

Downtown Miami Charter School
21st Century Community Learning Centers
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PROJECT ABSTRACT: Afterschool program for 140 at-risk 3rd-6th graders: STEM/robotics, college/career readiness, health/nutrition.

I. NEED ASSESSMENT:

Downtown Miami Charter School (DMCS) is a public charter school. Designated as a Schoolwide – Title I school, 87% of the school’s students are on free or reduced lunch and 84% come from minority communities. DMCS is located in downtown Miami, Florida, on an urban campus serving students grades K-6 with a total of 650 students. DMCS was created to provide a “school of choice” for inner-city youth and working families in the communities surrounding its campus by its nonprofit board, Downtown Miami Charter School, Inc. and the Miami Downtown Development Authority. The school is located in a high need area designated as an empowerment zone in which the community is revitalizing from challenges with blight, poverty and high crime. DMCS is located near Little Havana and Overtown, both considered to be part of Miami’s utmost disadvantaged communities. The needs assessment is comprehensive and utilizes the most recent data available from the United States Census, Florida Department of Education Accountability and Assessment Data, DMCS student proficiency data, School Improvement Plans and survey results from students, parents, and school staff. Based on the data and stakeholder input, DMCS identified a critical need for additional academic support in science, mathematics and technology.

Demographics: The demographic breakdown of the student population at DMCS is as follows: 2% White, 59% Black or African American, 37% Hispanic or Latino, and 2% other. Of the 650 students at the school, 27% are English Language Learners (ELL). Mirroring the surrounding communities, students at DMCS are predominantly from low-income, economically disadvantaged homes. The school’s Schoolwide – Title I status is based on the 87% of the students attending DMCS who are on free or reduced lunch. DMCS students are primarily Latin (Cuban, Nicaraguan, Honduras, and Dominican Republic) and African-American.

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Target Population: Through the 21st Century Community Learning Center Program (21st CCLC), DMCS plans to serve a total of 140 students in grades 3 through 6. The DMCS 21st CCLC program will not target any additional schools. The program will give priority to students identified with a risk for retention, low test scores, poor attendance, and economically disadvantaged students in need of more rigorous learning opportunities. All students will have access to the full breadth of academic and personal enrichment services available through the program. DMCS will also offer integrated services to the adult family members of program participants, such as information on the new Florida State Standards, technology classes, high school and college readiness information, and English as a Second Language (ESL) classes. The 2014 Florida Department of Education School Accountability Data revealed the following:

Percentage of Students Below Proficiency By Grade				
Subject/Grade Level	3 rd	4 th	5 th	6 th
Math	45%	24%	48%	24%
Reading	45%	43%	54%	38%
Science	N/A	N/A	50%	N/A
Writing	N/A	9%	N/A	N/A

There are a high number of students at DMCS who require intervention and remediation services to meet state assessment standards. In addition to state assessments, DMCS utilizes the Northwest Evaluation Association (NWEA) benchmarking system to track academic progress throughout the school year. Based on the NWEA testing data, 46% of students in reading, 54% in Math, and 48% in Science failed to meet predicted growth objectives needed for the new state standards. These students have been targeted for additional academic support to close skill gaps. The school's Response to Intervention (RTI) program classifies students into three tiers based on the level of intervention required to close gaps in skills for reading, math and science. Tier I students require the least amount of support, while Tier III students require

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the most intensive intervention. At DMCS there are 345 students in the Tier I level, 176 in Tier II and 130 participating in Tier III.

Risk Factors: Overall there are extreme educational barriers confronting the students and families of DMCS. Being an inner-city school, many factors related to poverty such as educational attainment, access to educational resources, and healthy food options have an impact on student achievement. Opportunities to combat these factors are limited. Parents and families have no means of affording ancillary experiences and opportunities for their children outside of school. Annually, more than half of the students at DMCS need some level of intervention and remediation support to meet state standards. Educational attainment is a concern, where 57% of people living in Little Havana have less than a high school education. Many nearby afterschool programs are at capacity and provide limited resources and opportunities to engage in advanced sciences, robotics, computer technology, engineering, and mathematics. Largely made up of minorities, the student population at DMCS has a higher statistical risk of not connecting to opportunities in generally higher paying STEM related fields compared to their counterparts, which in turn limits their opportunities to break generational cycles of poverty. Students lack access to computers and high-speed internet at home. There is also limited access to nutritious food and opportunities to exercise outside of school. Miami has one of the highest obesity rates in the State (Florida Department of Health, 2013). There is also a need to balance extensive time in academics with creative arts (e.g., art, drama, and literature) and enrichment activities outside of regular school hours.

Availability/Accessibility of Afterschool Services: Options for afterschool service providers near DMCS are limited, which makes the availability of afterschool services vital to the communities the school serves. While there are providers, many of them charge fees that are cost restrictive, often have limited space/waiting lists, and offer services that are not tailored to meet the academic support and enrichments service needs that DMCS students require.

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Current afterschool programs in the area include the Miami Rescue Mission, Teaching Miami with Love, and Urgent, Incorporated. Inquiries show that all of these programs were at full capacity, with waiting lists for additional students. Programs to expose children in elementary school to project-based science, technology, engineering, and mathematics (STEM) learning opportunities, such as robotics and computer coding, are limited in Miami-Dade County, and even more so in the communities surrounding DMCS. Before and aftercare services are available at DMCS, but the majority of program participants are in grades K through 2. Services in the school's existing afterschool program are limited to homework help, clubs, and sports.

Private School Collaboration: There are 16 private schools within a 5-mile radius of DMCS (Miami, 33128) serving grades K-12. Email communications outlining DMCS's plans for the 21st CCLC program were sent to these schools. These communications invited private school student participation; however, the private schools did not indicate interest in the program.

Needs of Families: DMCS is located in downtown Miami with fringe communities plagued by high unemployment rates, homelessness, and high rates of crime. Educational attainment in the area is low: 57% of people living in Little Havana have less than a high school education, while 50.9% of people living in Overtown have less than a high school education. Poverty is also prevalent, with 40.7% of those living in Little Havana living below the poverty level and 52.5% of Overtown residents living below the poverty level. The median household income in 2011 was only \$23,196 for Little Havana and \$21,696 in Overtown. In Little Havana, 71.1% of residents are foreign born, with 54.7% speaking little to no English, while in Overtown, 30% of residents are foreign born, with 21.4% speaking little or no English (U.S. Census, 2013). During parent meetings held throughout the year, the following needs were requested: support to provide their children assistance with their homework, information on GED certifications, English classes, financial literacy, and health/nutrition. There is a paramount need to support

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families with children requiring remediation and intervention services and provide STEM education. Many of these families do not have computers, laptops or internet at home. In addition to academic supports, another area of need for the families in the communities surrounding DMCS are enrichment activities, such as sports, theater and the arts, along with health and nutrition programs. A large portion of DMCS students may become first generation college students.

How the Program Plans to Close the Gaps in Services: The program plan aligns with the gaps of services by providing activities in STEM, Health, Early College/Career Exposure, Arts (Literary, Visual and Performing Arts), and services for adult family members. This program specifically addresses each identified need: (1) academic remediation to address student academic progress; (2) STEM to address science deficiencies and minority exposure (3) early career and college exposure to assist with risks of first generation college (4) nutritional and physical education to address obesity rates and poor health outcomes; (5) visual and performing arts education to address the lack of opportunities for creative expression and (6) adult family member services to address educational levels and parenting skills. Ultimately, this project focuses on students with the greatest needs and potential for growth.

II. PROGRAM EVALUATION:

Evaluator Qualifications: The evaluator was selected based on their experience with evaluating 21st CCLC programs, experience in K-12 education, and their ability to provide high quality, independent evaluation that will assist in driving program improvements. Q-Q Research Consultants has been initially selected as the external evaluator for this project. Q-Q Research will oversee all aspects of program evaluation, including formative, summative, and data reporting. Q-Q Research is a full service-consulting firm with extensive experience in research and program evaluation. As an organization currently engaged in 21st CCLC programs, Q-Q Research is aware of the needs, factors, and service goals for recipients of these services.

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Currently, Q-Q Research is working with four Florida Department of Education's ("FDOE") 21st Century Community Learning Centers ("CCLC") grantees that serve elementary, middle and high school students attending schools experiencing high-poverty, low academic achievement.

Activities of Evaluation & Timeline:

Phase I-Evaluation Planning: For each of its programs, Q-Q Research provides sites with all materials necessary for an effectual evaluation of the program. Specifically, Q-Q Research meets with 21st CCLC program staff prior to implementing the actual program to discuss details regarding the project goals and timeline. Q-Q Research also collaborates with grantees to develop assessment tools that will best capture data needed to evaluate outcomes.

Phase II-Implementation: Q-Q Research has periodic meetings with all 21st CCLC grantees to ensure consistent communication and collaboration on existing evaluation tools, program implementation, data collection, and data analyses and results. Q-Q Research meets with 21st CCLC program staff following data collection and analysis to discuss any recommendations for improved programming identified. In addition to collecting and using quantitative data to inform programming, Q-Q Research also compiles qualitative data via the facilitation of focus groups with parents and program staff, as well as any other free responses captured on surveys and observational data obtained during site visits. Utilizing all quantitative and qualitative data, Q-Q Research completes all required formative and summative reports.

Phase III-Reporting: Q-Q Research completes a formative report for its grantees in early Fall so that an entire semester does not elapse without some form of evaluation. It is important that programs receive feedback on a regular basis so that interventions or changes can be made in a timely fashion.

Phase IV-Dissemination Plan: Q-Q Research also collaborates with 21st CCLC grantees on their dissemination plans. In collaboration with its grantees, Q-Q Research identifies outlets for dissemination and appropriate method for communicating findings for each respective outlet

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(e.g., a one-page overview/snapshot of findings could be posted on a grantee’s website).

Coordination with Program Staff, Students, and Adult Family Members: Program staff and regular school day staff will be informed of data collection and assessment procedures through staff meetings. Students and adult family members will be involved through surveys throughout the program year. The school has committed to providing all necessary data on 21st CCLC students, including attendance, behavior, grades, and other performance data.

Data Collection: The following list provides the types of data to be collected to assess project goals, objectives, and performance measures. When possible, specific instruments are listed.

Deliverable	Brief Description
Formative Reports	Q-Q Research will be responsible for the submission of the Formative Evaluation Reports to FDOE. Formative evaluation reports will provide a snapshot of the program’s performance. Q-Q Research will utilize findings from descriptive analysis to determine if any amendments to program’s existing protocols are warranted.
Summative Reports	Q-Q Research will be responsible for the submission of the Summative Evaluation Reports to FDOE. Summative evaluation reports will provide information on program’s performance for the year. Q-Q Research will utilize findings from quarterly reports, programmatic monitoring, and summary of focus groups to inform efforts for the coming year.
Create Database	Q-Q Research will develop a database to compile all outcome data, including student-level data (grades, attendance, number of hours in program, etc), parent and student survey data, and focus group data. This database will allow data from a myriad of sources to be merged for analysis.
Data Entry	Q-Q Research will be responsible for entering all data and maintaining the database to ensure compliance with the FDOE Reporting Outcomes. This includes preparing and labeling data files, timely data entry, and data cleaning/preparation of data for formal analysis.
Data Analysis	Descriptive Analysis: analysis on program and participant characteristics (e.g. mean GPA among students, number of student activities, number of parent workshops) Outcome/Goal Analysis: analysis to examine change in performance on predetermined outcomes and evaluate program’s progress on goals (e.g. pre and post test scores) Qualitative Analysis to identify trends in data that will inform program delivery.
Site Visits and Programmatic Monitoring	Q-Q Research Supervisors will review the Formative Evaluation Reports and all findings from any site visits with program staff.
Develop Student and Parent Surveys and Focus	Q-Q Research will convert existing student and parent surveys that assess the 21st CCLC Program Evaluation outcomes into scantron documents. Additionally, a focus group questionnaire will be developed to obtain parents’, students’ and school staff’s feedback regarding the program.

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Deliverable	Brief Description
Group Questionnaire	
Focus Groups with Parents and Students	Q-Q Research will conduct focus groups with parents and students to obtain feedback regarding the program. Focus groups will provide qualitative data that will inform program’s continuous quality improvement efforts.

Use of Results for Program Improvement: 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. Data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Florida’s Afterschool Standards. Data will also be utilized by the program director and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students. In addition, a 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 with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback.

Required Data from Schools: DMCS administrators have agreed to provide all necessary data to complete the state evaluation and federal reporting. The program will have access to submit information to the FDOE, including student grades, State Assessment test scores, end of course examinations, credits earned, and diagnostic results. The program will collect and provide teacher surveys on student progress, program-specific teacher surveys, parent surveys, student surveys, and staff surveys on program implementation. All survey data will be collected through online systems and/or other software selected by FDOE for 21st CCLC. Response rates will be improved through a number of methods: (1) the principal has agreed to assist in encouraging completion of surveys, (2) surveys will be distributed equally, if possible, to

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students' teachers, and (3) teachers will be provided incentives from program partners to encourage participation (e.g., Starbucks gift card).

Sharing the Results with the Community: Results will be shared with the community through the 21st CCLC program website, as well as shared at parent and teacher meetings. Information will be made available to anyone who inquires via digital copies through email or hard copies in person at the school's main office.

III. APPLICANT'S EXPERIENCE AND CAPACITY:

Applicant & Partner Experience in 21st CCLC: DMCS is a part of the Charter Schools USA (CSUSA) national network of schools. CSUSA, an Education Management Organization (EMO), and the School Board of Miami-Dade County, FL have extensive experience managing public grant funds. CSUSA has over 17 years of experience in planning, developing, and operating high-quality, award-winning public schools with over 70 schools in seven states. Based in Fort Lauderdale, CSUSA operates 40 schools around the state. Likewise, community partners selected in this project have demonstrated sound management and commitment to program goals of grant services. Strategic partners such as Florida International University, Venture Hive, and Junior Achievement all join the team with credible, relevant, and extensive experience delivering publically funded afterschool and summer academic and enrichment opportunities for students. Equally important, DMCS has experience in operating afterschool programs with its current afterschool program serving 275 students. Afterschool staff training and policies are provided by the CSUSA, where 70 schools provide some type of before/after, Saturday or summer school program.

Experience Managing Public Funds/Administrative Capabilities: CSUSA manages over \$20 million in grant funds that support more than 50 schools in its network. DMCS will leverage the services provided by CSUSA and the School Board of Miami-Dade County, FL to effectively implement the 21st CCLC program. The school currently receives federal funding through the

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Title I, Title II, and the National School Lunch Program from the District and plans to build on existing grant funded programs with the 21st CCLC grant. A grant specialist will be specifically assigned to the school to ensure all grant funds are used as outlined in the application and that programmatic reporting is completed on time as required and in compliance with all relevant federal, state and local regulations. CSUSA Finance and Accounting departments will ensure all expenditures are reported correctly and will reconcile records with the School District. Annually, an independent audit will be conducted to ensure public funds are managed in compliance with fiscal regulations and guidelines.

Qualifications of Applicant's Leadership/Organizational Structure: DMCS's Principal and members of the leadership team have previous experience with 21st CCLC and are familiar with the programmatic requirements. The Director of the 21st CCLC at this site will report directly to the Principal at DMCS and this project will be managed as part of the school operations, not as a separate entity (refer to organizational chart). CSUSA is currently operating three 21st CCLC programs with STEM, robotics, and College and Career Readiness programs, and is familiar with the needs to run an effective program. CSUSA's Grants Team will provide DMCS with oversight and technical assistance related to the 21st CCLC program's implementation.

IV. PARTNERSHIPS, COLLABORATION & SUSTAINABILITY:

Community Notice: A formal intent to apply was posted on the school outdoor signage, school website, and bulletin boards in the main office. Additionally, in the first and second week of April, meetings were held with teachers to inform them of the application and to ensure information from parent's inquiries were routed correctly. Copies of the original RFP and the final application highlighting program features will be made available on the school's website. Equally, updates on the application's status will be posted as the application moves from submittal, formal review, and potential selection or non-selection. Notices will be placed around

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the main office providing all stakeholders access to a paper copy. Materials will be translated into Spanish, and other languages, as necessary.

Collaboration with Private Schools: There are 16 private schools within a 5 mile radius of the DMCS campus (Miami, 33128). Letters detailing DMCS's plans for the 21st CCLC program were sent to these schools. These letters invited private school student participation; however, DMCS found that none of these private schools indicated any interest the program. DMCS will continue to leave the invitation to these private schools open by sending quarterly letters to them, updating each school on the program status, and providing a link to DMCS's 21st CCLC program website.

Partnerships: The program has been purposefully designed to promote student achievement through strategic partnerships. Four strategic partners have been selected for this project: Florida International University, Venture Hive, the Miami-Dade Chapter of Junior Achievement, and the Patricia and Phillip Frost Museum of Science. Venture Hive will provide support for the technology component. Venture Hive is a cutting edge business incubator that serves as a Microsoft Center for the downtown area and provides mentorship and training for early-stage startups to take their ideas to market. They have a strong focus on technology. Junior Achievement will provide programming on careers, business, and sponsor field trips to their Finance Park and BizTown learning centers. Florida International University (FIU) will provide students from their Engineering and Computing program, along with their currently existing college Robotics program, as volunteers to help teach the Robotics program to students. Four students will volunteer for a semester-long program where they will assist with Robotics, particularly the Lego EV3 Robotics program. The Patricia and Phillip Frost Museum of Science will provide hands-on, engaging science activities to the students as well as sponsor field trips to the museum. Partners have been secured and have provided letters of commitment, including details of their actual roles in the program. In addition to these partnerships, DMCS

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staff and parents have fostered relationships with business contributors such as Whole Foods, local restaurants and other local employers who will be leveraged for sponsorship opportunities.

Collaborations with the Regular School Day: The first step for integration with the regular school day involved distributing surveys to both regular school day teachers and students to identify their needs and wants in an afterschool program. Secondly, DMCS has recruited teachers from the regular school day to teach in the afterschool program, ensuring program staff have first-hand knowledge of the curriculum taught to students during the day. All participants in the 21st CCLC will be students identified with academic risk factors and who will be provided in-school and out-of-school intervention instruction. In order to properly monitor student improvement, the 21st CCLC Director will participate in routine benchmarking with in-school intervention staff. Additionally, the program director will meet with special education staff on Individual Education Plans (IEP) and other needs of 21st CCLC participants. Students will therefore be exposed to the same performance rubric as they experience in the regular school day. As part of the CSUSA network of schools, DMCS has adopted an educational model that provides students with personalized learning plans, available on a comprehensive, multi-level student information system that reports on school academic activities such as the 21st CCLC program. These efforts to maintain parental involvement will carry over to the afterschool program by personal phone calls, automatic phone messages, letters, backpack information, and parent nights through a parent liaison position within the school. Should concerns arise over a specific student's performance (academics or attendance), procedures to request a meeting with respective school day staff will also be in place.

Sustainability: One of DMCS primary goals in pursuing 21st CCLC funding is to create a program that is both high-quality and sustainable after federal funding ends. DMCS will work closely with the partner advisory board to implement methods to ensure active partner participation to enhance sustainability. The advisory board will be leveraged to assist in finding

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external funds from local foundations and businesses. The 21st CCLC program will continue to leverage these resources and develop additional partnerships to obtain sufficient funds in years 3 through 5 to maintain the original level of service, both in quantity and quality. Local county funds will be pursued to offset program costs. CSUSA has a strong track record of submitting and receiving multiple grants to public and private foundations. Additionally, CSUSA will provide continuous bulletins on potential funding sources. The 21st CCLC advisory board will work closely with parent volunteers to seek private funds and donations.

V. PROGRAM PLAN

Target Students: DMCS clearly meets the eligibility criteria for this program since it is a Schoolwide – Title 1 school with over 87% of its student population on free and reduced lunch. This application will not target any other schools. Through the 21st CCLC program, DMCS plans to serve a total of 140 students in 3rd through 6th grade with a goal of 35 students per grade. The program will give priority to students identified as “at-risk” (e.g. retention, low test scores, poor attendance), low-income students in need of more challenging content opportunities, or other needs determined by the school principal and individual teachers. Student selection will be completed in collaboration with the schools RTI (Response to Intervention) team, to ensure students with the most needs benefit from the program. As mentioned in the needs assessment, academic proficiency levels are of great concern. The school’s target group has learning gaps in which close to half of them are not proficient in reading levels, approximately 45% of 3rd and 5th graders are not at acceptable proficiency in math, and science reflects the highest need with only 50% of fifth graders passing 2013-2014 state testing assessments.

Recruitment and Retention: The program will identify students with characteristics described in the Targeted Students section by assessing student age (grades 3rd-6th; ages 7-12), proficiency (students at risk of not meeting proficiency levels), and family income level

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(participation in the free/reduced federal lunch program), and by speaking with teachers and families about each student's needs. Priority will be given to students identified with educational difficulties (e.g. retention, low test scores, poor attendance, non-graduation risk) or other needs determined by the school principal and individual teachers. All recruitment strategies will be translated into languages most appropriate for the parents and families. Personal phone calls and follow up phone calls to the target group will be conducted and parents will be invited to learn of this opportunity. Recruitment fairs will begin over the summer after the 21st CCLC Director is in place. Information will be handed out in registration and re-registration packets for 3-6th grades. The school bulletin board and school outside signage will also be utilized. Long-term retention strategies are critical to the program. Program absences will be promptly followed up with parents and teachers to ensure lags in attendance are minimized. The program will emphasize a feeling of camaraderie among participants, through clubs and activities that will be developed based on feedback gathered through students, parent, and teacher surveys. To ensure active student engagement throughout the program's implementation, periodic student satisfaction surveys will be administered to assess interest levels in academic enrichment activities. Recognizing the importance of parent involvement in the program's success, direct communication with parents via telephone, email, parent meetings, and newsletters will be used to engender and maintain parental support. Parents will be encouraged to consistently attend and participate in parent activities by including incentives, such as gift cards to local restaurants and other establishments. Lastly, ongoing recruitment for subsequent years will include students of the program showcasing their accomplishments in addition to the activities already mentioned.

Student Program Activities: The DMCS 21st CCLC program will provide high-quality, researched-based academic and enrichment activities to 140 "at-risk" students and their families. The program is designed to provide a range of creative, engaging, and educational

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programming to both support and extend the academic and personal enrichment of the program's participants and their families. The 21st CCLC program has been carefully thought out with input from stakeholders (including students) to ensure the design program structure, activities, and partner roles will generate a compelling program. Based on student survey results, sports activities such as rhythm and dance, flag football, and track and field were included as part of the Health and Wellness aspect of the program. The inclusion of student input will encourage student attendance. Students will be able to provide input throughout the year to help shape the program and their individual learning experiences, which will also encourage student attendance. 9 program activities have been identified to help enhance academic achievement and provide opportunities for student enrichment.

Proposed Activities/Alignment with Florida Standards: Curriculum and learning objectives will align with English and Language Arts (ELA) K-6 standards, Science and Technical standards K-6, ELA Reading Literacy K-6, Science and Technical K-6, FDOE Mathematics Standards (MAFS) K-6 standards. Staff at the 21st CCLC will be trained to use the Florida Department of Education's (FDOE) CPALMS system for learning resource kits and lessons aligned to the new State standards.

Homework Help/Remediation – Only certified teachers from the DMCS staff will be used to support students in the program, employing a 1:10 teacher-student ratio. Remediation will be conducted in conjunction with the DMCS RTI team. The environment will be carefully arranged so that students have an area for independent study without disruptions, which consists of a main work area with tables for small group work and additional areas with comfortable space where students can relax and read silently. Laptop carts with programs such as Reading Plus, Mathletics, and Study Island will be used. DMCS also has over 100 computers (in-kind) in their computer lab.

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STEM: The program will provide a variety of evidenced-based programs appropriate for targeted grade levels including: Lego Robotics EV3/ Junior FIRST, Adobe Creative Suite/Adobe Voices Curriculum, Early Coding, and Hands-on Science Kits. The focus will be on inquiry-based science in which students are directly involved in their own learning, allowing students to question, observe, record and analyze data, while sharing those findings with others. The Science Museum of Miami will intermittently conduct Science on Wheels programs. FIU's School of Engineering will provide students to help with robotic and other technical tools.

Early College & Career Readiness: The program will be integrated within Junior Achievement's curriculum, *Minority STEM Careers* and *Girls in Science*, which align with Florida State standards. This component focuses on College and Career Readiness and exposing them to the world of careers and businesses. It will include leadership, team building, and student motivation information. Venture Hive will also provide intermittent programming on business and careers.

Health and Well-Being: The program will provide students with education on nutrition, and healthy foods will be provided. Local healthy food providers will introduce healthy foods with samples and further nutrition information. Students will be exposed to strength & agility, fitness motivation, pedometers and heart rate monitors.

Literary, Visual and Performing Arts: The program will emphasize expression and build critical thinking skills in numerous ways. Activities such as digital photo journaling, story mapping, drama, debate, Garage Band multimedia software, film making, and visual arts (painting, clay) will be provided. Local businesses will provide an Art on Wheels program, and during the summer a play production will be done.

Exercise Gym – This component will incorporate curriculum and equipment from SPARK, which is a Fitness curriculum that includes activities such as children's aerobics, dancing, and fun

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indoor and outdoor exercise. Student preferences in dance, track and field, and flag football will be provided per the student surveys.

Project Based Learning – Students will rotate to a component dedicated to project-based learning activities. Students will build competencies valuable for today’s world, such as problem solving, critical thinking, team building, and innovation/entrepreneurship. Examples of projects include developing business ideas, breast cancer awareness activism, and science or technology projects. Venture Hive will assist with student projects based on developing business ideas and business plans.

Brain Games – Students will have opportunities to participate in teams and reinforce critical thinking skills through academically valuable games such Scrabble, Chess, Monopoly, and 4 Math. These games will provide an environment where students can participate in learning through interactive activities, building academic, critical thinking, and team building skills.

Alignment with Needs Assessment: A number of critical needs have been identified within the targeted student and parent populations, which will be addressed by DMCS’s 21st CCLC program: (1) academic interventions to address low levels of student academic performance in reading, writing, mathematics, and science; (2) hands-on technology programming with science and math integration to help address the impacts of poverty and the lack of opportunities within the community; (3) college and career readiness for students with first generation college potential; (4) physical and social development activities/information to address health, nutrition, and other youth development needs, and (5) family services to address low educational levels, enhance parenting skills, financial literacy, and GED/English language activities. Ultimately, the proposed project focuses on those students with the greatest needs and those with the greatest potential for positive growth.

Supporting the Regular School Day: Staff from the 21st CCLC program will maintain communication with the school day staff to ensure all activities align with what the students

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learn during the day. Teachers from the regular school day have been recruited to teach some aspects of the afterschool program, such as math and science. These teachers are already familiar with the participating students and are able to contribute to each individual student based upon experience from the school day. They will also provide a valuable link between regular school day and afterschool program activities.

Addressing Different Learning Styles/Needs: Activities will be able to be modified in a variety of ways in order to address the different learning styles and needs of the students based on age/grade level, learning style, and any physical or learning disabilities. As required under the provisions of the U.S. Department of Education General Education Provisions Act (GEPA; Section 427), DMCS has set forth policies and procedures to ensure equitable access to, and participation in, all Federally assisted programs for students, teachers, and other program beneficiaries with special needs. The applicants will provide equal access and opportunity for all students, teachers, employees, and program beneficiaries with special needs. All activities will be offered to all grade levels (3rd-6th grade), with modifications to activities as needed. All equipment, supplies, staffing requirements, and other materials needed for the proposed activities are included in the attached budget.

“Day in the Afterschool Program:” Daily student attendance will be recorded. The program will take place Mondays, Tuesdays, Thursdays, and Fridays, with afternoon sessions from 3:00PM to 6:00 PM and Wednesdays from 2:00PM to 6:00 PM due to early dismissal on those days. The program will run a total of 160 days. In the afterschool program, students will begin by transitioning from regular class to the school cafeteria, where a snack will be served.

Snacks/supplemental meals will be coordinated through the DMCS cafeteria, with the cafeteria manager overseeing the program. This will take place from 3:00PM to 3:20PM. After this, all the students will participate in Homework Assistance/Tutoring Remediation, which will be broken down into several classrooms based on subject, grade, and mastery. Homework

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Assistance/Remediation will utilize differentiated instruction methods, with a minimum 1:10 ratio, from 3:20 to 4:15PM. After Homework Assistance/Remediation, students will be separated into groups based on grade, with 3rd and 4th grades together in one group, and 5th and 6th grades together in another group. These two groups will be further divided and rotate weekly from 4:15PM to 5:10PM to an academic enrichment activity. Supervision will be 20:1 for personal enrichment activities. The groups will participate in STEM, Health, Nutrition & Well Being, College and Career Readiness, Fitness/Gym, or Literary, Visual or Performing Arts clusters. All clusters will be branded in a club format such as the Down Town Jr. Techs and Fitness Blazers. Lastly, students will transition from the Enrichment component to the Academic Games, (Scrabble, 4 math, Monopoly), Gym, or a Project-Based Learning activity from 5:10 to 5:45 PM. Transition to dismissal will begin at 5:45 until 6:00pm. Students are dismissed at 2 PM on Wednesdays, and the afterschool schedule will begin at 2 pm for each activity in which an additional Art/Gym segment will be provided. Activities will be presented in a format that encourages student engagement and ownership. Activities will be available for all learning styles through digital learning experiences and hands-on projects. Partners, speakers, and college students will assist in the program as well, so students will have new supporters to work with in addition to school teachers. The Club Rotation (CCLC academic enrichment clusters) will be planned thoroughly throughout the year and will offer several units of engaging activities.

Summer Program: DMCS will also provide a six-week summer camp for five days a week operating from 8am to 4pm. This will fill care giving gaps for working parents and provide academic enrichment for the students in the summer. The program will serve all 140 participants from the afterschool 21st CCLC program. Two groupings will be provided for grades 3-4 and 5-6 for age appropriate activities. Each grouping will rotate through various activities. The program will utilize DMCS certified teachers and part time summer aides. There will be one aide assigned to each grade for proper supervision, bathroom breaks, and direct, hands-on

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assistance under a certified teacher. Ratio of 10:1 with certified teachers will be implemented throughout the summer program. All students will begin their program activities with academic instruction either through remediation, summer skill loss, or advancing current skills. Students will first enter the academic summer instruction program for a minimum of 60 minutes. Following this component, students will rotate into groups for physical education, art, technology, academic games, and project-based learning. They will produce a play over the summer program, several art projects, and experience a wide range of hands-on shows and workshops such as “fun” science on wheels, art on wheels, and cooking classes. A field trip will be conducted once a week. Educational Field trips will include visits to Jungle Island, Perez Art Museum, the Children’s Museum, the Miami Zoo, the Miami Airport and the Sea Aquarium. The Patricia and Phillip Frost Museum of Science is in the process of building a new, state of the art, interactive science museum building that will be within walking distance of DMCS. The 21st CCLC program plans to utilize these new facilities and incorporate their programming and facilities into the summer program.

Adult Family Member Activities: The academic year will begin with a 21st CCLC Parent’s Night to “kick-off” the program and to collect survey data about the immediate needs of parents and families. All parent materials will be provided in English and Spanish, as needed. The Program Director will oversee activities for family members and their students, with opportunities provided to learn valuable skills together, with common themes including children’s education, parental involvement, and family literacy. The following components will be integrated into the holistic, family-centered styles of learning encompassed in the family literacy model: (1) Homework Help will teach parents, especially those that struggle with the English language or with technology, how to help their students complete homework assignments and projects for school (at least 6 formal trainings per year); (2) Monthly Workshops and Parent Meetings will help family members learn about college opportunities for their children, including

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how to look for and apply to colleges, financial aid, student loan information, and helping their children to succeed; and (3) English as a Second Language (ESL) will help DMCS parents who have little or no English language skills to speak, write, and comprehend the language better; (4) General Education Development (GED) will help parents/caregivers take steps towards earning their high school degree. These activities were chosen based on the demographic information of the students/families, as well as input from families and teachers from DMCS through parent nights and surveys.

Strategies to Keep Adult Family Members Engaged: Parents will be encouraged to consistently attend and participate in parent activities by including incentives, such as gift cards to local establishments (donated by local businesses). Parents will have to attend all 21st CCLC program adult family member activities in order to receive the gift card. Parents at DMCS are also required to sign commitment forms to perform volunteer hours at the school, such as assisting with activities and field trips. This keeps parents engaged in their child's educational process, including in 21st CCLC program activities. Parent engagement is a vital part of the school's educational model and culture, and is actively encouraged throughout the school year through meetings, events, newsletters, and other opportunities.

VI. STAFFING PLAN AND PROFESSIONAL DEVELOPMENT:

Staff Qualifications/Certifications/Experience: All staff hired for the 21st CCLC program will have their qualifications verified to provide the activities for which they are hired. Each teacher will be certified by the Florida DOE, and every staff member will obtain CPR/First Aid certification. The Program Director, teachers, and all contracted providers will have Level 2 FBI background screenings to help ensure the security of the students. Additionally, all personal enrichment instructors and contractors must be experienced youth development workers and/or demonstrate a high level of expertise in the enrichment activity provided (e.g., engineer). The 21st CCLC program director will administer the program. This individual will serve as the primary

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contact for FDOE in all matters related to the 21st CCLC program. The program director will be responsible for all items concerning the program, including managing and implementing the educational program and budget as described in the approved application, to ensure that DMCS meets its responsibilities to the FDOE under the grant agreement in a timely manner. The 21st CCLC Site Coordinator will be responsible for the daily operation, coordination and delivery of services at their respective program sites. All academic activities will be supervised and provided by a certified teacher. Many of these teachers will be regular school day teachers who have been recruited for the program. These teachers will be able to coordinate with the regular school day and meet the individual needs of each student more fully. All staffing needs are fully supported within the attached budget.

Recruitment: DMCS is committed to recruiting, selecting, inducting, and retaining highly effective teachers, recognizing that high-performing educators are the school's most important asset. In order to drive this theme of excellence, faculty must have the ability to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. CSUSA will provide DMCS with the procedural guidelines and the support that enhances the likelihood of recruiting highly effective staff. Comprehensive recruitment is focused on identifying certified teachers from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

Professional Development: To ensure a comprehensive professional development program for teachers and staff working within the DMCS 21st CCLC program, a combination of several training activities will be utilized. Activities will include the use of curriculum training materials, on-site training, workshops, conferences, local network meetings, webcasts, credentialing and memberships to recognized afterschool organizations. As part of the evaluation process, the program will use self-reported surveys and observations to examine professional development satisfaction and overall impacts. Meetings will be conducted quarterly to identify priorities in

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training needs and to ensure professional development activities are completed successfully.

The 21st CCLC Director will ensure all meetings and activities are completed. Professional development activities will be documented through attendance logs, meeting agendas, performance evaluations, and feedback inventories. Additionally, related afterschool professional development resources and best practices will be circulated among all 21st CCLC teachers and staff. This program commits to sending 1 program staff and 1 administrative staff to the statewide FDOE training on August 6 and 7, 2015. Information from the training will be disseminated among the rest of the program staff through monthly staff meetings.

VII. PROGRAM SITE

Indoor/Outdoor Facilities: The 21st CCLC site is located in the DMCS school facility. The facilities are fully accessible, ADA compliant, meet all health and safety ordinances, and are maintained by the School and CSUSA's Facilities department. The school will run the 21st CCLC program in several classrooms, which are departmentalized (tailored to ELA and Math/Science), the cafeteria/auditorium, and outdoor play area, where there is a garden. The program will also utilize the school's library and the computer lab, which has 100 computers.

Safe Environment: The school has video surveillance throughout the campus as well as outside the school, and staff will remain on campus until all students have left the premises.

Location/Accessibility: DMCS is located within a 5-10-mile radius of its students and families. Students and family members will be able to access the facilities via the main doors and will be checked in and out of the building by an attendant.

VII. SAFETY AND STUDENT TRANSPORTATION:

Supervision: The safety of students is of the highest priority and has been carefully considered. The teacher-to-student ratio will be approximately 10:1 for academic enrichment activities, and will not exceed 20:1 for personal enrichment activities. The program director will maintain safety and security, communicate with parents, and relieve teachers if needed. When appropriate to

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enhance safety, a teacher and other enrichment instructor may be paired. Policies and procedures to ensure student safety are a primary component of the DMCS School Operational and Policy Manual, which the program is required to follow. All 21st CCLC staff will be cleared through a Level II background screening prior to hire.

Release Procedures/Transitions: Following dismissal from school, students will be released to their assigned 21st CCLC room where attendance will be taken and a snack provided. Upon dismissal from the 21st CCLC program, the program director, teachers, and associated staff will be available to communicate with parents. The 21st CCLC program site is located at school facilities, such that transportation to the site is not necessary. However, transportation safety procedures are in place to ensure the safety of the students upon arrival and dismissal: (1) parent(s) must designate authorized adults to pick up child; (2) designated adult signs dismissal log; (3) designated adult must present photo identification to be compared to a copy on file.

Additional procedures for student safety include: (1) school evacuation plan and crisis response; (2) medication and first aid; (3) outdoor safety; and (4) off-site field trips. For safety, bright-colored t-shirts will be worn by all 21st CCLC staff and students during field trips.

Field Trips: Students will never be alone during field trips, with safety procedures implemented, including: (1) buddy system; (2) regular head counts (visual & verbal); (3) training in symptoms of heat exhaustion; and (4) drinking water always available. Off-site activities will be staffed by a minimum of one chaperone to 10 students, with most chaperones being active 21st CCLC staff. Busses from previously approved private vendors will be provided for educational field trips, where parents will sign permission slips and provide emergency information. 21st CCLC chaperones are responsible for enforcing off-site rules, such as: staying in seats, keeping hands and belongings inside the windows, and being quiet at railroad crossings. 21st CCLC teachers and chaperones will sit in the front, middle, and back of the bus.

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Transportation: Any student who lives within walking distance of the facilities will require a parent permission slip to be signed allowing them to walk home from school, and all students must verbally tell the 21st CCLC staff when they are leaving the facilities to walk home. A majority of students will either walk or have an adult family member pick them up from the facilities. See “Release Procedures/Transitions” for more information.

Dissemination Plan: 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, in addition to a review of the program’s alignment with Florida’s Afterschool Standards. The program director and teachers will also utilize data during weekly 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 DMCS administrators in refining and addressing any identified concerns. In addition, a 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 with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback. A 21st CCLC program website will be created as its own section of the DMCS official website. The DMCS official website is maintained by CSUSA, who will also be in charge of the design, launch, and maintenance of the 21st CCLC program website. The website will be updated at least once a month, and will be active within one month of receipt of the notification of the award.