



3.1 Project Abstract

CMB Visions Unlimited, Inc. (Cultivating Minds of Brilliance) is located in Miami-Dade at 16201 SW 95 Avenue, Suite 112 Miami, FL 33157. The Be a Success in School (BASIS.) 21st CCLC Program provides enrichment services to sixty (60) students grades K-8th, and their caregivers. Services for youth include; academic assistance, social skills training, literacy coaching, and health and wellness. Caregivers are linked to social services, GED training, and parenting skills training. The BASIS Program targets students from two (2) qualifying schools: Goulds Elementary (23555 SW 112th Ave, Homestead, FL 33032) and Cutler Bay Middle School (19400 Gulfstream Rd, Cutler Bay, FL 3315). The operates Monday-Friday 2:00 pm - 6:12 pm on school days, and 8:00 am – 6:00 pm on all teacher planning days and school recess (spring break, winter break, summer).

3.2a Community Notice

CMB Visions provided written notice of intent to apply for this 21st CCLC two (2) weeks prior to submitting the application. The notice was placed on CMB's website, the Parent Resource Display in the lobby of the program site, and distributed to the parents of the youth that are currently served by CMB. Additionally, CMB contacted the target schools and the School District in an effort to partner directly with the schools to serve their students. The notice was also sent to the private schools in CMB's target area. The notice included a period of public comment, and a copy of the submitted grant application has been made available for review upon request via email or by visiting CMB's website.

CMB currently maintains a 21st CCLC Program page on our website at www.cmbvisions.org. The website is updated regularly with information regarding daily activities, special announcements/events, enrollment requirements, and information about the Advisory Council.



3.2b Needs Assessment

CMB has provided after-school and summer programming in the target community to over 500 at risk youth since first receiving 21st CCLC funding in 2012. The schools are located in the underserved communities of South Miami-Dade County. **Demographics and Risk Factors:** The target communities have a high concentration of moderate to low-income households; between 30-51% of the children live in single parent households, and a large number live in public or subsidized housing based on US Census Data. These working single parents often leave home early and return late, and may not have the social or economic resources to secure high-quality youth development programs for their children. These geographic areas are significantly below the countywide median income of \$52,200. The academic achievement of the adults residing in these communities portrays a demographic that is troubling if not indicative of the obstacles the targeted population faces in surpassing their parents low educational and socioeconomic status. In these communities nearly 14.7% of adults over 25 years of age have less than a 9th grade education, 22.3% have a high school diploma or a general equivalency degree (GED). Only 17.6% went to college - of that percentage - approximately 12.3% attained a bachelor's degree or higher (Fact Finder, U.S. Census 2010). Black and Hispanic youth that reside in the targeted areas are more likely to become involved with the juvenile justice system than their White counterparts. As a county, Miami-Dade has a disproportionate rate of Black and Hispanic youth in the juvenile justice system; Blacks and Hispanics comprise 27% and 53% of the total youth population in the county, respectively; of these 50% of Black youth and 37% of Hispanic youth are judicially disposed compared to 5% of non-Hispanic youth. (Florida Department of Juvenile Justice, 2011). **Need for a 21st CCLC Program:** Afterschool programming is particularly needed for low income minority families. Specifically, ethnic minority children are more likely to remain



unsupervised following the school day; it is estimated that 28% African American, 21% Hispanic, and 24 % of both Asian and Native American children are in unsupervised environments after school. With respect to low income, data indicates that among children in afterschool programs, on average, almost 70% of them qualify for free or reduced lunch (Afterschool Alliance, 2009). Of the youth that are served by CMB; 92% are Black and 8% are Hispanic, 20% identified with Special Needs, 100% receive free or reduced lunch. Multiple agencies provide after-school care to youth attending CMB's target schools; however, the need is still great. CMB provides each school (public, charter and private) with marketing material about our program and the schools have all referred students to us once the after-school program located at their school is full. CMB has a utilization rate of over 85%, and maintains a waiting list of students wishing to enroll in our program.

3.4 Target Population, Recruitment and Retention

CMB will work closely with the principals and key administrators to identify students who will benefit most from participation in the 21st CCLC. Program participation priority will be given to students identified by school administration as needing to improve reading, literacy, STEM skills and increasing test scores, grades and in many cases attendance. Students with behavioral concerns and those with educational difficulties and other needs as identified by school administrators will also be recruited. These will be students demonstrating the highest needs for support in academic as well as personal development areas. In consultation with principals, administrators and teachers and using grade reports and test results students demonstrating concerns/deficiencies in language arts/reading, literacy, science technology (and STEM overall) will be the first priority recruits. Once students are identified and recruited strategies for fostering participation among parents/guardians will be implemented. Additionally, parents/guardians will



receive detailed outlines of what to expect, and what expectations are of them and their young learners.

Recruitment: CMB recognizes thoughtful identification and selection of participants as critical components to program success. CMB further acknowledges that for a program to achieve maximum results parents/guardians need to be invested in the program as well. CMB understands there are challenges to recruiting and retaining participants for out-of-school-hour programs including lack of student and parent interest. CMB uses research-based approaches to recruitment and retention including reaching out directly to students and their parents/guardians vs. general notices such as posters or flyers. CMB also solicits school and parental support throughout the process and offers participants quality and interactive opportunities that will link participants to real-world experience.

Retention: Attendance is maintained daily with signed logs, and parents are provided with an attendance policy upon their child's enrollment in the program. CMB understands the challenges of retaining participants in out of school hour programs and is prepared to employ best practices to maintain success for individuals and programs overall. A key element of retention is providing student and parental participants with real-world relevant experience that offers valuable, practical information and development. Program retention strategies will include research-based approaches, such as including a high level of parent involvement in school activities, development of engaging programming for students, consistent showcasing of student's work through school functions and performances, issuance of achievement awards (in-kind), and maintaining qualified responsive personnel with an established effective communication system that allows for conflict resolution, family and student grievances to be addressed in a timely manner.



3.5 Times and Frequency of Services Provision for Students and Adult Family Members

Project/problem-based learning activities will be provided to all students for a minimum of 60 minutes per day. The projects, designed to supplement but not supplant regular school day programming, will be delivered by FDOE certified teachers. This approach will ensure a safe, low anxiety environment to encourage maximum student participation, as well as an environment in which lesson adjustments can easily be made to ensure instruction is differentiated and modified to meet individual student and also group need as appropriate. PBL activities provide a wide variety of opportunity for academic enrichment through high interest, creative and engaging projects and activities that integrate core academic subjects with personal enrichment as determined through the needs assessment and correlating directly to the Florida Standards. All activities are designed to integrate reading, writing, math and science, and are designed to be of high-interest and for students who have not been achieving proficiency and are behind their peers.

All PBL activities will be researched based and were replicated from the Buck Institute for Education (BIE) Research Library and the Project Based Learning Online Co-Laboratory (PBL Online Co-Lab) or both. BIE has forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn (bie.org/research/study/does_pbl_work). PBL-Online incorporates the project design methodology developed by the Buck Institute for Education (link to www.bie.org). This methodology yields projects that meet today's standards for accountability and teach students the academic content and the 21st century skills they need for life success.

Sample STEM PBL Activities

Three Little Pigs is a project based activity that students are asked to imagine that there are no bricks available and they have to help the third pig using an engineering design process. Students



brainstorm about what kind of house an engineer could design and build that the wolf would not be able to blow down. In this activity students hypothesize, predict what materials are best, compare the suitability of various designs and describe simple terms in engineering process. Each design is tested using a blow dryer and a fan to simulate the huffing and puffing of the wolf. Possible design material include, but are not limited to include; toothpicks, popsicle sticks, Q-tips, straws, marshmallows, linguini, plastic and paper cups, paper clips, hair pins and shaving

It's News To Me! is a project based activity that challenges students to develop, write and publish a 21st century global themed newspaper. Students will scan current media resources for study ideas, to generate questions and to apply strategies for gathering and compiling and recording the news. Ideas are taken from a variety of sources, but ultimately students decide what will be written and published. During the project they work to investigate, **compile write and publish the newspaper**. An electronic version will be uploaded to CMB's website and hardcopies will be printed and distributed to school students, parents, employees and our partnerscream.

Other Academic Enrichment Activities - To increase proficiency levels, we propose to utilize Study Island, a nationally recognized scientifically based research curriculum designed for grades K- 8th. Study Island assessments are used as a baseline measurement and staff has the ability to implement differentiated instruction based on ability. This methodology is effective in situations where immediate intervention and remediation is required; each student has "tailor-made" instruction that target specific skills that need improvement

Through a journaling students will be able to increase their reading and writing skills. Journaling provides students with an opportunity to engage with words, while developing improved reading and writing accuracy, and an increased confidence when reading and writing. Through incorporating journal writing into projects educators have seen changes in students.' self-efficacy over time.



Homework Help, up to 60 minutes/day: Students will be provided opportunities to complete assigned homework on a daily basis. Homework help will be provided for approximately 30 minutes per day, though may be extended for students requiring additional time. If students do not have homework, they will be provided literacy and reading activities that support current projects and/or provide opportunities for enhanced literacy skills

Other Enrichment Activities

Physical and Health Education, 30 minutes/day: (SPARK) Sports, Play and Active Recreation for Kids is a research-based, national organization dedicated to creating implementing and evaluating programs that help reduce childhood obesity and promote life-long healthy habits. SPARK curriculum and activities are in alignment with National Standards in Physical Education (NASPEC.) SPARK activities promote quality, fun, daily, health- inspired physical activities that encourage participation by all students regardless of their physical ability. SPARK activities will be incorporated into Project Based Learning Plans, for example connecting how health, nutrition and/or sports related to PBL components in order to maximize their effectiveness and relevancy.

Arise Life Skills, 30 minutes/weekly: program fosters positive youth development, reduces youth violence, and transforms students' interpersonal and group behaviors. As young people learn peacemaking and conflict resolution skills, they are progressively transformed. Students identify themselves as members of a peacemaking community and internalize the values and practices of peacemaking as a component of their lives. Through this personal transformation, the youth transform their schools and communities.

College and Career Readiness 30/minutes/weekly. The College Club brings the real possibility of attending college to elementary students and their caregivers, from low socioeconomic backgrounds. As competition to get into universities increases, it becomes ever more important to inform younger students about the value of higher education and how to reach



it. Students need to know that doing well in algebra in 7th grade will help them meet their college-prep course requirements in high school. As a prerequisite, students create a bar graph of their adult family members' education levels to engage their parents in conversations about college and begin to make this process a family matter. It is important to understand their parents' backgrounds so that students know that when it comes to the college process, they may need to look for outside help (counselors, teachers, and mentors). **Me Collage**, a simple four-square grid in which students drew images representing who I am, what I want to be, how I will get there, and why I want to do this. **College Literacy** introduces students to the unfamiliar language of college and helped students see college in their future. **Uncovering Different Paths** provides a context and defines definitions of each kind of school (i.e. 4-year, 2-year, trade school, and 4-year plus, etc.) and some local examples so that the students understood the differences. **Bringing College to Elementary School** is a panel of college students whose backgrounds matched those of the students in the class spends time answering questions. **Bringing the Elementary Classroom to College** is a field trip to the university for the students and their families.

5.6.d. Adult Family Member Program Activities

CMB understands the critical need for consistent parental engagement within a child's educational career. Research indicates that parents who are not engaged are less inclined to impart the value of education to their young learners. Data from the communities surrounding the target schools indicate a lack of and/or decline in parental engagement over the past several years. CMB strives to increase adult family member involvement while enhancing growth opportunities for them. All activities will be scheduled with respect for family schedules, in particular the needs of working parents. So that parents can focus on engagement with their 21st CCLC program participants during these events. CMB will have trained staff available to provide secure and enriching childcare for non-• program participant children of the same household. When possible relevant



activities and events will be scheduled at the same time as other school sponsored events to help ensure higher adult family member participation. In addition, siblings of 21st CCLC students who are in middle/high school will have the opportunity to participate in CMB's Youth Enrichment and Employment program to participate in life skills, tutoring and homework assistance. Entrepreneurship training is also offered to better prepare students for success in school and life. During the summer work experience and job placement opportunities are also provided. Donated refreshments from community resources and partners will serve to further promote parental attendance and participation.

During the initial 21st CCLC Program information and recruiting sessions and again throughout the program cycle parents will be surveyed to determine the highest interest areas and needs of adult family members. Relevant activities will be provided monthly for all interested adult family members. Workshops may include: **P.S., I Love You**, a class on effective nurturing skills which teaches parents disciplinary skills, tips on controlling anger, practicing assertive discipline, and preventing child abuse. **Community health education** focuses on promoting good nutrition, preventing communicable diseases, learning about first aid and CPR, and promoting self-esteem and good mental health. **Bridging School-Family Differences** - cultural differences between the home and school also present a challenge. In the some cultures' teachers are so highly regarded by parents that many of them entrust their child's education solely to teachers. To encourage parents to take a more active role in their child's education, CMB uses orientation sessions, workshop, the fitness and health fairs and other events to emphasize the importance of the parent as their child's first teacher and to stress how much the school needs and values their involvement. **Quarterly Potlucks** are casual dinners that make it convenient for parents to attend evening meetings and events, provide an informal setting for interaction among parents, program staff and students and foster the kind of informal communication that can be otherwise difficult to achieve. **Income, Savings, and Assets** teaches practical strategies to increase income, build



savings, and gain assets. **Saving through Tax Refunds** is designed to educate and encourage parents to take an active role at tax time in a way that motivates them to reach their savings goals such as purchasing a car, planning for college, or starting an emergency fund through special tax credits and refund opportunities. **Family Money Skills** provides basic tools for financial success. **Family Strengthening** focuses on family strengthening in order to create or build upon a support network. **“Keeping Tabs”** an interactive web based workshops that teaches parents how to access and use the M-DCPS Parent Portal and Study Island to track their child’s progress, grades, attendance, FSA scores and homework completion record. Due to low educational attainment rates of adults in the communities CMB Vision also offers **Family Literacy** workshops that focus on family literacy and provide information regarding post-secondary educational opportunities (college, vocational/occupational and technical, etc.). Education is one mechanism that working families can use to move up the socioeconomic ladder.

3.6 Program Evaluation

Q-Q Research Consultants (QQRC) is the external evaluator for the **Be A Success In School (BASIS) 21st CCLC** Program. QQRC is a full service research and evaluation firm staffed with professionals with over 20 years of experience in program evaluation including experience evaluating 21st CCLC programs in Broward and Miami-Dade Counties. QQRC staff has advanced academic training in quantitative and qualitative research methodologies. QQRC is also a local firm, so their proximity facilitates communication and data collection. For this program, QQRC will conduct the following evaluation activities: program monitoring, data collection and analysis, and evaluation reports including an annual formative evaluation summary and summative evaluation reports.

Evaluation Plan: The three main data collection times will be: within two weeks of the program starting (August/September), Mid-Year (November), and End-of-Year (May). Adult family member



data will be collected as the event take place throughout the year. Data collection will be scheduled in advance with the Program Director serving as the liaison between QQRC and the program sites. QQRC will bring tablets to the site with which to collect survey data at the three data collection points. These tablets are portable and can collect data without Wi-Fi. This allows for minimal program interruption and less coordination with on-site staff as QQRC brings the tablets to the students where they are. In coordination with the school district, sites will collect academic grade and test score data to be sent to the Program Director. The Program Director will review for completeness and errors, and send to QQRC to store. Adult family member data will be collected continuously though out the year as the events take place. After each family event, site staff will scan the sign-in sheet and any surveys, if applicable, to the Program Director to review and send to QQRC to input into GPS's database. Parent surveys will be made available in English, Spanish, and Haitian Creole to accommodate the multilingual population.

Baseline data will be collected for each student enrolled in the program within two weeks of enrollment. Data will consist of enrollment data, attendance data, academic data (FSA), academic grades for Language Arts, Mathematics, and Science, measurement tools (surveys), evidence of activities, and parent data (sign-in sheets, surveys, etc). Data will also be collected from participating students' adult family members and school day teachers to examine stakeholder perceptions of the impact of GPS on student academic development.

Baseline, mid-year, and end-of-year data will be used to demonstrate achievement of objectives, enrollment, and participation rates from the start of the year to the end of the year. Data and reporting will be aligned with federal data collection requirements. All data will be submitted to FDOE electronically utilizing the required data collection format by the FDOE deadline.

Using quantitative data, baseline/mid-year/end-of-year analyses will be conducted to examine changes that occurred as a result of program participation. Analyses will include descriptive



analyses on program and participant characteristics (e.g. mean Math report card grades); outcome/goal analyses to examine changes based on the implementation of academic enrichment, personal enrichment, and adult family member services (e.g. pre and post test scores); and quantitative analyses to identify youth, parents', and staff's perspectives on program services via parent and student surveys, and program staff surveys and interviews. Qualitative data will be captured from site visits conducted during the fall and spring semesters, surveys and interviews with teachers and other program staff, and annual parent focus groups held in April. As with the collection of the quantitative data, QQRC will work closely with the Program Director to coordinate these visits with the sites.

Once the data are collected at each time point, they will be downloaded onto the secure computers at QQRC. These are password protected; all student data are kept confidential and anonymous. Data are recorded and stored in the statistical software, SPSS. Once recorded in SPSS, QQRC staff will review the new data to ensure that every student has data for all objectives, and that there are no errors. QQRC will be in close communication with the Program Director, and will contact that person to coordinate the collection of any missing data (i.e. if a student was absent the day of data collection).

Each program year, QQRC will provide program staff with a Formative Evaluation Summary (February), which will include baseline and mid-year data analyses. The Formative Evaluation Summary will include data-driven program decisions based on the mid-year data collection findings regarding progress toward achieving program objectives. QQRC will meet with program staff to discuss modifications based on Formative Evaluation Summary. GPS staff will report any enhancements or changes made to the program based on formative evaluation findings in the FDOE reporting format. The formative evaluation summary will be submitted by the FDOE



required deadline. This portion of the evaluation ensure continuous improvement based on data-driven recommendations.

QQRC will also conduct site visits in late Fall and early Spring comprising the following activities:

(1) completion of a semi-structured interview with program staff to ascertain compliance with proposed service delivery model, (2) observations of the delivery of program components, and (3) an exit meeting to discuss monitoring findings. Follow-up site visits will also be conducted to evaluate any changes to the program's service delivery model based on the findings and recommendations from initial site visits. Formal guided-discussions on findings from data analyses of baseline and mid-year data will occur the month following data collection.

Dissemination of Findings; Evaluation results will be shared with the community through multiple mediums. First, GPS will have a designated website and Facebook page to post evaluation findings and upcoming events. Additionally, all partners will post a link on their website and Facebook page that leads to the program website. The website and Facebook page will be updated regularly to add any new reports or upcoming events. Evaluation findings will be clear and free of technical jargon. Second, QQRC will also attend Advisory Board and program staff meetings no less than three times a year to provide a review of all reports and observations from monitoring visits, and to discuss any feedback. These meetings will inform continuous quality improvement efforts. Evaluation findings will be disseminated to all staff to inform professional development activities. Stakeholders will receive copies of reports via Constant Contact, email distribution software.

3.6a Statewide Standard Objectives

CMB will establish 7 objectives with challenging, but obtainable benchmark goals that range across the areas of programming. These objectives cover academic achievement, personal enrichment, and adult family member activity.



Objective 1: English Language Arts (grades)

Proposed Objective: 75% of regularly participating students (students attending the program 30 days or more) will maintain high performance or increase in English Language Arts achievement as demonstrated by school report card grades for quarters 1, 2 and 4. Success will be defined as maintaining an A or B grade, increasing a C grade to an A or B, or increase a D or F grade to an A, B, or C grade. Historically, 62% of CMB's students met this definition for success; therefore, the benchmark of 75% is determined to be challenging yet obtainable.

Objective 2: Mathematics

Proposed Objective: 75% of regularly participating students (students attending the program 30 days or more) will maintain high performance or increase in Mathematics achievement as demonstrated by school report card grades for quarters 1, 2 and 4. Success will be defined as maintaining an A or B grade, increasing a C grade to an A or B, or increase a D or F grade to an A, B, or C grade. Historically, 69% of CMB's students met this definition for success; therefore, the benchmark of 75% is determined to be challenging yet obtainable. Activities: Project based learning with real world applications and will be implemented to support the regular school day.

Objective 3: Science

Proposed Objective: 80% of regularly participating students (students attending the program 30 days or more) will maintain high performance or increase in Science achievement as demonstrated by school report card grades for quarters 1, 2 and 4. Success will be defined as maintaining an A or B grade, increasing a C grade to an A or B, or increase a D or F grade to an A, B, or C grade. Historically, 74% of CMB's students met this definition for success; therefore, the benchmark of 80% is determined to be challenging yet obtainable. Activities: Project based learning with real world applications and will be implemented to support the regular school day.



Objective 4a: Academic Benchmarks (FSA Scores)

Proposed Objective: 65% of regularly participating students in third grade will be promoted to fourth grade based on their scores of the Florida Standard Assessment (FSA) requirements. A score of 3, 4, or 5 out of 5 on the FSA will be considered successful. In previous funding years, 50% of students met this definition for success; therefore, the benchmark of 65% is determined to be challenging yet obtainable. Activities: Students will improve their reading proficiency as they are introduced to problem-based learning activities through a series of projects that include challenges of increasing complexity. These projects will allow students to practice communication and peer collaboration as they improve their reading comprehension, fluency, and vocabulary skills. In addition, CMB students will also utilize resources from Study Island and *I-Ready* computer based materials increase students' comprehension skills and is aligned to the Florida Standards.

Objective 4b: Academic Benchmarks (Algebra I EOC)

Proposed Objective: 65% of regularly participating students enrolled in Algebra I will pass the Algebra I EOC. This is a relatively new benchmark that CMB is tracking. Based on the assessment of youth currently served 65% is determined to be challenging yet obtainable. Activities: Students will improve their proficiency as they are introduced to problem-based learning activities through a series of projects that include challenges of increasing complexity. These projects will allow students to practice math skills and engage in peer collaboration. Activities include; interactive games/math drills, access to Khan Academy and other virtual tutorials, small ground sessions with teachers, and others.



Objective 5: Personal Enrichment (Health)

Proposed Objective: 55% of regularly participating students (students attending the program 30 days or more) will make meaningful improvement on physical fitness performance based on their level at pretest. Meaningful improvement is defined as an increase in 2 laps completed from the pre-test to the post-test on the PACER Multi-Stage Shuttle Run. Historically, 47% of students met this definition for success; therefore, the benchmark of 55% is determined to be challenging yet obtainable. Activities: Physical fitness activities that will be implement using the evidence based S.P.A.R.K Afterschool Curriculum and participating in active play.

Objective 6: Personal Enrichment (Social Skills)

Proposed Objective: 55% of regularly participating students (students attending the program 30 days or more) will make meaningful improvement on social skills performance based on their level at pretest. Meaningful improvement is defined as an increase in 2 points completed from the pre-test to the post-test on the selected evidence based pre-post test.

Activities: Physical fitness activities that will be implement using the evidence based Social Skills Afterschool Curriculum. Social skills is incorporated in all aspects of the program (team work, conflict resolution, self-control).

Objective 7: College and Career Readiness

80% of regularly participating students (students attending the program 30 days or more) will demonstrate an increased knowledge of the academic requirements for post secondary educational opportunities. Success will be defined as a 5-point improvement in overall score from the pre to the post test. This is a new program component for elementary students and no baseline data is available therefore, 80% is determined to be challenging yet obtainable. Activities: College and Career Readiness activities outlined in Section 3.5



Objective 8: Adult Family Member Services

Proposed Objective: 75% of parents of who attend 3 or more workshops will demonstrated an increase in knowledge on the specific workshop topic as knowledge on workshop topics as evidenced by scores on pre/post surveys. Success will be defined as an increase of 10% between score on pre/post survey. Historically, 72% of parent's surveyed demonstrated an increase in knowledge on most surveys. **Activities:** Workshops outlined in Section 3.5

3.8 Applicant's Experience and Capacity

Program Administration & Fiscal Administration: CMB Visions' livelihood is dependent upon our ability to effectively manage the fiscal, administrative and programmatic requirements of the various grant funds received. To date, CMB has received over \$1 million in funding from various sources (federal, state, local and foundation), and we have demonstrated fiduciary responsibility in managing those funds. *Each year CMB Visions has an independent audit completed by a certified professional accountant (CPA) and CMB Visions has never had an audit finding nor has a management letter been issued to CMB's Board of Directors related to our financial positions.* The program's financial management is done in accordance with federal, state, county, and institutional policies and procedures. All expenditures are made in accordance with policies and procedures of CMB and guidelines set by the U.S. Department of Education, and/or the Florida Department of Education. CMB has an established system for external and internal controls. The Executive Director (Chandra Burgess) has full authority over and responsibility for the CMB's Budget, and CMB's certified public accountant monitors the budget, files annual IRS Form 990 documents, and oversees the fiscal auditing process on behalf of CMB. All expenses will be logged in CMB's accounting database (Quickbooks), and the Program Assistant maintains separate bookkeeping records that are reconciled against the accounting system monthly. *CMB is compliant with all programmatic terms and conditions of every grant contract as well. We*



consistently meet or exceed the required programmatic performance outcomes/deliverables, submit accurate and timely invoices and prepare narrative, management and performance reports as required. CMB has not been asked to submit a corrective action plan to the Florida Department of Education for our current 21st CCLC Program, or to any of our other funding sources.

Program Implementation: CMB Visions Unlimited was founded in 2001 with the goal of providing quality youth and family services that promote holistic individual and family growth for all individuals served. CMB provides its services to the community while being guided by seven core principles which are professionalism, compassion, integrity, commitment, faith, charity, and public service. External evaluation of the effectiveness of the BASIS 21st CCLC Program found that the majority of youth served exhibited an average 65% increase on reading comprehension and oral fluency assessments. During the 2015-16 evaluation year, CMB Visions' students met or exceeded the benchmark in all academic enrichment objectives (reading, writing, math, science). We are proud to report that 90% of CMB's students improved their knowledge of science as evidenced by their school report card, and 83% improved their knowledge of math. This is undoubtedly due to the great work of our team of dedicated educators and professional staff that oversee daily program activities.

Program Evaluation: CMB Visions has worked with an external evaluator for the past five (5) years to ensure continued improvement in service delivery, and document the effectiveness of our program activities. Youth evaluations are conducted at three points during the academic school year (pre-test within one week of enrollment, mid-test by January 31, and post-test by May 30 of each school year). The evaluation data is compiled and CMB's external evaluator provides recommendations for improvement, and highlights CMB's strategies that are most effective. CMB uses data to identify the need for professional development for our staff and to research best/promising practices to address the areas where our youth are demonstrated limited



improvement. Continuous and targeted staff training is an ongoing process that is built into our organization culture; however, training is not effective unless there is some form of monitoring to see if it is being implemented effectively. CMB's administrative staff conducts classroom observation, walkthroughs, and complete fidelity checklists on a quarterly basis, or as needed. Observations are recorded and shared with staff as quickly as possible for "real time" program improvement.

3.9 Staffing & Professional Development

CMB Visions' current staff consists of One (1) Full-Time Project Director, One (1) Site Supervisor, One (1) Certified Teacher, and Six (6) Group Leaders/Tutors. CMB would like to add one (1) Project Assistant and one (1) Collaboration Liaison to assist with outreach to the schools, increase communication to parents and assist with collection of data for evaluations. CMB will target sixty youth (60); however, historically the organization has served 70 or more. The organization aims to maintain a 1:10 staff to student ration during academic tutoring, and a 1:15 student to staff ration during enrichment activities.

3.9a Staffing Plan

Current Staff Qualification: CMB Visions was founded in 2001 by, Ms. Chandra McClain Burgess. Ms. Chandra Burgess will be ultimately responsible for the success of the project and the day to day operations of CMB as a whole, and serves as the "Project Director" for the 21st CCLC Program. Ms. Burgess is a graduate of Troy University where she earned her Bachelors and Masters in Criminal Justice. She received her Juris Doctor (JD) degree from the Florida State University College of Law. After practicing law in the field of Juvenile Justice and Dependency, Ms. Burgess decided that changing the lives of at risk-youth and their families prior to them



becoming involved in the justice system was more rewarding. Ms. Burgess has over 25 years of experience working with youth from our target area.

Ms. Andrea Riley is the 21st Century CCLC Site Supervisor. Ms. Riley is a Certified Exceptional Student Education Teacher with the Miami-Dade County Public School System. She has a Bachelor of Arts Degree in Exceptional Student Education (ESE) and a Master of Science Degree in Reading from Nova Southeastern University. With over ten (10) years of experience working with the youth in our target area both during the school day and during after-school and summer programming, Ms. Riley is able to facilitate 21st Century learning to encourage creative thinking, construct knowledge, and create innovative projects.

Ms. Lukecia Coakley is the 21st Century CCLC Certified Teacher. Ms. Coakley is also a Certified Teacher with the Miami-Dade County Public School System. She is currently a Math Teacher in her school's ESE Department, and has served as a Reading Teacher. She has a Bachelor of Science in Legal Studies from Barry University, a Master of Science in Rehabilitation from Coppin State University, and she is working towards completing her Master of Science in Special Education. Ms. Coakley oversees the team of four (4) Group Leaders/Tutors.

Hiring Process: CMB Visions is an equal opportunity employer that is committed to diversity and cultural competence, by hiring a team of members that is reflective of the community that we serve. CMB's goal is to have new Staff (Project Assistant and Collaboration Liaison) hired, screened, and trained within the first sixty (60) days of contract execution.

CMB Visions is a community based organization that is committed to hiring residents of the community that we serve. We believe that attracting home grown talent helps instill hope in our youth because they build positive relationships with adults from their community, church, and schools that overcame life challenges and succeeded. At this time 80% of our staff and governing board currently lives in or was raised in our target area. Many of the mentors that serve in the



CMB Mentoring Program and the instructors that serve in our Enrichment Programs have all overcome the same challenges that youth in our target area face. They have overcome challenges such as poverty, child abuse, learning disabilities, teen pregnancy, and involvement in the juvenile justice and/or foster care system. We regularly depend on older youth and young adults that have benefited from our programs to serve as volunteers within our organization.

3.9b Professional Development

Professional Development for all program staff is accomplished by offering a comprehensive multi-day program orientation prior to September 1st. Training topics include implementation of project based activities and evidenced based curricula, schedule of activities, 21st CCLC program and performance requirements and data collection. In addition, 2 active staff will attend the 21st CCLC Conference as required. Staff also has at least one professional development training per month. Training Topics include; Differentiated Learning, Positive Youth Development, Best Practices in Using Technology for Learning, Principles of STEM, Recognizing Abuse and Mental Health Challenges in Children, Diversity and Sensitivity Training, and more. Personnel that have direct contact with students have the following prior to employment: a) Level II background screening clearance, b) current Attestation of Good Moral Character on file and, c) First Aid and CPR certification d) current Florida Department of Education certification (certified teachers only). Staff is well versed in safety procedures including fire drills, emergency evacuation and lock down procedures. Regardless of service delivery location the safety and security of the students is replicated across all sites in the same manner.

3.10 Facilities

The BASIS Program is housed at the St Peters Missionary Baptist Church located at 17901 SW 107th Ave Miami, FL 33157. The site is licensed by DCF for 105 slots. The fellowship



hall of St Peters is approximately 3200 sq. ft. with the total building being 6,316 sq. ft. The space is separated into sections to accommodate the individual grade levels. Youth have access to computers, and there is a kitchen area for snacks and meal distribution. The building sits on a 63,000 sq. ft lot which provides ample space for the children to engage in physical fitness activities. The facility has accessible parking and entrances, curb cuts for the sidewalks, 32 inch door openings, 36 inch hallways, fully accessible restrooms, drinking fountains and telephones. These accommodations comply with the 2010 ADA Standards for Accessible Design.

3.11 Safety and Student Transportation

CMB maintains a controlled environment while students are in our care. Activities are conducted in a secure indoor facility with student ratios that do not exceed 1:15. During off-site activities ratio is reduced to 1:10; this is a necessity in order to effectively manage a large group of students. Personnel that have direct contract with students have the following prior to employment: a) Level II background screening clearance, b) current Attestation of Good Moral Character on file and, c) First Aid and CPR certification d) current Florida Department of Education certification (certified teachers only). Staff is well versed in safety procedures including fire drills, emergency evacuation and lock down procedures. Student files are maintained electronically and include registration forms with emergency contact information, authorizations (transportation, field trips, and emergency medical), information about special needs or conditions that may affect a students' ability to participate in all program activities. Our site serves multiple schools and strong relationships exist between school personnel and program staff. Some students live nearby and walk to the program with an adult or older sibling. Some are dropped off by private transportation services and others are eligible to receive transportation provided by the M- DCPS. A daily transportation log is checked by the driver



when a student boards the bus and it is checked again by program staff when the student arrives on site. At dismissal the parent or someone authorized by the parent must sign the student out of the program - under no circumstances are students permitted to walk home from the program – this is a condition of enrollment that parents must agree to accept.

3.12 Partnerships, Collaboration and Sustainability

Partnerships: CMB Visions relies on many community partners to ensure the success of our programs. The BASIS Program includes partners from the Miami-Dade Public Schools, the Faith Based Community (Mt. Moriah Church, St Peters Church), Cathedral House, Inc.; a non-profit social services agency, and The Village Youth South for nutrition and healthy eating education. Support from our partners include; referring youth to the BASIS program, sitting on the Advisory Board, providing space for service provision, and a coordinating with CMB Visions to link families to needed additional services such as mental health care, basic needs, and individual mentoring.

Meals: CMB is a USDA certified site to provide health snacks and lunches during the summer. CMB also receives health lunch and snacks from local USDA certified provider; FLIPANY. Additionally, CMB receives food donations from Farm Share (fresh fruits/vegetables), and Publix (baked goods). The food is distributed to the parents on a weekly basis from St. Peters Church. More details about CMB's partners are provided in the Partner Table.

3.12b Collaboration

Collaboration with School Day: CMB Visions has worked in collaboration with the target schools our organization was founded in 2001. CMB has worked with the target schools as a 21st CCLC provider for five (5) years, and a provider for The Children's Trust for nine (9) years. Our programs serve approximately 500 youth annually through our after-school and summer learning programs. During the development of the proposal, CMB's Executive Director contacted the



Principals of the target schools and Miami-Dade County Public School District VI to discuss the organization's intent to apply for 21st CCLC funding to continue serving the schools' students. The Principal of Goulds Elementary has provided an updated letter of intent to collaborate. All of the schools refer students to CMB Visions for after-school services. CMB Visions will foster continued collaboration by recruiting Certified Teachers from the schools to serve during non-school hours as Teachers in the BASIS Program. CMB Vision's staff is required to secure updates on student progress on a monthly basis. This is usually accomplished through direct contact with the school's faculty and staff, with the approval of the child's parent. CMB Visions also has a minimum of one (1) representative from each target school on our 21st CCLC BASIS Program Advisory Board, which meets monthly.

CMB Visions incorporates activities that supplement the goals and objectives listed in the target schools' 2016-17 School Improvement Plan. Some examples include; (1) the use of online technology such as the i-Ready Toolkit and McGraw Hill as a primary resource to diverse learners in reading and mathematics. CMB has a page on our website called the "Treasure Chest". This website provides links to 33 valuable online learning platforms that students can access from anywhere. Both i-Ready and McGraw Hill are tools that our students use regularly. (2) Refer low performing students to after-school care for additional support. (3) Train teachers in differentiated learning to meet the unique needs of each student. CMB Visions direct care staff is required to be trained in differentiated learning and effective homework assistance techniques as a part of our organization's Professional Development Plan.

3.12c Sustainability

CMB Visions is supported primarily through a combination of government, corporate, and foundation grants. CMB understands that 21st Century funding is reduced after year three, and as a current 21st Century CCLC provider, we are still able to enroll more than our contracted



number of youth. CMB continues to seek out additional grant funds daily. CMB also has a dedicated Board of Directors that works diligently to conduct fundraising activities and grow CMB's individual and corporate donor base in order to ensure that CMB will be able to sustain our level of service without depending solely on grant funding. CMB also works to secure in-kind services such as volunteers, donated space, donated educational field trips, and supplies. CMB will work in collaboration with the members of the 21st CCLC Advisory Committee to identify additional ways to support the BASIS Program. Our goal is to raise a minimum \$150,000 in cash and in-kind services by the end of year three.

3.12d Dissemination Plan

CMB Visions is a well-established organization and has been operating youth focused program for several years. Information about the 21st CCLC is widely disseminated in the targeted schools, other nearby public and private schools, the library and the South Dade Government Center, churches, child care centers, public housing projects and "corner stores" via informational flyers and brochures. Information is also disseminated at events such as The Children's Trust Family Expo which generally attracts more than 20,000 visitors each year. Because of CMB's positive relationships with participating schools, CMB's staff has been invited to attend open houses and career and health fairs to conduct presentations about the 21st CCLC program and its overall goals. CMB also produces a monthly newsletter that highlights the 21st CCLC program. The newsletter is posted on our website at <http://www.cmbvisions.org/> distributed to parents, schools and other community-based organizations. When feasible, public service announcements are be conducted with local radio and public television stations. CMB's website is updated monthly to reflect 21st CCLC program, and CMB continues to reach out to other community-based organizations to have our website places as a link on their website as a resource.