

Program Narrative

**21st Century Community Learning Centers
YOUTH SANCTUARY**

1. Scope of Work

ASPIRA OF FLORIDA, INC – YOUTH SANCTUARY AFTER SCHOOL PROGRAM

The general purpose is to continue our 21st Century Community Learning Center for at-risk, undereducated youth from low-income, impoverished and underserved areas of Miami-Dade County. Families from these areas are in need of quality extracurricular programs that are of no cost to attend. The ASPIRA partnership in the Wynwood area includes the City of Miami and the use of Roberto Clemente Park. The park is located in a very underprivileged area and is being used to promote the personal enrichment component of the CCLC program.

The Youth Sanctuary will operate at the target school: Eugenio Maria De Hostos Charter Middle School in Miami (Overtown/Wynwood area).

We will serve 100 students in the After School component; 75 in the weekend component and 75 in the summer.

The after school component program operates Monday thru Friday from 4-7 pm. The weekend component operates from 9 am to 2 pm and the summer component from 9-4 M-F for six weeks. The Youth Sanctuary will operate with an after school program, an 8-week Saturday FCAT Camp, and a 6-week summer program at the target school. ASPIRA staff in partnership with the charter school will target increases in school promotion and decreases in dropout rates, decreases in juvenile delinquency and increases in family literacy rates. The Youth Sanctuary Project Services will increase educational proficiency levels in Reading and Writing (English Language Arts-ELA), Math and Science through project-based learning activities aligned with common core standards. Students will also receive school dropout and delinquency prevention programming, based on a youth leadership development training model.

Staff will aggressively engage families in monthly Family Night workshops. The purpose of Family Night is to assist parents in developing literacy and academic skills that will foster a learning environment within the home. These workshops will forge partnerships between parents, students, teachers and the school. Through education families will mobilize to become effective advocates and supports for their children's academic success.

The After School component will operate 180 school days. There will 8 weekends leading up to the FCATs, when the staff will provide a Saturday Academy for 4 hours. In the summer, the program will operate 6 hours per day, 5 days a week for 6 weeks.

The project will be staffed by a full time Project Director, a Youth Advisor, 5 part time Youth Workers and 4 certified teachers; 3 additional instructors will support instruction and character education.

The site is an ADA accessible, certified charter school centrally located and easily accessible. Transportation to and from services is provided to ensure safety and to ease the burden of low-income/working families that would encounter hardship if transportation were not provided.

Describe how the facility is safe and easily accessible. The afterschool, weekend and summer programming provided under 21st CCLC will be operated and staffed directly by ASPIRA. The school principal allows for the full use of the school facilities for 21st CCLC, including classrooms, cafeteria, library, and outside facilities. Utilities (water, electricity, telephone, internet access, etc.) are provided entirely in-kind.

The school operates under closed campus procedures designed to contain outsider traffic and control interior movement. All parents or adult visitors enter through a single controlled doorway that is supervised by a security specialist. Proper photo identification is required and reviewed and an ID badge is issued. All visitors are accompanied by a staff person throughout the visit and must return ID badge upon exit. All school volunteers must be screened in accordance with Jennifer Lunsford Act and other Federal, State or local requirements. Student attendance is taken at the first bell and student movement is restricted throughout the day. All students are required to display an ID badge

and must have a hall pass to travel within the school. Students leaving the school before the end of the school day must be signed out by a pre-authorized individual whose signature and ID are compared to the pre-authorized signature card on file. Off-Site Safety There is a police sub-station at the Roberto Clemente Park that assures security measures. The City also provides a security specialist and the program provides for 5 youth workers that assist program staff and teachers to supervise the students. Students travel only in groups, strictly supervised by staff. A student head count is conducted before and after each group movement. Students attending restrooms are individually supervised by a staff person. Students are only allowed to attend authorized off-site activities, which must be approved by school officials, properly chaperoned with appropriate adult to student ratios, with travel on authorized transportation modes. Proper field trip permission forms with verified parent signatures are required for any participant. Chaperones and security specialists ensure that all students are picked up upon return and that no student is left alone at the school waiting. Common color shirts are worn by participants for easy off-site identification and periodic student counts avoid missing students.

A. Program Design -The ASPIRA Youth Sanctuary (AYS) is an amalgamation of youth services and support consisting of a Safe Haven, an Academic Enrichment Laboratory, plus Youth and Parent Engagement Programming. The **general purpose** is to continue our 21st Century Community Learning Center for at-risk, undereducated youth from low-income, impoverished and underserved areas of Miami-Dade County. Families from these areas are in need of quality extracurricular programs that are of no cost to attend.

The goals of AYS function to ensure that: (1) All students will achieve their full academic potential and be adequately prepared to enter post-secondary or vocational training, (2) All students will recognize their responsibility to become positive effective contributing members of society, and (3) All parents/guardians will value education in order to effectively guide and enhance their children's academic success. Students will also receive school dropout and delinquency prevention programming, based on a youth leadership development training model.

Description of Community Learning Center - The Youth Sanctuary will operate with an after school program, an 8-week Saturday FCAT Camp, and a 6-week summer program at *the* target school: Eugenio Maria De Hostos Charter Middle School in Miami (Overtown/Wynwood area). The ASPIRA partnership in the Wynwood area includes the City of Miami and the use of Roberto Clemente Park. The park is located in a very underprivileged area and is being used to promote the personal enrichment component of the CCLC program. ASPIRA staff in partnership with the charter school will target increases in school promotion and decreases in dropout rates, decreases in juvenile delinquency and increases in family literacy rates. The Youth Sanctuary Project Services will increase educational proficiency levels in Reading and Writing (English Language Arts-ELA), Math and Science through project-based learning activities aligned with common core standards. The project will be staffed by a full time Project Director, a Youth Advisor, 5 part time Youth Workers and 4 certified teachers; 2 additional instructors will support instruction and character education. The Youth Advisor will be paid through the ASPIRA corporate budget. The site is ADA accessible, centrally located and easily accessible. Transportation to and from services is provided to ensure safety and to ease the burden of low-income/working families that would encounter hardship if transportation were not provided. We will serve 100 students in the After School component; 75 in the weekend component and 75 in the summer. The after school component program operates Monday thru Friday from 4-7 pm. The weekend component operates from 9 am to 2 pm and the summer component from 9-4 M-F for six weeks.

2. Principles of Effectiveness

A. Evidence of Program Modification Based on Summary Report

Program modification for year three is driven by the Formative Evaluation report and based on an analysis of each objective's periodic progress and subsequent recommendations. The program will incorporate project based learning activities for the 3rd year of operations. In order to comply with the basic tenets of common core, academic instruction and activity will be extended to 45 minute time

periods. (Please see Project Plan for a detailed description of these activities). Program staff continually uses formative assessments to refine the program and make it more effective for students. Those assessments include pen and paper measures such as interim tests, performance, observation, and constant attention to data such as attendance and case management records. The school was targeted due to the myriad of challenges that place students at risk of academic failure. A thorough assessment of needs and academic barriers was conducted through the use of federal, state and local data, parent surveys and a review of scientific studies related to education and relevant factors that impact achievement. Research affirms a strong relationship between low academic achievement, poverty and racial/ethnic minority status (Johnson, Crosnoe & Elder, 2001). **Year two performance assessments:**

OBJECTIVE 1: 80% of participants will show improvement in comprehending grade level text.

Analysis: On the FCAT, 54 percent of students earned satisfactory scores (Levels 3, 4, or 5).

Recommendations: Ensure that, every day, every student (1) reads something he or she chooses, (2) reads something he or she understands, (3) writes about something personally meaningful, and (4) talks with peers about reading and writing. **Implementation:** Day school staff and members of the after school staff meet bi-weekly as part of the school general staff meeting. Suggestions from curriculum staff has led to look into new avenues for reading and comprehension materials that are more aligned with student's needs. The staff began using interactive instruction, problem solving strategies to promote critical thinking and conceptual understanding. Subsequent District Assessments will be reviewed to measure progress.

OBJECTIVE 2: 80% of regularly participating students will demonstrate improvement in oral reading. **Analysis:** On the Winter Assessment, 51 percent performed at a satisfactory level. On report cards, 54 percent either maintained good grades or improved their grades.

Recommendations: Ensure that, every day, every student (1) reads accurately and (2) listens to a fluent adult read aloud. **Implementation:** After School staff met and various, established curriculums were reviewed. The staff looked for a curriculum that provided the fundamental

skills that students need to succeed in the District's Interim Tests. The curriculum needs to be student/user friendly and be able to have a measurement of readability level educators can readily identify, and assess student's progress as well as critical areas of improvements. The After School staff selected a curriculum that will be implemented next school year Through (AYS), non- proficient students will receive academic enrichment across Reading, Writing, Math and Science that will be project based and address common core standards. Instruction will target the individualized needs of each student in order to raise his/her status to Achieving/Exceeding Proficiency.

OBJECTIVE 3: 80% regular participants will demonstrate understanding and improvement in applying algebraic expressions. **Analysis:** On the FCAT, 44 percent earned satisfactory scores. On the Winter Assessment, 44 percent earned satisfactory scores. On report cards, 48 percent maintained good grades or improved their grades. **Recommendations:** Teach mathematics with a focus on meaning: connect concepts to other mathematical applications and to other subjects, and attend to learning context and to students' intuitive understandings and methods for solving problems. **Implementation:** The After School staff decided to insert a series of math games to the existing curriculum to spike the whole math experience. These new strategies include models for use of logical reasoning, the use of formulas, making a graph; drawing a diagram and other critical thinking components. The thrust of this drive is challenge the student to meet the problem- solving requirements of the Common Core State Standards and improve his/her District Assessment, as well as the FCAT scores. A new curriculum was chosen by the staff to be implemented next year. **OBJECTIVE 4:** Eighty percent of regularly participating students will improve their ability to plan and carry out scientific investigations as measured by the school's pretest, interim assessments, and post-test. In addition, 30% of regularly participating eighth grade students will earn proficient scores on the science portion of the FCAT. **Analysis:** On the FCAT, 37 percent of the eighth graders earned satisfactory scores. On the Winter Assessment, 43 percent of the students scored at the proficient level. On report

cards, 43 percent either maintained good grades or improved their grades. **Recommendation:** Teach science through the use of analogies. We were advised to look into the possibility and feasibility of incorporating a new science curriculum. **Implementation:** The After School staff developed an ongoing relationship with the Science Department staff and used it as a resource to closely monitor the progress of the participants enrolled in the After School program. The staff also recognized the need to look for the feasibility of implementing a different curriculum that includes more hands-on scientific projects to help the students understand and fully assimilate the core components as displayed in the District Assessments. The testing ground for the curriculum and the projects will be the upcoming summer program. **OBJECTIVE 5:** 80% of youth involved with the program will learn various life skills components. **Analysis:** Survey results unreliable; did not use. On report cards, 46 percent earned satisfactory conduct grades. **Recommendations:** Emphasize the importance of acceptable conduct grades, both as measures of students' behavior during the regular school day and as measures that help to evaluate the after-school program. Administer the survey to all students enrolled in the program but to no one else. **Implementation:** The After School Youth Advisor had successfully created and implemented sharing sessions dealing with topics such as peer pressure, gang prevention, teen dating, drug abuse, peer bullying and values clarification. The Youth Advisor also presented seminars using guest speakers from community agencies and professionals from ASPIRA Youth Leadership Division. A subsequent survey at the end of the year will provide data as how effective these strategies worked . Project based learning activities will be incorporated into the personal enrichment program component to increase student interest and level of success. Progress in personal enrichment, too, was mixed: 92 percent of the students were never referred for serious misconduct, topping the goal of 80 percent; however, just 46 percent maintained satisfactory conduct grades in the three key subjects throughout the school year, far below the 80 percent goal. **OBJECTIVE 6:** 80% of students participating in the program will stay away from negative behavior. **Analysis:** In regard to referrals, 92 percent of the students

had no referrals for serious misbehavior. On report cards, 46 percent maintained satisfactory conduct grades. **Recommendations:** Emphasize the importance of acceptable conduct grades, both as measures of students' behavior during the regular school day and as measures that help to evaluate the after-school program. **Implementation:** Supervised by After School Staff, the peer mentoring program was a success as eight grade participants in the program were charged with the task of peer mentoring an underclassman. Staff took on the role of mentors as participants who were selected to engage in sporting activities were part of the team experience and connected with a coach where sportsmanship, rigorous fitness and sense of fair play were introduced as main components of the total sports experience. A subsequent survey at the end year will provide the data necessary to ascertain the success of this strategy. **OBJECTIVE 7:** 30% of the families of youth attending the program will participate in at least two program activities. **Analysis:** No more than 25 percent of parents attended two or more events. **Recommendations:** Update the phone bank and continue to involve volunteer parents in using it to invite parents and guardians to school events. Use a sign-in sheet at every event. **Implementation:** Parent recruitment was a challenge and a weak component of the program. **OBJECTIVE 8:** 30% of at least one adult family member of youth enrolled in our program will report involvement in a regular school activity. **Analysis:** Parents' attendance at school events fell short of the aimed-for 30 percent, with the possibility of only 25 percent attending two or more events. The final objective, on parents' perceptions of their involvement with school, was unable to be measured because the planned survey was not administered. **Recommendations:** Administer the survey to gauge parents' perceptions of how involved they are with school activities. **Implementation:** We as staff need to revisit this issue and initiate a parent recruitment strategy. The project will pursue two measurable objectives for family member services. #1 - 70% of student families will demonstrate an increase in literacy and academic skill development by at least 20%, evidenced by Family Night pretest/posttest results and relevant assessments. Through education, training and modeling behaviors, parents will be encouraged to

recognize academic achievement as a priority in FAMILY life. Through personal connections to program staff, parents will become more committed. #2 - 70% of student families will demonstrate active involvement in their student's academic life, evidenced by attendance at Family Night at the rate of 60%. Progress toward objective completion will be measured through data collected at monthly Family Night events. Prior to concept presentations and teacher/student presentations, Learning Activity sheets will be developed to assess skill levels over specific concepts at both pre and post presentations. At the end of concept presentations, when students and their parents complete Learning Activity sheets, these sheets will be collected and later graded. The activities will reveal mastery or deficits within each concept area and the parents' progress will be documented.

3. **Program Fees and Program Income**

There will be no fees charged for project services nor income collected.

4. Student Safety: On Site Safety – The school operates under closed campus procedures designed to contain outsider traffic and control interior movement. All parents or adult visitors enter through a single controlled doorway that is supervised by a security specialist. Proper photo identification is required and reviewed and an ID badge is issued. All visitors are accompanied by a staff person throughout the visit and must return ID badge upon exit. All school volunteers must be screened in accordance with Jennifer Lunsford Act and other Federal, State or local requirements. Student attendance is taken at the first bell and student movement is restricted throughout the day. All students are required to display an ID badge and must have a hall pass to travel within the school. Students leaving the school before the end of the school day must be signed out by a pre-authorized individual whose signature and ID are compared to the pre-authorized signature card on file. **Off-Site Safety** There is a police sub-station at the Roberto Clemente Park that assuages security measures. The City also provides a security specialist and the program provides for 5 youth workers that assist program staff and teachers to supervise the students. Students travel

only is groups, strictly supervised by staff. A student head count is conducted before and after each group movement. Students attending restrooms are individually supervised by a staff person. Students are only allowed to attend authorized off-site activities, which must be approved by school officials, properly chaperoned with appropriate adult to student ratios, with travel on authorized transportation modes. Proper field trip permission forms with verified parent signatures are required for any participant. Chaperones and security specialists ensure that all students are picked up upon return and that no student is left alone at the school waiting. Common colorshirts are worn by participants for easy off-site identification and periodic student counts avoid missing students. **Personnel Requirements:** Pursuant to Florida Statute 1012.32, individuals with criminal records involving moral turpitude shall not be employed in any position requiring direct contact with students. All 21¹ CCLC staff and contractual personnel must meet level two criminal background screening and have all required and current licenses and certifications set forth by the district or agency. All applicants will be digitally fingerprinted and cleared before they are hired. The fingerprints are sent electronically to the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI) for processing. The current Employment Standards Hiring Guidelines gives a detailed listing of offenses that will/will not be considered for employment. All full-time Instructional, non-instructional, administrative and temporary instructors must also take a drug test. Applicants who test negative and are hired may report to work when site administrator receives notification of test result. Applicants confirmed, as testing **positive**, will be notified by the Medical Review Officer (MRO) or designee and be ineligible for employment for three years. In order to comply with Federal Law, each school will verify the Employment Eligibility of all full-time and part-time applicants prior to hire.

Applicants whose hire has been initiated must present in person original **acceptable documents**

that establish their identity and employment authorization and complete an Employment Eligibility Verification form (Form 1-9). **Licenses and Certifications:** All participating schools must enforce FLDOE and local LEA licensing and certification requirements. Types of Certificates issued by FLDOE:

Temporary Certificate (3 year non-renewable), Professional Certificate (5 Year), Part-time Coaching Certificates (3 year non-renewable and 5 year), Temporary Instructor (Daily Emergency Substitute), Career Specialist, Non-Degreed Vocational, Adult (Part-Time).

Effective **July 1, 2009**, a passing score on all 4 parts of the General Knowledge Test (GK) will be required in order to be eligible for instructional employment. This includes applicants for full-time instructional, hourly instructional and temporary instructor (substitute teacher) positions. As defined by the No Child Left Behind Act, teachers of core academic subjects must be highly qualified. The core academic subjects are elementary, English, ESOL, reading, language arts, mathematics, science, foreign languages (other than English), civics, government, economics, arts, history, and geography. All applicants for middle school core academic subjects must have a degree major in the core subject area or a passing Subject Area Exam in the core subject area to be eligible for hire. **Safe Transportation Needs:** All students will be transported home and to off-site activities via authorized, pre-approved, school bus transportation. **Students Travel Safely To and From the Center:** All students will be transported home and to off-site activities via authorized, pre-approved, school bus transportation from a private company.

5. Academic and Personal Enrichment

A. Goals and Objectives - Afterschool programming will provide academic enrichment in Reading and Writing (ELA), Math and Science. During this time, each student will receive 45 minutes of Project-Based Learning in ELA every day. Students will receive 45 minutes of Project-Based Learning in Math and 45 minutes in Science on a rotating schedule, not on the same days. Project-Based Learning will be offered for at least 90 minutes each day.

1. Goals: The three ASPIRA Youth Sanctuary (AYS) goals encompass academics, character

education and family involvement. In line with the philosophy of the Common Core State Standards, **Goal #1** states that *all students will achieve their full academic potential and be adequately prepared to enter post-secondary or vocational training.* Through (AYS), non-proficient students will receive academic enrichment across Reading, Writing, Math and Science. Instruction will target the individualized needs of each student in order to raise his/her status to Achieving/Exceeding Proficiency. In A Blueprint for Reform the US Department of Education (2010) documents the urgent need to respond to the challenges of diverse students. With equal opportunities and resources, all students can feel a sense of confidence, belonging and motivation to be an active agent in the world around them. **Goal #2** states that *all students will recognize their responsibility to become positive effective contributing members of society.* Through rigorous academic training, character education and the reinforcement of Positive Youth Development principles, this goal will be realized. Research has shown that students of households with low academic achievement are significantly and disproportionately represented as non-proficient among educational standards (NGA & CCSSO, 2013). In order for the targeted students to be successful, their families must be empowered through education, and strategically mobilized to foster an engaging learning environment within the home. **Goal #3** states that *all families will value education in order to effectively guide and enhance their children's academic success.* (AYS) will host Family Nights, parent/child educational workshops, each month to assist parents in acquiring knowledge and developing necessary skills to effectively support their students.

2. Objectives: The ability to read complex texts with comprehension, and apply the findings, is critical to one's future success in the classroom. These are documented predictors of success in post-secondary education and vocational pursuits (NGA & CCSSO, 2013). Students who graduate high school without these skills are less likely to achieve in college and career training. Research also documents the need to increase

expository and informational reading and writing, as these forms are commonly found within college textbooks (NGA & CCSSO, 2013). In the target school, approximately 38% (mean average) of students are not proficient in reading. (AYS) will provide enrichment in **Reading and Language Arts** with interventions and learning techniques to address this need. **Objective #1** - *by the end of the program year, 70% of non-proficient students will demonstrate improvements in Reading, evidenced by Achievement status according to the Annual Measurable Objective (AMO), district and teacher assessments.* **Objective #2** - *by the end of the program year, 70% of non-proficient students will demonstrate improvements in Writing, evidenced by at least one (1) level increase according to the FCAT, district and teacher assessments.* Of the students attending targeted schools, approximately 73% (mean average) scored below Level III in Science on the 2013 FCAT. (AYS) will provide remedial and enrichment services in **Science** that will leverage student's strengths in reading to improve their knowledge and skill in science, which is an evidence-based technique (NGA & CCSSO, 2013). **Objective #3** - *by the end of the program year, 70% of non-proficient students will demonstrate improvements in Science evidenced by Achievement status according to the AMO, district and teacher assessments.* Approximately 55% of targeted students scored below Level III in Math on the 2013 FCAT. **Objective #4:** - *by the end of the program year, 70% of non-proficient students will demonstrate improvements in Math, evidenced by Achievement status according to the AMO, district and teacher assessments.* According to the 2013 FCAT, target students scored below Level III in at least two core areas. **Objective #5** - *by the end of the program year, 70% of students will demonstrate a 20% increase in fitness and knowledge regarding the benefits of regular exercise and good nutrition evidenced by the PACER Aerobic Fitness Assessment and My Plate assessments.* Within Miami-Dade County, 67.4% of adults and 13% of high school

students are obese, with Black and Hispanic populations being overrepresented (CDC, 2012). The targeted students are predominantly Hispanic and Black. Given their economic and social conditions, these students are at risk for food insecurity, poor nutrition and low levels of exercise. AYS will provide fitness and USDA nutrition interventions to respond to these needs. **Objective #6** - *by the end of the program year, 70% of non-proficient students will demonstrate improvements in a core subject evidenced by Achievement status according to the AMO, district and teacher assessments.* The relationship between juvenile delinquency and school dropout/failure is cyclic, meaning that they can contribute to the prevalence of each other. As the number of risk factors a student is exposed to increases, so does the likelihood for delinquent acts to occur (Shader, 2013). The target population encounters an array of challenges that uniquely place them at risk for delinquency and school dropout/failure. **Objective #7** - *by the end of the program year; 80% of students will increase in knowledge regarding the risk factors associated with delinquency and school dropout by 20%, evidenced by pretest posttest results of Too Good for Drugs assessments and other risk assessments.* The ability to obtain, assess and apply knowledge, through critical and higher order thinking, is an essential skill of 21st Century learning. As evidenced by decreased scoring on the FCAT across core subjects, unique and creative opportunities are necessary interventions to fully engage students. Art has a significant impact on the learning process. In *Champions of Change: The Impact of the Arts on Learning*, art has proven to positively impact critical and higher order thinking, decision making and judgment (PCAH & AEP, 2013).

Objective # 8 - *by the end of the program year, 80% of students will demonstrate improvement by at least 20% in the ability to think critically and utilize higher-order thinking, evidenced by district and teacher assessments.*

A3. (AYS) is a program designed to increase educational proficiency levels in Reading and Writing (ELA), Math and Science among non-proficient students attending ASPIRA and other local schools. (AYS) is composed of four (4) educational vehicles: (AYS) - Afterschool, (AYS) - FCAT, (AYS) -Summer Family Nights. (AYS will serve 100 students after school, 75 students during FCAT Camp and 75 students during the summer program. All academic core enrichment activities will be facilitated by 4 State of Florida certified teachers (ELA, Math, Science), who are actively engaged in curriculum development within each school. They will provide the 90 minutes of PBL Projects in the Personal Enrichment Components. Teachers will work collaboratively to optimize learning experiences where core subject areas overlap. ASPIRA Club, Fitness & Nutrition interventions of (AYS) will be implemented by a Youth Advisor. (AYS) will employ 5 Youth Workers to provide direct supervision of students and to provide assistance to teachers when implementing project-based learning activities. **Afterschool:** (AYS) -Afterschool will operate Monday-Friday, from 4pm to 7pm. Afterschool programming will provide academic enrichment in Reading and Writing (ELA), Math and Science. During this time, each student will receive 45 minutes of Project-Based Learning in ELA every day. Students will receive 45 minutes of Project-Based Learning in Math and 45 minutes in Science on a rotating schedule, not on the same days. Project-Based Learning will be offered for at least 90 minutes each day. (AYS) will complete program objectives through the following activities: **Journalism Club:** This project-based learning initiative will produce a regularly printed school newspaper (2 editions), a monthly morning news segment and a summer scrapbook of activities. The Journalism Club will utilize digital media for research purposes, which will challenge students to think critically and apply their knowledge in order to develop very necessary, everyday products. The Journalism Club will challenge youth to read and

write within informative and expository forms and to practice writing to specific audiences. As students collect facts, they will be constantly challenged to answer the questions, "What is journalism? How is valid and reliable news developed and reported? How is the news relevant to youth?" **Examination Station:** This activity takes the form of a simulated lab that teaches everyday science principles through experimentation. Through these project-based learning activities, students will not only learn about scientific principles, they will also come to understand how these complex principles shape their living experiences in the world around them. **The Digit Zone:** This activity, utilizes project-based learning to teach fundamental mathematical concepts established by the Common Core State Standards. This activity will engage students in miniature model home construction, studying roller coasters, the lottery (Chance, probability), and professional athletic statistics. This project-based initiative will yield constructed products. **Fitness & Nutrition:** As a personal enrichment activity, (AYS) will provide Fitness activities and Nutrition education to participating students. Through recreation and sports, students will be educated on the holistic benefits of exercise. Students will also be engaged in My Plate, a curriculum developed by the USDA that teaches food choice, portion control and the importance of exercise. In Line with national and state regulations, AYS will comply with USDA standards when providing snacks and meals regularly to participating students. **ASPIRA Club (AC):** The foundation of ASPIRA programming is built upon the principle of Youth Leadership Development (YLD) training via ASPIRA Club. This method utilizes principles of positive youth development to promote graduation, academic achievement and to positively impact the development of character, appropriate social skills, behaviors and interpersonal skills. YLD training educates students to recognize risk factors for academic failure and empowers them to overcome barriers through leadership and service to the community. The ASPIRA Club is especially designed with at risk students in mind. The A³

ASPIRA Process states that youth must become "**Aware**" of self and community; they must use critical thinking to "**Analyze**" these findings; and they must develop a plan of "**Action**" that benefits themselves and their community. Substance Abuse can be used to predict academic failure. ASPIRA Club will utilize the Too Good for Drugs curriculum, an evidenced based, best practice approach for prevention. **Young Artists Forum:** This activity will educate students in art history, interpretation and recognition of different modalities. From their observations, students are challenged to increase their use of critical and higher order thinking, reading and writing skills. This project based learning initiative will yield a book containing a collection of essays and artistic expressions per student. **Tournament of Brains:** AYS will also employ strategy games, such as Chess, Checkers and Scrabble to positively impact critical thinking skills. Throughout the year, students will engage in this activity, to demonstrate skill development while building confidence and self-esteem. **LEGO-Palooza:** This project-based learning activity combines a student's love for LEGOs with learning. This activity will challenge students to build structures while comprehending and applying the fundamentals of physics and engineering. **FCAT Camp:** FCAT Camp is a Saturday morning day camp designed to prepare students for upcoming testing. This activity will commence 8 Saturdays, immediately prior to the beginning of FCAT testing which is scheduled to begin on April 22, 2014. During camp, students will receive intensive instruction according to their level of proficiency in Reading (45mins/day), Math (45mins/day) and Science (45mins/day). **Summer:** (AYS) - summer will operate Monday-Friday, from 9am to 3pm. Summer programming will provide academic enrichment in Reading and Writing (ELA), Math and Science. During this time, each student will receive 45 minutes of Project-Based Learning in ELA every day. Students will receive 45 minutes of Project-Based Learning in Math and 45 minutes in Science on a rotating schedule, not to be offered on the same days. Project-Based Learning will be offered

for at least 90 minutes each program day. In addition to the activities provided during the Afterschool segment, students will also participate in the ***Mechanical Juncture***: Students will gain knowledge in technology through instruction in robotics. This initiative will yield constructed robots.

Our internal needs assessment revealed that students and families are in need of academic assistance in the areas of ELA (Reading & Writing), Math and Science, as well as enrichment services to assist them in overcoming barriers to academic success. (AYS) will impact Reading and Writing proficiency levels through the following activities: The Journalism Club and the Young Artists Forum. These activities are driven by the interests of the students and are sure to increase engagement and motivational levels. These activities will review the fundamentals of reading and writing according to core standards and expand/refine higher level skills by writing for a specific audience, using research to analyze arguments, draw conclusions and make inferences. They will also expand their range of writing. Math proficiency levels will be increased through the Digit Zone. In this activity, students will explore the use of math from home construction to professional athletics. In line with Core Standards, students will review fundamental principles upon which they can expand their knowledge and apply newly mastered concepts. Examination Station, the Mechanical Juncture and LEGO-Palooza will be utilized to positively impact the proficiency levels of students in Science, which was the lowest area of achievement documented according to the 2013 FCAT results at the targeted school.

These activities will produce student mastery of the scientific method and broaden the understanding of concepts in engineering and physics. They pair science with fun and interactive methods to maintain a joyous momentum for learning in this core area. Teachers will build upon this momentum by periodically polling student interests and including projects that answer driving questions students may have. With the inclusion of ASPIRA Club, Fitness/Nutrition programming,

Family Night and adult programming, (AYS) will provide programming that is responsive to the academic, physical, family and emotional needs of its students. (AYS) will provide comprehensive services in academic support and personal enrichment during the school year and summer. It provides afterschool, summer and an intensive academic boot camp (FCAT Camp) to prepare for testing. Summer programming is critical, as it provides services during a time when students are more at risk for delinquency. Below is a table and key detailing the schedule of activities for (AYS) - Afterschool (Monday-Friday) and FCAT Camp (Saturdays), followed by a table detailing the schedule for (AYS) - Summer and a yearly schedule of program events and activities.

KEY: ELA: English Language Arts, M: Math, S; Science, FN: Fitness/Nutrition, AC:ASPIRA Club, FT: Field Trip

	Mon	Tues	Wed	Thurs	Fri	Sat
Time						
9:00am						Breakfast
9:15am						M/S/ELA
10:00am						M/S/ELA
10:45am						M/S/ELA
11:30am						Lunch

12:00pm						FN
1:00pm						Dismissal
3:45-50pm	Snack	Snack	Snack	Snack	Snack	
4:00pm	ELA, M S	ELA, M	ELA, M S	ELA, M S	ELA, M S	
4:45pm	ELA, M S	ELA, M	ELA, M S	ELA, M S	ELA, M S	
5:30pm	Dinner	Dinner	Dinner	Dinner	Dinner	
6:00pm	FN AC	FN AC	FN AC	FN AC	FN AC	
7:00pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

Summer	Mon	Tues	Wed	Thurs	Fri
Time					
9:00am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:15-10:45	ELA, M	ELA, M S	ELA, M S	ELA, M S	ELA, M S
10:45	FN FT	FN FT	FN FT	FN FT	FN FT
11:30am	Lunch	Lunch	Lunch	Lunch	Lunch
12:00pm	FN FT	FN FT	FN FT	FN FT	FN FT
1:00pm	FN FT	FN FT	FN FT	FN FT	FN FT
2:00pm	FN FT	FN FT	FN FT	FN FT	FN FT
3:00pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Wk	Proposed Yearly Schedule of Program Events & Activities
01	AVS begins, the Examination Station-Pollution Project begins
02	Field Trip to TV News Station

04	Examination Station-Pollution Project Ends, Family Night
08	1 st News segment completed, Family Night
12	2 nd News segment-completed, Family Night
13	Field Trip-History Miami & Miami-Dade Public Library, Cultural Awareness Month Essay Contest begins
16	3 rd News segment-completed, Student Newspaper-1st Edition- completed and distributed, Family Night
20	4 th News segment-completed, Cultural Awareness Month Essay Contest ends and Family Night, FCAT Camp begins
21	Young Artists Forum begins, FCAT Camp
22	FCAT Camp
23	5 th News segment-completed, Family Night, FCAT Camp
25	FCAT Camp
26	6 th News segment-completed, FCAT Camp
27	FCAT Camp
28	Young Artists Forum ends, Family Night
31	7 th News segment-completed, morning news ends, Family Night
32	Student Newspaper-2 nd Edition-completed and distributed
33	School ends
34	Summer begins, Family Night, Field Trip-Science Museum, Mechanical Juncture begins, Summer Scrapbook Project
36	Sports assembly, The Digit Zone-Sports Cards Project begins
37	LEGO-Palooza begins
40	All projects end, Family Night

6. Adult Family Member Services: Staff will aggressively engage families in monthly Family Night workshops. The purpose of Family Night is to assist parents in developing literacy and academic skills that will foster a learning environment within the home. These workshops will forge partnerships between parents, students, teachers and the school. Through education families will mobilize to become effective advocates and supports for their children's academic success. Family Nights will be held for 1 1/2 hours, on week days, during evening hours and immediately following student programming in order to accommodate the schedules of working parents. They will be held in conjunction with the kick-offs and closings of PBL projects so that recently completed products can be displayed. Family Nights will be introduced upon student registration into AYS and further publicized through fliers. Program staff will make personal efforts to recruit parents and maintain regular attendance to Family Nights. Program staff will make extra efforts to build rapport (day-to-day conversation, phone calls) with family members toward the goal of increasing parental involvement.

Family Nights are very closely aligned with student programming, as they are scheduled in conjunction with the kick-offs and closings of project-based learning activities completed by their students. During Family Nights, parents will observe learning concepts through teacher/student demonstrations, which will mirror activities performed during AYS - Afterschool/Summer in core subjects. Then, parents will be instructed to partner with their children to complete activities, in order to demonstrate an understanding of the concepts and to bond with their students. This data will be collected and used to assess mastery of concepts by parents. At the end of each concept presentation, parents will be linked to resources that can help when/if their student begins to demonstrate problems learning these concepts. Additional topics covered during Family Night may include: Navigating School

Resources, Connecting to Community Resources (basic needs), Delinquency, Drugs & Alcohol, Community Involvement (community service) and the Library (cards, research). These activities speak to the tremendous level of poverty, low education, and other factors that create barriers to academic success. Family Night is an opportunity for program staff to model the skill of celebrating student achievement and its importance. During Family Night, the completed works of students will be displayed and affirmed. On choice occasions, certificates and other reinforcements may be used for outstanding achievements. Through these recognitions, parents are connected to opportunities for bonding and to demonstrate/experience pride in their children. Parents of participating students will be fully engaged in literacy, academic skill development and advocacy training. Parents will learn basic concepts across core subjects in **ELA**, Math and Science according to Core Standards. In addition, parents will gain social literacy skills to overcome barriers that pose threats to students' academic, physical, social and emotional development.

Objective #1 - *by the end of the program year, 70% of student families will demonstrate an increase in literacy and academic skill development by at least 20%, evidenced by Family Night pretest/posttest results and relevant assessments.* Through education, training and modeling behaviors, parents will be encouraged to recognize academic achievement as a priority in FAMILY life. Through personal connections to program staff, parents will become more committed. **Objective #2** - *by the end of the program year, 70% of student families will demonstrate active involvement in their student's academic life, evidenced by attendance at Family Night at the rate of 60%.* Progress toward objective completion will be measured through data collected at monthly Family Night events. Prior to concept presentations and teacher/student presentations, Learning Activity sheets will be developed to assess skill levels over specific concepts at both pre and post presentations. At the end of concept presentations, when students and their parents complete Learning

Activity sheets, these sheets will be collected and later graded. The activities will reveal mastery or deficits within each concept area and the parents' progress will be documented. To ensure that program staff is developing optimal partnerships with parents, all staff will have extensive training in Cultural Competence and Communication as a part of their professional development. Cultural Competence training will be comprehensive to include ethnicity/race, language, religion, age, socioeconomic status, sexual orientation and disability status. Staff will also be trained in sensitivity through professional communication training.

7. Evaluation: Objectives #1-5 and 8 measure academic improvements made in the core

subjects of Reading, Writing, Math and Science and in the usage of critical thinking and higher- order thinking. Objectives #6-7 measure student fitness, knowledge of nutrition and risk factors for delinquency and school dropout. Adult Family Member Services Objectives #1-2 assess increases in literacy and academic skill development, as well as parental involvement. Evaluation of these objectives will answer the following **questions:** What is the quantifiable measure of improvement, per student/adult (%)? What is this improvement attributable to? Did the student demonstrate significant skill attainment across specific concepts when compared to others? Did the student achieve established milestones? What is the quantifiable measure of improvement per site and across the program? What significant demographic trends are occurring across student subgroups, per site and across the program? To what factors are these trends attributable? What are the implications for future intervention? What resources can be leveraged to refine these interventions according to the need? The **evaluation strategy** will utilize the expertise of the Program Director, Teachers, Youth Advisors, Youth Workers and a Program Evaluator in order to successfully evaluate AYS. The Program

Director will oversee AYS and supervise the data collection process. The Youth Advisor will act as a point of contact for the Evaluator, ensuring that data is kept confidential, data is collected accurately according to program timelines, and ensuring that data is received and analyzed by the evaluator in a timely manner. The teachers are responsible for teaching and collecting data across core subject areas and skill development in critical thinking and higher-order thinking (Student Objectives #1-5, 8 & Adult Objective #1). Youth Advisors will implement interventions and collect data in the areas of fitness, nutrition and delinquency and school dropout prevention

{Objectives #6-7) - Youth Workers will maintain attendance records of all participants, including parents (Adult Objective #2). As AYS is composed of four components, this strategy will evaluate each individual component in addition to the formative and summative guidelines established for 21" CCLC sites. For AYS -Afterschool, data collection will occur at three times (baseline, midyear and end of the year) during the academic school year. The success of the 8 week AYS -FCAT Camp, will be determined by teacher assessments administered during the 1st and 8th summer of Saturdays of camp.

AYS -summer will be assessed individually through teacher assessments during week 1 and 6. As data is collected and reports are generated by the Evaluator, the Program Director and staff will review the outcomes. Staff's recommendations will be made to modify and improve all areas of weakness/concerns within the program. The Program Director will present the outcomes to the agency CEO, along with the staff recommendations. The CEO will review and discuss the findings and recommendations and approve and/or disapprove the recommendations. The Program Director will develop an implementation plan for new/refined intervention techniques and will present to and train staff on proper implementation of this plan. This process will reoccur as often as necessary to strengthen the program. The Evaluation Team is composed of Program Director, Teachers, a Youth Advisor, Youth Workers and an Evaluator. Student and

Family demographic data (age, grade, race/ethnicity, address, household income) will be collected at registration (October 2013) into the program.

Parents will sign a waiver providing access to their children's educational records. Baseline data and student educational history will be obtained. Student academic data (Reading, Writing, Math, Science, Critical and Higher-Order Thinking) will be collected via Annual Measurable Objectives (AMOs), general assessments (District Interim Assessments-baseline, mid, end), and teacher assessments of project-based learning products. FCAT scores will be recorded. Teachers will also collect parent academic data, on a monthly basis in line with regularly scheduled Family Nights. The Youth Advisor will collect Delinquency & School Dropout Prevention data utilizing a pretest/posttest model. While many factors contribute to these two issues, a variety of topics and assessments will be presented, including Substance Abuse. The Too Good for Drugs curriculum is evidenced-based, implemented over 10 weeks and has 10 corresponding pre/post assessments. Youth Workers will collect student and parent attendance data via attendance logs and sign-in/out forms. To ensure integrity and accuracy of data, student files and documentation will be stored in secure rooms with restricted access.

Staff will be trained in data collection as it pertains to their role in the evaluation strategy. Staff will be trained not to modify data on client files and records. To ensure the quality of AYS, each program site will have exclusive staff. The Program Director will monthly review program success, challenges and to align evaluation strategies (collection dates, timeframes, and distribution to the evaluator) in order to maintain program validity. As data is collected and reports are generated by the Evaluator, the Program Director will work collaboratively with staff to develop recommendations/program modifications. The Program Director will present the outcomes and recommendations to the President who will review and discuss the findings/recommendations and approve/disapprove the recommendations.

Analytical Method: This evaluation strategy will obtain quantitative data: AMO scores, District interim Assessment scores, FCAT scores, scores from assessed/graded products resulting from project-based learning activities, scores resulting from pre and posttests. Data will be analyzed by comparing baseline, midpoint and final scores across academic subjects, student knowledge and skill development. Qualitative data will be obtained: Demographic data (age, grade, race/ethnicity, address, household income) and student and parent satisfaction surveys. From data, emerging trends will be found among student and adult populations regarding academic achievement, skill development and attendance. This data will be analyzed by the Evaluator, and will yield written reports of the findings at program midpoint, the end of the academic year and the end of summer. Reports will capture implications for future interventions, which will lead the development of program modification strategies at the staff and executive level. Major program improvements will be made/voted upon at the executive level and through the Board.

Evaluator Qualifications - ASPIRA has contracted an external program evaluator to perform extensive and credible assessments on all components of our program to ensure its success:

1. The Program Evaluator has extensive experience in the field of research and social action programs. He/she must have obtained a degree from an accredited, 4-year university, with a concentration in the areas of research and education.

2. The Program Evaluator will provide written formative reports in the form of monthly attendance reports that will identify daily attendance and program hours. Quarterly formative reports and end-of-year data including, but not limited to, information regarding progress towards program objectives, reporting of overall operations, and student and parent satisfaction surveys will be made available. The Program Evaluator will supply a summative evaluation

report that will include a detailed overview of the 21st CCLC program. ASPIRA will maintain

up-

to-date files of all reports, which will be displayed to the public and stakeholders on the ASPIRA website.

3. Information provided by the evaluation will be used by the Project Coordinator who completes monthly and quarterly statistical reports and engages in strategic planning with senior staff on program operations and necessary interventions.

4. The results of the evaluation will be used to determine and refine our program's needed interventions. We will review program performance of our staff based on evaluation results and develop strategies to strengthen our program and address professional development needs. The Evaluator will meet with project staff for six hours twice per every six week period.

Share Findings: Outcomes will be disseminated three times a year (Midpoint, end of academic year, end of summer). Program outcomes will be disseminated to community stakeholders and the public through: Newsletters, 21st CCLC website and press releases. The CEO will receive regular communication regarding the successes and areas for concern of the program. He will receive this communication through evaluation reports and oral reports from the Program Director. Through Family Nights, program progress will be shared with students and families, in addition to print media. The program will be sure to provide language translators in Spanish and Creole as needed. Provisions will be made for student disabilities.

8. The Dissemination Plan will be overseen by the Program Director and implemented by the Youth Advisor. Morning News Segments (**PBL** activity) and bulletin boards will communicate the value of the program in a manner that is relevant to youth, and will display the products of project-based learning activities to students and regular school day staff. ASPIRA will disseminate information about the ASPIRA 21st Community Learning Centers and its three locations to the community in a manner that is understandable and accessible in the following ways: press releases will be sent in English and Spanish to the print and broadcast media, flyers will be distributed in the surrounding neighborhoods, parent meetings will take place, and

updates will be presented at monthly community meetings and at the ASPIRA Board of Directors and the Local Advisory Board meetings. A special emphasis will be placed on disseminating information on the ASPIRA website and in the ASPIRA newsletter, where we will dedicate specific sections to inform the community and stakeholders of the program's evaluations, practices, and successes. Information dissemination will take place through the addition of a 21st CCLC Webpage (with capacity for additional webpages as needed) on the ASPIRA of Florida website. In addition to supplying this information on a consistent basis, our Communications Department will keep an up-to-date list of contacts to maintain an open flow of communication through mailings, phone calls, and electronic media. In addition, the project webpage will be announced through our newsletter and email blasts, plus it will be included in all grant applications as a feature of our communications plan.

Program Budget

Contract Period