

3.1 PROJECT ABSTRACT (0 POINTS)

The Florida International University After-School All-Stars (FIU-ASAS) Project PRIDE, is a collaborative-designed initiative providing targeted, structured, academic support and enrichment activities for 195 socioeconomically disadvantaged students in grades 6-8 and their adult family members. Students are served at the host school sites of three Title 1 Miami-Dade County Public Schools (M-DCPS): Jorge Mas Canosa, North Miami and Redland Middle Schools. The program provides services during the afterschool hours for 80 students at Jorge Mas Canosa, 80 students at North Miami and 35 students at Redland. The same populations at North Miami and Redland are also provided services during the summer. The general goals of Project PRIDE are: providing a safe environment, improving academics, career awareness, and increasing family involvement.

The programs operate Monday through Friday during the school year from 3:55-6:10pm (11.25 hours/week), for 176 days. Additionally, summer programming is offered at the North Miami and Redland sites from 9am to 5pm (40 hours/week) for 34 days. Daily meals are provided and family workshops are offered at least 5 times at each site. The participants have daily access to structured, research-based academic support and youth enrichment programming from Florida Certified Teachers and university staff. Each student is provided with personalized academic tutorials, homework assistance, career exploration, and high school/college readiness courses as well as a choice in what arts/technology and fitness activities they participate in each 9 weeks.

3.2. COMMUNITY NOTICE AND NEEDS ASSESSMENT (7 POINTS TOTAL)

3.2.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 afterschool programs for Project PRIDE. In January 2019, FIU-ASAS met with M-DCPS Middle School Enrichment Program (MSE) and the administration from Jorge Mas Canosa and Redland Middle Schools to discuss the need to seek funding for the 2019-20 school year and beyond from 21st CCLC and/or other

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sources, depending on the availability of funding. Discussions with North Miami Middle School's administration and FIU-ASAS began in April. Between January to June 2019, all participating parties continued communicating to share information and provide updates on needs assessment surveys for each site/community. First United Methodist Christian, Alhambra Heights Challenger School, Holy Cross Lutheran Christian Day School and Redland Christian Academy are the local private schools near the program sites. They were also contacted to see if their eligible students and staff wanted to be included in the program and planning process, to which they declined.

In early-July, FIU-ASAS and the targeted schools utilized the Ed Connect system to call all of the homes in the feeder patterns to announce the intention to apply for 21st CCLC funds as well as provide a program description. 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 IT department, under direction from the Project Director, will update the webpage monthly.

3.2.b. Needs Assessment

From spring through summer of 2019, a multidisciplinary team comprised of FIU After-School All-Stars, M-DCPS Middle School Enrichment Program and the 3 individual school site principals determined the need for Project PRIDE, 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 four local private schools that serve middle school students were also contacted through phone calls and emails to help determine the need of the program for their populations, to which they declined.

Information about service gaps in the area was gathered from feedback solicited from students, parents and community partners. The purpose of the needs assessment process was to identify and prioritize student and family needs (e.g., student achievement, family literacy or

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support needs, other student needs) and provide the basis for developing a comprehensive, community-driven afterschool program that is responsive to the identified needs and gaps. The program described herein was purposefully and collaboratively developed to address the general and specific gaps and weaknesses identified in the needs assessment process. Additionally, the known parents/guardians of current and potential students of the target sites each received a phone call communicating the intent to apply for the 21st CCLC Statewide RFP, a program description and a method to ask questions.

Project PRIDE proposes to serve 195 students per day at three (3) high-need, high-minority, Title 1 Miami-Dade County schools: Jorge Mas Canosa, North Miami and Redland Middle Schools. For the 2018-19 school year, the locations had 21st CCLC projects which were in their final years, with another FIU department managing North Miami and FIU-ASAS managing the others. Support from the multidisciplinary team will help FIU-ASAS meet the needs of the children and families mentioned in the following table:

Middle School	Grades	Afterschool		Summer	
		Kids	Days	Kids	Days
Jorge Mas Canosa	6-8	80 kids	176 days	n/a	n/a
North Miami	6-8	80 kids	176 days	80 kids	34 days
Redland	6-8	35 kids	176 days	35 kids	34 days

Many students from these schools are located in high-need, resource-poor communities. They also are similar in that they serve communities characterized by high levels of under employment, while providing far too few opportunities for low-income youth to access structured academic and enrichment programming with positive adult role models. The need for afterschool programming in these communities is great. According to the Afterschool Alliance (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.

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School Site (Zip Codes Served)	School Grade (2018)	2016 Poverty Rate (State 14.7%)	Poverty Below 50% (State 8.3%)	Adults without HS Education (State 12.6%)
J. Mas Canosa-33196	A	11.2%	7.6%	8.6%
North Miami-33161	C	27.0%	17.1%	27.5%
Redland-33031	C	20.9%	13.1%	24.5%

Sources: Florida Department of Education (2019) & City-Data Zip Code Report (2016)

Additional information demonstrating the critical need for academic and enrichment support activities at the targeted schools is shown below. A large percentage of students at North Miami and Redland are not demonstrating proficiency in reading, math, and science. While Jorge Mas Canosa(JMC) has a better achievement percentage, they have a large need due their size. They have more students not demonstrating proficiency than Redland Middle’s entire population. All sites have also been classified by the Florida Department of Education as Targeted for Support and Improvement (TS&I) under the Students with Disabilities subgroup. This also applies to North Miami Middle’s Multiracial subgroup and Redland Middle’s Black and English Language Learners subgroups. Project PRIDE will primarily recruit students who are ‘not proficient’ as determined by their most recent statewide assessment result. As shown in the following table, on average, over 40% of students are not proficient in the three core subject areas. The difficulties with achievement are compounded by two risk indicators: over 80% of each school classified as economically disadvantaged, and a majority population of minority students.

School (students)	English % Satisfactory or Higher	Math % Satisfactory or Higher	Science % Satisfactory or Higher	Economic Dis- advantage	Minority Rate	Title I
JMC(1697)	61%	62%	63%	81.8%	94.9%	Yes

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N. Miami (1004)	37%	36%	54%	96.2%	98.3%	Yes
Redland (542)	35%	29%	34%	92.7%	96.0%	Yes

Source: Florida Department of Education Accountability Reporting (2019)

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 the Florida Strategic Initiatives indicate. Conversely, the results of Algebra 1 EOC exam at the targeted schools were very positive. According to Spring Assessment results, 252 Jorge Mas Canosa students, 96 North Miami students and 51 Redland students took the 2019 Algebra 1 EOC and 88%, 76% and 84% of these students scored a 3 or above, respectively.

Socioemotional learning (SEL) is also needed to make an impact on these students and their achievement. A study published in the Journal of Child Development explains that SEL programs increase prosocial behaviors, reduce conduct issues, reduce internalizing problems and improve academic performance on tests and grades (Durlak et al., 2011). The need for SEL is evident for this program based upon the age bracket the program serves, achievement levels, and that Miami-Dade County Juvenile Services reported at 58 arrests took place in 2018 in the North Miami Middle area. These arrests contain multiple charges including robbery, drugs and assault.

The program development team also conducted a survey of stakeholders and school faculty in May 2019 about the specific wants and needs of the identified schools and students:

School	Specific needs (in order of priority)
Jorge Mas Canosa	Enrichment in Reading, Math & Science; Variety of activities to keep students engaged and keep them off of the street or home alone (i.e. Exercise, Cooking, Arts and STEM Projects)

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North Miami Middle	STEM Enrichment; Robotics; Coding; Music; Arts; Physical Education; Tutoring; Test Prep; Math/Science Support; Career Exploration; Leadership
Redland Middle	Math; Science; STEM programs (robotics, drones, Virtual reality, 3D printing); Reading; Cooking; Health

3.3. DISSEMINATION OF INFORMATION (5 POINTS)

Project PRIDE 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 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 CASE 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 and 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.

3.4. TARGET POPULATION, RECRUITMENT AND RETENTION (10 POINTS)

Project PRIDE will serve approximately 195 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 in TS&I subgroups, will be invited to participate in Project PRIDE. The community learning center facilities that will be used to provide 21st CCLC services are the host schools. They are safe and easily accessible as the children would already be on site during the regular school day.

The populations of the targeted schools are some of the highest risk youths in Miami-Dade County and are generally between 11-14 years old. More than 90% are Title I students and nearly 100% are Hispanic or African-American.

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

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

Project PRIDE 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;

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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 that will be distributed via: 1) take-home reports; 2) email; and 3) social media. Teachers and counselors will recommend students for participation based on test results, report cards, behavioral records and parental request.

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

- **Ensure that academic-linked activities are fun and engaging:** Academic-linked activities will utilize student-centered teaching methods that shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges and learn the course material in the context of addressing the challenges.
- **Provide a range of activities that students enjoy:** All activities have been selected based in part on student input. Academic enrichment and support activities have been designed to be not only educational and engaging, but enjoyable too. Career-focused programs and electives will include hands-on, real-world activities that students enjoy.
- **Reflect a commitment to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day:** Regularly scheduled collaborative meetings between Project PRIDE teachers and regular daytime

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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 PRIDE includes parental involvement activities as well as services that support parents and positive development of their children.

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

3.5 TIMES AND FREQUENCY OF SERVICE PROVISION FOR STUDENTS AND ADULT FAMILY MEMBERS (5 POINTS)

Project PRIDE is intended to serve middle school students. The afterschool program will operate Monday through Friday, 2.25 hours a day, from 3:55pm to 6:10pm totaling 11.25 hours per week over 176 days throughout the school year. Summer programming will also be offered at from 9am to 5pm (40 hours/week) for 34 days.

In order to further benefit the lives of the participating students, services are also provided to their adult family members. A minimum of five activities will be offered at each site for adult family members. They range from hour-long classes, to multi-day courses and are dictated by the needs of the adult population. Additionally, once student registration occurs, the adult family member will be surveyed at a 21st CCLC parent information session to find out their specific educational needs and availability to receive services so an appropriate schedule can be provided.

As required, a Site Profile Worksheet for each proposed center as well as sample schedules for afterschool, summer and adult family member education are included in the attachments.

3.6 PROGRAM EVALUATION (10 POINTS)

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 –ASAS 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. 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 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 such as staffing changes, lesson plan adjustments, or increased resources to specific projects or subjects.

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

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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. 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 the performance-based assessment process that is directly linked to Project PRIDE’s 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

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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 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 October 2019, January 2020, and May 2020 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 by the Project Director.

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. The program director and teachers will also utilize data

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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.

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 20 years, with the past 16 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 21st CCLC program.

3.6.a Statewide Standard Objectives

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

3.6.b Objectives for Academic Benchmarks

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

3.6.c Applicant-Specified Objectives

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

3.7. APPROVED PROGRAM ACTIVITIES (20 POINTS)

Recognizing that all students come to learning with different needs, *Florida Certified Teachers* will implement the *Power Hour* component, which provides homework help and utilizes i-Ready Program. This program is specifically designed with different age groups and ability levels in mind. Through the partnership with M-DCPS, the FIU-ASAS will have free access to the electronic software, with all progress automatically reported to the day school teachers of the participants. i-Ready supports diverse populations and its adaptive diagnostic tools pinpoints students' needs down to the sub-skill level which will specifically help the underperforming children, as identified in the needs assessment. Supporting the academic based objectives, *i-Ready* provides a personalized instructional path supported by an interactive and fun approach to learning with comprehensive lessons being standards-based. Each lesson addresses the Content and Skills Standards for the core subjects of **English language arts, math, and science**. Supported with certified teacher-led instruction, this program addresses different learning styles and extends learning time to help support the academic goals of the project and the school. Power Hour will be offered daily for a minimum of 55 minutes at a 15:1 maximum ratio, which is low for middle school populations. Additionally, opportunities for further assistance each day will be provided, if needed. FIU-ASAS will also recruit college students to assist teachers in providing homework assistance to increase the percentage of students performing on grade level and completing their homework. These teacher assistants will receive an overview and instruction from Certified teachers, site coordinators and the Project Director before working with students. If students have completed their homework early, or it is verified they do not have any, more time will be allocated to i-Ready or individual instruction. Homework logs will be completed each day to verify with the day school teachers about assignments.

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FIU will also implement the ASAS National cross-curricular, entrepreneur skill building, project-based learning programs, *Sports As a Hook (SAAH)*, *Career Exploration Opportunities (CEO)* and *We Are Ready (WAR)*. By grade level, high school/college readiness; and career exploration items in the needs assessment.

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 and (e) Non-Athletic Sports Careers. 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 in 9-week sessions for 60 minutes per week by a teacher at a 15:1 student to staff ratio, for the 6th grade population.

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. The teacher to student ratio of 1:15 will be used to implement the 9-week program once per week for 60 minutes to the 7th grade population. Examples of products produced are reflection journals, presentations and daily planners.

Working with local community partners, FIU-ASAS will implement the CEO project for 60 minutes a week for 8th grade students for 9 weeks. Led by a teacher with a 1:15 ratio, students will learn how to 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

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can help with community needs through service and develop real world leadership and problem solving skills. The ASAS National Initiatives are based upon large concepts, motivated by student interests. The initiatives are purposely structured to encourage each student to see themselves as a leader, increase their awareness of occupational options and view education as a vital step.

To address the socioemotional learning needs of the program population, FIU-ASAS will implement the Botvin Life Skills Training Middle School Program, which is a groundbreaking substance abuse and violence prevention program based on more than 35 years of rigorous scientific research. Its three tiers consisting of a Foundation Level 1, Booster Level 1 and Booster Level 2, are designed to be taught in sequence over three years in middle school to build on skills learned in the previous levels. The program focuses on personal self-management skills, general social skills and drug resistance skills and will be implemented for 60 minutes a week for all students for 9 weeks at a maximum of 1 teacher to 15 student ratio.

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

Arts Club, based upon specific activities identified in the needs survey, includes skill building activities that link academics to interests or potential careers. The activities vary by center and include robotics, virtual reality education, visual arts projects, culinary arts, coding, music, 3D printing and educational drones.

The Fit Club and Arts Club enrichment activities are offered for 60 minutes a day, and a minimum of 4 days a week in afterschool. Students are required to participate in 2 sessions from

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each club every week. These sessions are also scheduled for 90 minutes a day during summer camp. They are led by teachers and/or contracted specialists with a maximum 1:15 ratio.

Life Service Action is a separate ASAS National Initiative program based on National Service Learning standards and socioemotional learning activities. For 4.5 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. Teachers will assist students, in a 1:15 ratio, as they prepare their projects based upon the service goals they have identified.

One day each week during summer camp is FIU Explore Day. Students will go to FIU's facilities and community businesses to learn about various careers, programs and university projects. For 1.5 hours each week, students will also participate in the FIU Explore Prep component that prepares them for the FIU Explore Day excursions.

Another summer component is Book Club, which lasts 6 hours per week emphasizing reading, writing, debate and current events. As with all components, the ratio will be a maximum of 15:1. An additional Teacher Assistant will be hired for the summer to help with daily operations and electives.

During the first month of programming, the centers 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 afterschool 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, GED Courses, English Language Learning, Citizenship,

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Entrepreneurship, Health & Nutrition Education, CPR training, Parenting and Anti-Bulling. As required, one of the provided sessions will be on socioemotional learning. FIU-ASAS may utilize a variety of sources including Adult Education Community Schools and M-DCPS Parent Academy for many of the family development courses in that are selected. The activities that are not ongoing courses will be hour-long sessions. Each center will provide services at least 5 times per year.

3.8. APPLICANT’S EXPERIENCE AND CAPACITY (5 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 57,000 students after school. The organization began receiving 21st CCLC funds in 2003. In August 2014, ASAS became a part of FIU under the College of Arts, Sciences and Education (CASE). During the 2018-2019 school year, FIU-ASAS operated 19 afterschool middle school programs throughout M-DCPS. Of the three locations identified in Project PRIDE, Jorge Mas Canosa and Redland have had the program before and staff at North Miami Middle have worked with 21st CCLC in the 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 the 2017-18 21st CCLC programs demonstrated ongoing success with 97.7% of students showing an increase their oral reading assessment score; 74.7% increasing or maintaining satisfactory knowledge grades in language arts; 74.1% in math knowledge; 76.2% in science knowledge; 98.8% in parent program satisfaction; 96.4% in adult literacy knowledge and 96.0% 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

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afterschool programs that are highly effective at impacting student academic achievement and personal growth. Additionally, the program has 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. In October 2017, The Department of Education provided FIU with a final monitoring report for the previous two years with no findings. Additionally, in Spring 2019, a new 21st CCLC site was visited and scored very well with no findings.

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 Senior Director of Programs who combined have more than 30 years experience in managing afterschool 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 school day staff and administration.

3.9. STAFFING & PROFESSIONAL DEVELOPMENT (5 POINTS)

3.9.a. Staffing Plan

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

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and have written approval from the school Principal or designee in order to work in the afterschool program. As a condition of FIU-ASAS employment, all grant-funded workers, including contractors, subcontractors, college students and regular volunteers (adults who have contact with centers more than one time) will be required to undergo a comprehensive local, state and national criminal background and sexual offender registry check (including fingerprints). FIU will also verify qualifications and conduct an extensive interview process in accordance with university procedures for the Project Director position if a recommendation of funding notification is given, in order to have someone able to fill the position by October 1st.

Qualified personnel for Project PRIDE will be trained by the FIU ASAS Senior Program Director. The Project Director will have a minimum of a Bachelor’s Degree with 3 years of experience working with children. They will be responsible for ensuring that Project PRIDE activities are carried out on time, as specified and within the approved budget. Additionally, the Project Director will be responsible for managing and implementing the educational program described in the approved application to ensure that FIU meets its responsibilities to FDOE under the grant agreement in a timely manner.

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

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; ensures effective communication between 21st CCLC afterschool staff and regular classroom teachers;	Recommended by Principal – M-DCPS employee – bachelor’s degree. (MSE In-kind)

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3 Community Involvement Specialists	Coordinating adult family member educational activities, contacting parents regarding students and assisting the site coordinator as needed.	M-DCPS employee in good standing. (Usually the regular day CIS)
5 Security Monitors	Monitoring FIU-ASAS areas of the school site. Parent verification. Sign-outs. 1 each for after-school, one additional for summer camp.	M-DCPS Security in good standing
Component Leaders (10)	To provide quality instruction and supervision to afterschool participants for all program activities.	M-DCPS teacher in good standing
4 Teacher Assistants	To assist with each component and provide summer activities to active 21 st CCLC students	FIU student in good academic standing

3.9.b. Professional Development

Professional development will be ongoing for all 21st CCLC staff, and will include: *ASAS National Initiatives, Fit Club, Arts Club, Botvin* and a variety of workshops focused on best practices in promoting parental involvement, improving outcomes for high-risk youth, mentoring through coaching and building academic skills in the afterschool environment. The trainers will include FIU-ASAS administrative staff, university professors in their specific specialties as related to selected elective components, family and youth development scholars as well as certified instructors from any additional program curriculum, as needed. Each year, all 21st CCLC personnel will be required to attend two 6-hour trainings and safety sessions for the school year and 1 additional session for the summer program staff. Monthly meetings during non-program hours will occur at each center to make sure all staff are up to date on policies and procedures at the site level. The project director will attend a 3-day ASAS National professional development training, (in-kind). Overall, 21st CCLC personnel will participate in at least 20 hours of professional development each year in addition to the mandatory 21st CCLC Conference to be attended by 2 staff including the Project Director.

3.10. FACILITIES (5 POINTS)

The program centers are the actual host school sites and principals have allotted a vast amount of space to accommodate the population. All three school sites provide access to large cafeterias, outdoor play fields, basketball courts, auditoriums, computer labs, classrooms space as needed, office space for the site coordinators, parking for adult family members and sufficient access to restroom facilities. Jorge Mas Canosa Middle has also provided access to home economics, art and dance rooms. North Miami has included their science labs and library. Redland has extended access to their woodshop, dance, band and home economics rooms. The centers are safe, as the program hires school security during the afterschool 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, both students and parents are comfortable in 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. As this is a program providing services to middle school students on school property, the program will be receiving a DCF exemption letter to be provided to 21st CCLC.

3.11. SAFETY AND STUDENT TRANSPORTATION (5 POINTS)

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 MSE, assuring *complete collaboration with the school*. Documentation of fire drills, emergency drills, and behavioral issues during the afterschool hours will be kept onsite and in accordance to M-DCPS policy. As mentioned previously, all staff will participate in a **level 2 background check** complying with all aspects of the Jessica Lunsford Act, consisting of fingerprinting prior to commencing employment. All 21st CCLC personnel will also be required to attend three mandatory 6-hour trainings that include safety sessions.

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Student safety is supported during on and offsite activities through student applications that are on file at the program site as well as the central office. These applications contain information about each student's parent/guardian, indicate all parties available to withdraw the child from the program, their contact information with identification, and permission for the selected mode(s) of student dismissal. 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. During the summer, transportation will be provided between the feeder pattern elementary schools and the host school sites. **Travel to the site** is not necessary for afterschool, as each school is the actual site of programming ensuring safe accessibility to the program's services. Once the end of school bell rings, participants go to a designated homeroom area and are checked in. FIU staff will supervise participants at all times for the duration of the program.

To provide safety outside of the classroom, each site will have at least one security monitor during program hours. After-school *bus transportation provided* by M-DCPS Department of Transportation or approved M-DCPS Transportation vendor will be offered from Redland Middle to the closest corner of the participants' homes. The other sites declined the service. Adaptable buses will also be provided for special needs students, assuring that all 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.

3.12. PARTNERSHIPS, COLLABORATION & SUSTAINABILITY (8 POINTS)

3.12.a. Partnerships

Project PRIDE includes three vital partners for program operation whom have provided support letters for this initiative. The ASAS National Office will commit to provide operational support, professional development, peer-to-peer trainings between program cities, staff trainings, curriculum development, marketing, quality assurance tools, management assistance, and

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

The partnership with Miami-Dade County Public Schools (M-DCPS) and especially its Middle School Enrichment Program (MSE) is essential to successful operation. This partnership is used in developing, implementing, sustaining, and evaluating the 21st CCLC program. M-DCPS and site principals grant FIU-ASAS free use of facilities including secure and suitably equipped classroom space. Our District partners have also committed the availability of individual student records to monitor objectives and provide statewide evaluation data. MSE 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. Contributions will be documented with in-kind letters. The partnership with M-DCPS will be maintained through a district liaison, 21st CCLC Advisory Meetings and monthly site meetings.

The final partner, FOX Sports Florida/SUN, provides numerous hands-on career exploration opportunities for FIU-ASAS students in bringing groups to their studio to meet with executives, editors, broadcasters and other professionals within the organization to learn about specific jobs and individual career paths. The partnership will be maintained by scheduled calls and meetings.

3.12.b. Collaboration

During the development of Project PRIDE, FIU-ASAS consulted, through meetings, phone calls and surveys, target school administrators, teaching staff and four private schools. These communications outlined specific needs and had the private schools decline participation.

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

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the regular school day, each site's principal has to approve the afterschool program personnel and they are assigned to communicate afterschool 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 afterschool 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. Each program site is also required to complete a collaboration log to document the communication and items to follow up on. This combination ensures continuing, timely and meaningful collaboration to support the program.

3.12.c. Sustainability

FIU has a long history of working with school districts in South Florida and seeks to create stronger links with other institutions and partners. An important function is to continually seek external funding opportunities to sustain all FIU School of Education and Human Development programs, including After-School All-Stars. FIU also provides a bridge between the 21st CCLC students and FIU faculty, staff and students. The National ASAS office has also pledged significant support to help ensure the sustainability of this 21st CCLC project through a full-time resource development officer. As possibilities are explored, both entities will prioritize the sustainability of this initiative during and after the funding ends.

The 21st CCLC Advisory Board is a key part of the sustainability plan and will meet in the Fall and Spring of each year at minimum. The proposed members will include, an M-DCPS MSE member, Site coordinators, 2 parents from each site, 2 students from each site, a member of the ASAS South Florida Board, the FIU-ASAS administration team and community partners. The collaboration of this group including physical and networking resources will play an integral role in the sustainability of Project PRIDE.