A local program with an international feel, currently in its sixth year of implementation, GOAL seeks to embed leadership qualities among multilingual students for the purpose of creating success at home, school, and within the community at large. Physical, mental, and emotional well-being among the outstanding participants is our chief mission and provides the basis for all group activities as well as collaborative decision making processes. Soccer satisfies our health and wellness component and intentionally nurtures a civil spirit of competition. Multi-tiered levels of mentor-ship provide students with guidance in academia, maturity, and safety. Finally, perspectives in historical and cultural awareness, shared in group sessions, add relevance to the student experience and illustrate campus and district dedication to a global community.

**GOAL** strives for innovative instruction and enhanced educational opportunities. Our primary asset is cultural relevance. The global community refers to soccer as “the beautiful game”, yet competitive soccer is not offered at the middle school level. Our target demographic views soccer as an incentive, therefore creating more school buy-in among students who may feel marginalized in an English dominant environment. Through the mechanism of a soccer program students are encouraged, by club sponsors, to seek placement in enhanced coursework, maintain consistency in attendance, avoid discipline referrals - which subsequently leads to absence from quality instructional time, and to seek higher education and/or career tracks presented to them by advocates and representatives of these institutions.

Familia, Escuela, Comunidad. **GOAL** provides dedicated service to family, school, and community. First, increased parental involvement is paramount. Recently added components include the Copa Familia (Family Cup) - a Father/Son soccer tournament and parental recruitment for campus advocacy groups that guide criteria for ESL students. Secondly, and most incumbent of the curriculum, is student leadership. We strive for student excellence in these areas: health, academics, college and career readiness, and emotional well-being. Finally, community service projects are a requirement for each club. These projects include, but are not limited to: local Adopt-a-Spots and fund raising for student scholarships, adult ESL classes, and families in need.

**GOAL** does not address the needs of a solitary campus. It serves the district. The needs which these valuable clubs address are numerous. We begin with health and wellness. Soccer provides a much needed stress relief from a rigorous day of academia. A critical anti-drug campaign promotes “vida sin drogas” or life without drugs! Next is cultural relevance. The district demonstrates that it values international perspectives. With continued importance is mental and emotional well-being. Mentors seek to create a lasting sense of leadership and pride among students. Lastly, we emphasize college and career readiness or the preparation of students for myriad options for success after graduation.
Club numbers vary from location to location. The largest middle school club currently serves 51 students. There are 6 additional campuses with rosters that have 25 to 40 participants. All affiliates attend grades 6th through 8th. The best approximation for the number of students that this middle school program serves is 200. The 6 middle school campuses will lead 5th grade transition meetings at a minimum of 9 elementary schools, almost half of district elementary campuses. Therefore, the program vision and mission will be delivered to circa 800 elementary students. 25 members of a first-generation, Latino fraternity, from a local university, provide mentors for the program. Club branches are now being developed at district high schools as well. The program serves circa 1,000 students, grades 5 through college!

We endeavor to apply an educational philosophy known as the Whole Child Initiative. The "whole child" is healthy, safe, engaged, supported, and challenged. With regard to methodology, not only does the program employ and reinforce district teaching mandates, it uses sheltered instructional practices. Sheltered instruction contains activities such as cooperative grouping, peer assistance, and modeling. Evidence of research-based, best practice is seen in student journals, kept as a part of the project curriculum. Mentors guide students through graphing and organizing information that deals with their life concerns. In turn, these journals are re-read and shared in a sheltered environment that upholds student dignity. Program stakeholders include: classroom teachers, SROs, counselors, and administrators. All of whom assist this project pro bono.

Club sponsors closely monitor office referrals and AEP placement. An analysis of disciplinary data clearly shows the effectiveness of the program. An increase in GT and enhanced coursework among participants is also evident. The program measures its effectiveness through state assessment data as well. All participants show one year of academic growth, if not more. Attendance records for members also show an increase in school participation.

Sponsors seek qualitative input as well. Teachers, administrators, parents, and community members provide their input in form of surveys and informal questioning. Satisfaction in the program is heard in staff testimonials and among parents clamoring to have their children included where clubs are in place.

Since GOAL's inception, it has shown growth. Not only is there an increase in middle school membership, there is now implementation at the high school level. This transition to high school seeks to reinforce project values within a new age bracket. More importantly, the program desires to follow up and follow through with its participants on their road to graduation.

Additionally, GOAL has submitted abstracts and hosted presentations at 5 state educational conferences, with abstracts pending for 3 national conferences this year.

GOAL demonstrates fidelity through an ongoing, seasonal implementation. Fall is a time for recruitment of students and sponsors, revisiting program expectations, holding practice and enrichment sessions, as well as planning for and execution of a community service project. In addition to the aforementioned activities, Spring adds league tournaments, the preparation and putting into action of peer-based transition meetings, the culmination of the community service project, and the acknowledgement of a successful year. Summer hosts 6 weekly sessions, wherein students are treated to a shared meal, enlightened by guest speakers, and practice the sport they love so dearly.
GOAL seeks in-kind and charitable donations from community leaders. Local businesses and organizations have been very supportive. The program reciprocates through community service, trademark placement, and maintaining high standards of excellence.