analysis are founded upon those proposed objectives for successful progression. Although not all metrics are assessed multiple times (e.g., annual state assessments), 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

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provided to the evaluator as the evaluator will be included in agreements with parents to view information. The evaluator will provide direct assistance in setting up databases, creating assessments, and developing or modifying 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 2016, January 2017, and May 2017 via online surveys, paper surveys, or secured from the district office via 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 through email and websites with all stakeholders (e.g., school administrators, parents, and partners), in multiple languages, to share information about the program and encourage feedback.

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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.

External Program Evaluator: The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will manage the 21st CCLC external evaluation. 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 18 years, with the past 13 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 (10 POINTS)

The FIU After-School All-Stars 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 free out-of-school programs in M-DCPS' middle schools serving over 55,000 students after school. The organization began receiving 21st CCLC funds in 2003. In August 2014, ASAS became a part of FIU under the newly named College of Arts, Sciences and

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Education. During the 2015-2016 school year, FIU-ASAS operated 17 afterschool middle school programs throughout M-DCPS. The three locations for **Project Impact** (Bowman Ashe/Doolin K-8, Brownsville Middle and Coral Way K-8) are previous ASAS sites from years past. 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 2014-15 services provided demonstrated ongoing success with 91.5% of students showing an increase their oral reading assessment score; 96.7% increasing or maintaining satisfactory levels in language arts grades and 97.7% achieving those levels in math; 91.8% of tested students showing an increase their science assessment; 99% of students increasing or maintaining satisfactory levels in conduct grades; and 89.3% 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. Additionally, the program was been quick to adapt when changes are warranted as in a 2015 corrective action to change the attendance sign in sheets to better reflect the time each student arrives and leaves.

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.

Additional program leadership for this FIU After-School All-Stars Project comes from its team consisting of the Executive Director and four Project Directors who combined have more than 30

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years experience in 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 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 (8 POINTS)

5.5.a Community Notice

FIU-ASAS conducted a series of notifications in an effort to maintain open communication with the community and stakeholders about the intention of providing after school programs for Project Impact. In November 2015, FIU-ASAS met with M-DCPS Middle School Enrichment Program (MSE) and the school principals to discuss the need to seek funding for the 2016-17 school year and beyond from 21st CCLC and/or other sources depending on the availability of funding. From January to March 2016, the parties continued communicating to share information and provide updates for surveys to be disseminated to parents at each site and officially confirm the intention to apply for 21st CCLC funds. Hard copies of approved 21st CCLC applications have always been provided to each host school site as well as to MSE. In addition to maintaining this practice, the application will also be made available in a pdf file via request from the FIU-ASAS website which already has a 21st CCLC page that includes program calendars and links to information on student activities. The webpage will be updated monthly by the FIU School of Education IT department under direction from the Project Director.

5.5.b Partnerships

Project Impact is a community-driven, collaboratively designed initiative that includes three vital partners for program operation whom have provided support letters for this initiative. The After-School All-Stars National Office will commit to provide operational support, professional

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

The partnership with Miami-Dade County Public Schools (M-DCPS) and especially its Middle School Enrichment Program is essential to successful operation. This partnership is used in developing, implementing, sustaining, and evaluating the operation of the 21st CCLC program. Site principals provide access to anecdotal information provided by students and parents to guide programming and adult family services. M-DCPS and site principals grant FIU-ASAS free use of facilities including secure and suitably equipped classroom space for **Project Impact**. M-DCPS will also provide access to computer labs with sufficient computers and desk space to accommodate students. School district partners have also committed the availability of individual student records to monitor objectives and provide statewide evaluation data.

The Middle School Enrichment Program provides administrative support, program audits and site coordinators. 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. The food will be provided through each school's cafeteria manager and verified by student attendance. Contributions will be documented with in-kind letters. The partnership with M-DCPS will be maintained through a district level contact; monthly site meetings; and a 21st CCLC advisory board with representation from the district, staff, teachers, parents, students, community members and the private sector.

The final major partner, FOX Sports Florida/Fox Sports SUN, provides numerous hands-on

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career exploration opportunities for FIU-ASAS students. They bring in groups of 10-20 FIU-ASAS 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.

5.5.c Collaborations with the Regular School Day

During the development of *Project Impact*, FIU-ASAS consulted, through meetings, phone calls and surveys, target school principals in addition to obtaining feedback from their current teaching staff. These communications have taken place over the last 5 months and include reviewing the School Improvement Plans at each site with each principal outlining specific needs in order of preference on a FIU-ASAS Prospective Site Questionnaire Form.

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 and they are assigned to communicate after school progress as well as ask about day school needs during each school's team/department meetings. 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. 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. Lastly, the after school team is involved in, or at minimum informed of, teacher-parent conferences about academics or conduct when the student involved is an FIU-ASAS participant. This combination ensures continuing, timely and meaningful collaboration to support the program population.

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.d Sustainability

The College of Arts, Sciences and Education (CASE) houses activities that promote collaboration between M-DCPSs, community based organizations and economic enterprises in

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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 CASE is to continually seek external funding opportunities to sustain all FIU School 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 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 (35 POINTS)

5.6.a Target Students

Project Impact will target approximately 212 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 Impact**. 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 Bowman Ashe/Doolin, Brownsville and Coral Way are some of the highest risk youths in Miami-Dade County and are generally between 11-15 years old. More 83% are Title I students and nearly 100% are Hispanic or African-American.

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

Retaining students: To ensure that students remain engaged long term and fully participate, **Project Impact** 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 Impact**. Each of these components has shown to be effective in keeping students engaged in

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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 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 too. College and career-focused activities (e.g., ASAS National Initiatives) will include hands-on, real-world activities that students enjoy.
- **Reflect a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day:** Regularly scheduled collaborative meetings between *Project Impact* 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*

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Impact 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* 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 or underperforming children as identified in the needs assessment. Supporting the academic based objectives, *MindWorks* provides a 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. The implementation model alternates the main core subject concentration each week to prevent student boredom from content saturation. The curriculum is implemented with a maximum ratio of 15:1, which is low for middle school aged populations.

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

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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 for the 6th grade population.

Working with local community partners, FIU-ASAS will implement the CEO project for a minimum of 45 minutes a week for 8th 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. They will also take part in a variety of activities including cooking, gardening, broadcasting and technology-based projects.

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 7th grade population. Examples of products produced are reflection journals, career exploration PowerPoints, and daily planners. Within the project-based learning programs, there is a common link between every activity, where lessons benefit each 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 after school components are Homework/tutorials and Fit Club. Homework assistance will be offered daily for a minimum of 40 minutes at a 15:1 ratio, 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

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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 a computer-based, game-centric tutorial entitled *Mathletics*. It gives each student their own personal learning space filled with teacher managed, targeted curriculum that is used on any internet capable device, but does not need to be connected to work. *Mathletics* also occurs in summer camp for 3 hours per week.

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 in after school and 90 minutes a day in summer by instructional staff with a maximum 1:15 ratio.

Life Service Action is a program based on National Service Learning standards. For 3 hours a week during the summer, students will have the opportunity to facilitate investigation, research, and identification of local community needs to which they can respond. Florida Certified Teachers with a teacher to student ratio of 1:15 will assist students as they prepare their projects and draw on their skills, talents and interests to shape their service goals.

Each Friday during summer camp is FIU Friday. Students will go to FIU's facilities to learn about various programs and university projects. For three hours each week, students will also participate in the FIU Prep component which prepares them for the Friday excursions.

The final summer components are Book Club, which lasts 3 hours per week emphasizing reading, and Arts. Students will choose between visual arts such as painting and crafts or performing arts, which includes drama and a DJ program. As with all components the ratio will be a maximum of 15:1. Additionally, 3 College Student Assistants will be hired to help with daily operations and electives, but are not included in the Certified Teacher ratio.

The ***Project Impact*** program activities form a cohesive comprehensive program model that has been successful for the FIU-ASAS programs in the past. A day in the life is as follows:

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Once students are dismissed from school, within 5 minutes they arrive in a central location, such as the media center or cafeteria, to begin a 40 minute homework/tutorial session there, or in separate classrooms depending on the size of the population and the center. If students do not have any homework or finish early, they work on *Mathletics*. Those students have to present the homework checklist form for the teacher to sign indicating their homework status. Assistance for homework assignments are provided by class teachers, volunteers and/or peers during this period. After homework, each student receives a meal from the USDA meal program and has 15 minutes for consumption. After they are fed, students partake in 45 minutes of interactive Project-based learning that incorporate their own interest and curiosities.

The final activity for the day is Fit Club, which lasts 40 minutes. Students are escorted to the playfield area to engage in various sporting and physical education activities. Should the weather conditions not be optimal, the students participate in physical activities and games adapted for indoor play. Students and staff members discuss and decide what the choice of activities will be. With either scenario, Fit Club includes a warm-up and cool down activity to prevent injury. At the end of the activity, students are led to a common area for dismissal. Those riding the bus are lined up, checked off by a staff member and then directed to board the bus. The bus driver then signs off on all the students who are present. Those students, who walk home, as specified by their application form, are made to sign out on the “sign-out sheet”. Once signed out, they are allowed to leave. Finally, the students who are being picked up by their parent or other person identified on the registration form, are signed out once the identity of the person picking them up is verified.

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

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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 Bullying Prevention. FIU-ASAS will use the organization, *Parent Teen Moments* for many of the family development courses in addition to those made available through M-DCPS Parent Academy. These activities will be hour long sessions that occur least 6 times per year at each center.

5.6.e Staffing Plan and Professional Development

Each ***Project Impact*** site will be continually staffed by skilled, qualified and well-trained professionals. All ***Project Impact*** personnel must be current M-DCPS employees in good standing and have written approval from the school Principal or designee in order to work in the afterschool program. As a condition of FIU-ASAS employment, all grant-funded workers, including contractors, subcontractors 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 also verify qualifications and conduct an extensive interview process in accordance with university procedures for the Project Director position if a recommendation of funding notification is given, in order to have someone able to fill the position on August 1st, if awarded.

Qualified personnel for ***Project Impact*** will be trained by the Executive Director and Senior Program Director personnel who have worked with FIU-ASAS afterschool programming at the targeted sites. The Project Director will have a minimum of a Bachelor's Degree with 2 years of experience working with children. They will be responsible for ensuring that ***Project Impact***

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activities are carried out on-time, as-specified and within the approved budget. Additionally, the Project Director will be responsible for managing and implementing the educational program described in the approved application to ensure that FIU meets its responsibilities to FDOE under the grant agreement in a timely manner.

The Office Coordinator is a vital position within FIU that is necessary for processing purchases, invoicing, budget access and all other grant related monetary transactions and systems. The Office Coordinator must have participated and passed specific internal FIU trainings for their role. Due to the nature of duties, 20% of their time is needed for this project. Additional staffing for each site is described below.

Title	Primary roles	Minimum Qualification
3 Site Coordinators (1 per site)	Coordinates 21st CCLC implementation at site and ensures safety of students; coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters; ensures effective coordination between 21st CCLC afterschool staff and regular classroom teachers;	Recommended by Principal – M-DCPS employee – bachelor’s degree.
3 Community Involvement Specialists (1 per site)	Coordinating adult family member educational activities, making parental contact regarding student matters and assisting the site coordinator as needed.	M-DCPS employee in good standing. (Usually the regular day CIS)
4 Security Monitors (1 per site)	Monitoring FIU-ASAS areas of the school site. Parent verification. Sign-outs. (Brownsville will have 1 extra security monitor)	M-DCPS Security Monitor in good standing

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Component Leaders (16 total)	To provide quality instruction and supervision to after-school participants for all program activities.	M-DCPS employee in good standing; certified in core academics
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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 6-hour training and safety sessions each year. The project director will attend a 3-day ASAS National professional development training, (in-kind). Overall, 21st CCLC personnel will participate in at least 40 hours of professional development each year in addition to the 21st CCLC Conference in August 2016 to be attended by 2 staff including the Project Director.

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

5.6.f Program Centers

The program centers are the actual host school sites and principals have allotted a vast amount space to accommodate the population. All school sites provide access to large cafeterias, outdoor play fields, numerous basketball courts, auditoriums, media centers with computers, separate computer labs, classrooms space as needed, office 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. 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, with the program being at the host school sites, and in proximity to their homes, both students and parents are comfortable in

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their surroundings which enables them to have a better capacity to learn. 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.

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 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 two mandatory 6-hour trainings that include safety sessions.

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 or at the end of the day 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. Once the end of school bell rings, participants go to a designated homeroom area and are checked in. Program participants will be supervised by FIU staff at all times during the duration of the program.

To provide an extra layer of security outside of the classroom, each proposed site will have at least 1 security monitor during program hours. *Bus transportation provided* by M-DCPS

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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 Impact 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 current 21st CCLC FIU-ASAS webpage will be updated monthly by the FIU School of Education IT department under direction from the Project Director. Also, as required, a section of the website will list all scheduled services and provide links to the narrative as well as products created by students.

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.