Scope of Work/ Narrative

3.1 Project Abstract/ Summary

The City of Hialeah's Young Leaders with Character (YLC) provides enriching after school (AS) and summer camp (SU) services to students in grades 6th-8th. During the AS 100 students will attend from three eligible TS&I schools as follows: Hialeah Middle School (HMS 55), Henry H. Filer Middle School (HFM 25) from 3:40-6:40 PM, and Hialeah Educational Academy (HEA 65) from 2:30-6:00 PM, Monday-Friday for 180 days following the MDCPS calendar. The program will serve 80 students (HMS 35, HFM 10, HEA 30) in the SU from 7:30AM-6:30PM, Monday-Friday for 50 days from June-August.

YLC is designed to provide structured academic experiences through homework assistance, tutoring, direct and project based instruction. Through its rigorous, yet engaging Project Based Learning (PBL) curriculum that maximizes the interest in learning and application to real-world experiences. SPARK and Second Step curriculums for physical and personal/social emotional activities are designed to complement rather than duplicate the typical grade-specific curriculum. Achieving goals and objectives will successfully impact the lives of youth in academic, physical, and personal/social areas. Adult Member activities support and enhance student learning along with personal development by allowing family members to participate in ESL classes, workshops, career/college readiness, and computer literacy skills.

3.2 Applicant's Experience and Capacity

The City of Hialeah has offered AS and SU programs for over 23 years. The City of Hialeah ECS Department has a history of providing educational activities that enhance the academic performance, achievement, and positive development of youth. In addition to being a 21st CCLC Initiative grantee, ECS has served the community by offering ten high-quality AS and six enriching

SU camp programs throughout the City with support from local funds awarded by The Children's Trust (TCT) and the City's own funding. The Children's Trust has consistently ranked our programs as "high performing". In addition to AS and SU programming, the City of Hialeah has its own charter school (the City of Hialeah Educational Academy (COHEA). COHEA is a middle-high charter school created with the goal of improving graduation rates through focus on student engagement in public service academies such as Law Enforcement and First Responder Services, Education, Public Administration and Law. The ECS Department also oversees three Community Development Block Grants (CDBG) federally funded programs through a Public Service grant for the past ten years. The City of Hialeah complies with all relevant governmental regulations, assuring this through the expertise of the City Attorney and staff, the City Clerk, the OMB Director, the Finance Director, and an annual independent audit of governmental budgets and services. During the calendar years of 2018 and 2019, the city was monitored once in 2018 by the 21st CCLC and a corrective action plan was issued to improve the academic enrichment area by allowing time to support students' needs through differentiated instruction. The program scheduled allotted time for students to work/complete i-Ready online programming. i-Ready integrates powerful measures and understandings with engaging instruction in reading and mathematics to address students' individual needs. The City's experience and success with these programs have informed and prepared the staff for the implementation of the proposed program and will guarantee its success.

The administration in the ECS Department also has over 11 years of experience leading programs funded by the 21st CCLC Initiative. The Department has been recognized by the 21st CCLC Program in Florida and asked to speak at the annual statewide conference about "best practices" regarding recruitment/retention, programming for middle/high students and successfully serving teens with disabilities in a true inclusion model. Administration including the Education Supervisor, Program Director, and Education Center Director are familiar with programming, planning,

coordinating services for students, parents, and staff as well as collaborating with the external evaluator and program partners to ensure successful program implementation. Program administration will be responsible for managing the budget; collaborating with the external evaluator to facilitate data collection and analysis; and maintaining an active relationship with 21st CCLC partners. A Program Specialist III will be assigned to oversee/manage the budget, complete budgetary amendments, and submit for all reimbursements. Trained staff will be responsible for the day-to-day operations and ensuring that all scheduled program activities are being carried out. The City has in place policies and procedures within their finance department to correctly account for grant funding, track and monitor expenditures properly. A Risk Analysis is included documenting these policies and procedures. Major partners from previous programs have agreed to remain and continue to work with the proposed 21st CCLC program and can be found in the partner's section.

The City will contract an experienced and qualified external evaluator. The evaluator will provide an informed perspective for formative feedback and will ensure valid formative and summative evaluations of program outcomes. The external evaluator will also conduct bi-yearly monitoring visits to program sites which will allow for monitoring of required program activities, staff/participant interaction, and program quality. This monitoring mimics the 21st CCLC site inspection and gives way for program improvement a few months into the program and mid year. The evaluator will attend Advisory Board meetings to summarize, share information, and answer questions on data collection and evaluation. The program has in place an established quality assurance approach which provides confidence that quality programming and requirements will be fulfilled and that data is being collected and entered correctly. Program fidelity includes monitoring in academic and enrichment areas, Inclusion services, implementation of curriculum, and that data storage is in compliance. Part of monitoring includes observations that data used in reporting is collected in a timely manner and securely stored. Monitoring forms allow for any

needed improvements to be made and that accurate data collection is submitted to the office. YLC is familiar with 21st CCLC data collection systems such as the 21st CCLC Student Level Reporting Data tool, 21APR system, EZReports systems and requirements. Data is stored for 5 years ensuring that records retention requirements are met.

YLC was funded through the 21st CCLC Initiative from August 2014-July 2020. The program was designed to incorporate academic and personal enrichment activities. Adult family member involvement was established to support student growth in academic, social, and physical development. Over the six-year funding period, the total enrollment for students attending at least one day was 972 for AS and 639 for SU. Students attending at least 30 days were 892 in AS and 513 in SU. Those are total numbers that include duplication of some students who attended the program for several years. Approximately 87% of participants were identified as "regularly attending" across the six years. The program collected required data for objective reporting and the following number of regularly attending students maintained an A or B or improved in their English (57%), Math (64%), and Science (66%) report card grades. Additionally, in the following enrichment activities participants improved from pre to post testing or maintained a high score in Physical Fitness (100%), College and Career Readiness (100%), and Adult Family Member services (100%).

3.3 Needs Assessment

Beginning in March 2020 a program development team composed of the YLC Program staff, ECS Supervisors, teachers and school administrators determined the need for Young Leaders with Character. The assessment plan consisted of gathering and analyzing data from sources including: U.S. Census Bureau information; Florida Department of Education; student performance data; and parent/student surveys. Local private schools in the area were contacted and asked to respond if interested in working with the program to provide equitable services to

students and teachers. At the time of submission, no private school had responded. The program development team was given the following recommendations for the program after speaking to the school principals/stakeholders; offer assistance to struggling students through differentiated learning, social emotional activities, assistance with homework, fitness & nutrition and career exploration. Many of these recommendations have been taken into consideration and reflect programming choices designed to offer assistance in the approved program activities section.

Information about service voids in the area were gathered from feedback petitioned from students and parents. The intent of the needs assessment process was to identify and prioritize student and family needs (e.g., family income, family language proficiency, working families, program availability, support needs, other student needs) and provide the foundation for developing a comprehensive, community-driven afterschool program that is receptive to the identified needs and gaps.

The program described was collaboratively developed to address the general and specific gaps and weaknesses identified in the needs assessment process. Furthermore, the known parents/guardians of current and potential students of the targeted schools each received an email with a link to the parent/student feedback survey or a phone call communicating the intent to apply for the Nita M. Lowey 21st CCLC Statewide RFP.

Young Leaders with Character proposes to service students at Henry H. Filer Middle School (HFM), Hialeah Middle School (HMS) and Hialeah Educational Academy (HEA). All previously mentioned schools are Targeted Support and Improvement (TS&I), high-minority and Title1 schools. A majority of students from these schools are located in high-need, resource-lacking communities. Similarly, they are part of communities characterized by elevated percentages of unemployment, while providing far too few opportunities for low-income youth to access

structured academic and enrichment programming with role models. The need for afterschool programming in these communities is great.

Incorporated in 1926, the City of Hialeah, which is approximately 20-square miles, is the sixth largest municipality in Florida. Recent Census data shows that Hialeah, located in NW Miami-Dade County, has a Hispanic population of over 96.1 percent, with the majority of the families having a low-moderate income level and 25.9 percent meeting criteria for poverty. Students enrolled in middle school have a poverty rate of 35.5 percent (U.S. Department of Commerce-United States Census Bureau, 2019). Approximately 69 percent of families surveyed by our program are not able to afford tutoring to assist their children in academic subjects and approximately 64 percent cannot afford to pay for after school services. Data from Miami-Dade County Public Schools (M-DCPS) show that 67.7 percent of Miami-Dade children in grades K–8 are in the free/reduced lunch program (Florida Department of Education, 2019).

Over 74.3 percent of the residents are foreign born. For the specific schools proposed in this program, 71 percent of parents surveyed by our program are considered to be "linguistically isolated," and 5 percent speak a language other than English at home. Citizens of Hialeah have low education levels. Recent estimates indicate that of adults 25 years and older in Hialeah 70.7 percent have a high school degree or higher and only 14.6 percent have a Bachelor's degree or higher (U.S. Department of Commerce United States Census Bureau). According to the survey conducted by our program 45 percent of the parents have only some high school level or GED Equivalent.

Students participating in the 21st CCLC Program will be recruited from HFM's current enrollment is 614 students, 98.9 percent are from minority backgrounds and 93 percent qualify for free and reduced lunch. HMS current enrollment is 940 students, 97.4 percent are from minority backgrounds and 94 percent qualify for free and reduced lunch. HEA current enrollment is 931

students, 98.7 percent are from minority backgrounds and 84 percent qualify for free and reduced lunch (Florida Department of Education, 2019).

Students will qualify for the program if they are currently enrolled in the partnering schools and their parents or guardians commit to participate in program activities for adult family members. Preference will be given to students who are struggling academically, speak English as a second language, come from low-income families, and/or need physical fitness activities. Students with disabilities will be encouraged to apply, regardless of the level of severity of need, provided they can be safely accommodated at the site. Students eligible from private schools in the area of the target population that are interested in participating and willing to collaborate following 21st CCLC guidelines will also be invited to register.

Data available on academic achievement of students attending the target schools indicate a need for improving educational outcomes. With regard to academic achievement in reading 40 percent at HFM, 49 percent at HMS and 58 percent at HEA are at a satisfactory reading level or higher. In math, 40 percent at HFM, 46 percent at HMS and 64 percent at HEA are performing at a satisfactory level or higher. In science, 49 percent at HFM, 47 percent at HMS and 49 percent at HEA are performing at a satisfactory level or higher. According to Spring Assessment results for the Algebra 1 EOC exam, 86 percent at HFM, 86 percent at HMS and 86 percent at HEA of the students scored a 3 or above. (Florida Department of Education, 2019).

3.4 Community Notice and Dissemination of Information

The City of Hialeah values the community and makes every attempt to advise residents/stakeholders of any opportunities for grant funding in which residents will have the ability to utilize for their children's educational advancement. The City of Hialeah made the community aware that it was applying by posting on the City's Website under the ECS Department webpage

located at http://www.hialeahfl.gov/457/Education-Community-Services. The City also used its social media platforms, (Facebook and Instagram), to notify the community of its intent to apply.

Program administration began working with eligible target schools to ensure that principals and school administration were aware of the intent to apply. Due to the City's Educational Compact with MDCPS, school leadership were ready to begin working with the program administration on the needs of the program. Letters of support were obtained from target school principals, who were supportive of the program due to positive experiences in working with the YLC program in prior grant years. Additionally, the ECS Department also advised the District through the MDCPS Superintendent's office of its intent to apply for a 21st CCLC grant and requested a letter of support from their office. The ECS Department also advised currently enrolled parents and participants via email and phone calls and surveyed each group to use as guided planning for the application. Private schools serving middle school aged students were contacted and advised that the City would be applying, and that services would be available to their students as well as employment opportunities for their teachers and personnel when available. Requests for consultations were included in the email to have input in on academic, enrichment, and social needs of their students. Private schools were encouraged to contact program administration via email/phone if interested in working with the program for the new grant cycle.

Following the submission, a PDF copy of the proposal will be available to the community under the intent to apply notification on the ECS Department webpage and notification will be posted on the City's social media platforms.

In order to disseminate and share information about YLC program with stakeholders, the Program Director and staff will provide orientation sessions at the beginning of the afterschool and prior to the summer program to make parents aware of the goals and objectives, activities, and attendance requirements for all participating students. These orientations will be conducted in

English and Spanish to ensure that all of the families understand and are acquainted with the services that are being offered to not only the students but their adult family members as well. Program administration will also attend monthly ESSAC meetings during the school year at the partnering schools to engage in meaningful discussions between school staff and parents, while advising on updates on program activities, successes, registration availability, and answer any questions families may have regarding the program. In addition, each site will have an announcement area where families can read about what their children are learning during academic PBL time and any upcoming special events or workshops as they occur. Postings will also include photos and samples of student work to ensure stakeholders remain informed and to encourage active participation in the program. In addition, a hard copy of the approved program narrative, conducted site monitoring reports, inspections, and summative reports will be kept at the site to allow parents to read the findings and emails with the same reports are sent to the principals of partnering schools to share at staff meetings. Monthly postings on the City's social media accounts (Facebook and Instagram) will showcase a variety of activities that the students are partaking in while in the program as a means to keep the community and stakeholders informed of program progress and successes.

The YLC Program already has an established webpage on the City of Hialeah website in place and that is utilized as a dissemination tool. The Project Director and/or the Education Supervisor will be responsible for ensuring that pertinent and required information is accessible and updated on a quarterly basis noted by timestamp date. The webpage includes all required information such as target school with google map location links, hours of operation and contact information of program administration. A copy of the approved narrative will be posted on the page along with links to program objectives and goals, reports on student progress will be uploaded twice a year along with any site evaluations conducted and summative reports completed by the external evaluator or if program information changes. Additionally, any upcoming student events or

workshops will be available for students and parents to take note of. Registration forms for both afterschool and summer will be posted to easily allow parents to register for the program as needed. The webpage will also include short articles on the accomplishments of the students who participate at each site in the program quarterly.

3.5 Partnerships, Collaboration

3.5.a. Partnerships

Parents, students, school administrators, and staff are considered the most important partners of the program. In preparation for this application, the ECS Administration staff met to discuss community needs in regards to continuation of partnerships and establishing new partnerships for this project.

There are various community partners who have agreed to support this program when funded. These include: The City of Hialeah's Education and Community Services (ECS) Department who will assist in facilitating all contracts and program paperwork needed by the program through the the City's Law department and City Council for approval, funding for items that are not covered by grant funding, a portion in-kind salaries for the Education Supervisor at 15%, Program Director at 100%, and Purchasing Aide at 15%, transportation services during summer camp, and the purchase of snacks during the school year; The Parks and Recreation Department will provide in-kind spaces available for enrichment services such as pools for swim program and theater space for end of summer showcase; The Communications & Special Events Department will provide assistance in recruitment via creation of publicity materials, monthly posts on City's social media, and video highlights of program to run on Channel 77 (City of Hialeah's Comcast channel) and the City's YouTube page. The program will also partner with MDCPS who have agreed to provide in-kind contributions including the use of space, electricity, and water/sewer consumption. The City of Hialeah and MDCPS have an Educational Compact Agreement, referred to by

Superintendent Carvalho in the District's support letter, which is a defined framework for cooperation, resource-sharing, and a collaborative partnership. The Compact has been ratified by both bodies and is renewed upon occasion. Support letters obtained from each of the partnering school principals fully support the YLC program through facility use, assistance in recruitment, and providing required data as needed.

New partnerships have been established for this grant cycle. Citrus Health Network Inc. has agreed to provide mental health workshops/resources to program Adult Family members. The YLC program will work with two different organizations to provide healthy and nutritious age appropriate snacks/meals meeting the USDA guidelines. Paid for by ECS, the program will be provided with snacks through the MDCPS Department of Food and Nutrition. In the SU months, the program will have a new partner, the Miami-Dade County Community Action and Human Services Department, to provide breakfast and lunches to all registered participants, while snacks will be purchased through funds made available by ECS.

The City's partners have committed to making significant contributions that will assist in meeting the program needs and goals. The program will keep in continuous communication with the partners and an on-going record of the contributions provided. Our overall plan is to maintain all long-term partnerships and continue to develop new community-based and education partnerships to enhance the program. Letters of support from each of these partners are attached under the Letters of Commitment section and Partners Table is included in the attachment section.

3.5.b. Collaboration

We recognize the importance of collaboration between the program, target schools, participants and families and thus have developed a plan to ensure that effective collaboration is done to assist students in meeting academic progress through program goals and objectives. The

program has developed a series of collaboration strategies to facilitate this process. The first strategy is TAG, which encompasses collaboration with our target schools. TAG refers to: Teacher Hiring, Administration Support, and Goal Expectations. First, the program will target certified teachers from the students' regular schools to join the program staff since they will be familiar with the students, the community, and the academic expectations identified in the Florida Standards. Next the program will seek administration support from the target schools by sharing student data quarterly as they pertain to the students' participating in the YLC program. The data will include, but is not limited to, attendance records, school grades, standardized tests, and EOC scores. The Program Director will also establish a supportive communication plan with administration and school personnel. Target school personnel will also be sent updates of the program webpage, which will be used to inform parents of upcoming events and current student progress. Reporting information including formative and summative reports required by the 21st CCLC will be made available on the webpage for school personnel and parents to review. Principals will receive a PDF version of all program progress to share at staff meetings. Program staff will also include testing scores to the target schools after each PBL project to share learning gains through the curriculum's pre/post testing in academic areas. Program administration will also attend monthly scheduled ESSAC meetings to discuss School Improvement Plans (SIP) to provide link learning from the regular school day. This will also provide a means of communication with school administration, teachers, students, and PTA members. The Program Director will also work with the school to establish a recruitment plan which will include Connect Ed messages to at risk student parents, program promotion at school events throughout the year such as student orientation, parent nights, and parent teacher conferences. Goal expectations will be encouraged as part of collaboration by serving as a benchmark for determining progress. Working with curriculum coaches twice a year after i-Ready baseline and mid year results are received, coaches and program teachers will work to identify and develop a differentiated learning plan to utilize in the afterschool program for low performing students who are enrolled. Once identified,

students and program certified teachers will set goals in subject areas that need improving. Strategies will be developed in cooperation with the day school coaches and the program certified teachers to allow students to achieve progress before the next baseline testing is done.

The programs second strategy is developing a Youth Task force including students from each of the program location sites. Zoom meetings will be held twice a year so that each site's task force members can work together in voicing ways to improve program areas such as attendance, programming, and recruitment of new participants. This activity of collaboration will enhance the program overall by ensuring that participants have a say in how the afterschool program they attend is meeting their needs.

The third strategy includes parent/family member collaboration. Parents/family members will be surveyed at the beginning of the program year to see what workshops they will be interested in attending through Parent Academy and Citrus Health Network. The Program will also collaborate with parents/family members by providing a progress report twice a year to become aware of their child's academic and personal growth through program activities. Throughout the program year, parents will also have notifications of available resources provided by the City and Program to utilize as needed such as Library computer classes, through the Adults program, ESOL and Citizenship classes, Fitness classes through the Parks and Recreation Department. All of these resources will enhance the parents overall wellbeing.

Lastly, Teachers, Principals, or their designated representative along with program participants and adult family members will be encouraged to be a part of the YLC Advisory Board. These advisory board meetings will be utilized to have open conversations about the program, suggest ways to improve student success, and to discuss program goals and objectives. Should the grant be funded, interested private school administrators in the service area with at-risk student population will be notified of the award and be welcomed to have their students participate in the

program. Private school Teachers who have their FLDOE certifications or other educational personnel will be given notice of open positions to ensure equitable services.

3.6 Target Population, Recruitment and Retention

The target population are youth 11 to 14 years old residing in the City of Hialeah. Participants must be enrolled in grades 6th-8th. Students will be recruited from HMS, HFM, HEA, and neighboring private schools. Priority preference will be given to students who are part of the designated TS&I underperforming subgroups, at-risk students who come from low income families and students who speak English as a second language.

YLC will serve children with disabilities through inclusion programming. The programs Master Inclusion Teacher (MIT) will conduct an intake interview and review Individualized Education Plans (IEPs). Students will be reviewed on a case-by-case basis to ensure that the program will be able to properly serve the student. Accommodations may include (a) adjustments in the time allotted for learning or task completion for children with cognitive/neurological disabilities and (b) facility modifications (i.e., books/supplies at appropriate height, adequate furniture spacing, etc.) and modifications in fitness activities for children with physical disabilities. Children with emotional and behavioral issues will receive services at a 1:3 staff to student ratio administered by inclusion aides, although less intensive 1:5 ratio may be considered. The programs MIT will design behavioral plans and allow for modifications/adaptations as needed during academic and tutoring time.

Information about YLC will be distributed via ConnectEd (a telephone communications system that allows schools/district to send important messages to parents), the City's website, and City social media platforms (Facebook and Instagram). Representatives from YLC will attend New Student Orientations and Open Houses to promote the program. Similarly, staff will arrange for meetings with school administration and counselors to inform them about the program and ask

for assistance with referrals. Working in conjunction with the program, school personnel will develop a list of students identified as "at-risk" who will be given registration priority and refer them to the program. Program staff will contact those families directly and invite them to participate. Families interested will complete a written application. Participants will be selected according to their registration date, interest in program activities, and willingness to comply with attendance policies, and parent/guardian commitment to attend/participate in program activities. Positive communication between staff and families will encourage and promote family involvement, which will contribute to consistent, long term participation and retention. Students will be selected on a first come, first serve basis until the enrollment capacity is reached. If necessary, a waiting list will be created and students/families will be called once a slot is available.

Our previous experience indicates that once students are enrolled and exposed to the program activities, it is fairly easy to retain them. This is reflected in our previous years of service demonstrating high enrollment numbers serving a middle school population that does have the ability to choose other options rather than attending after school and summer camp. As previously stated 87% of participants that were served were identified as "regularly attending" across the last six years of funding. The unique and hands on curriculum and opportunities offered by YLC include activities and experiences to which many in the City's student population are unlikely to have access without participating in the program. During the AS program, additional use of computers, assistance with homework and extra tutoring services by certified teachers are valued by both parents and students alike. Fun yet educational activities such as STEM clubs and SPARK activities allow for enjoyable learning without the pressures that regular school classes may present. During the SU sessions students are able to enroll in educational enrichment programs of interest such as guitar, piano, fitness, swimming and guard start classes along with nutrition/cooking, and educational field trips that parents might not be able to pay for due to financial restrictions. Keeping the students in mind, the program permits for these activities to be

scheduled throughout the day both during AS and SU which will provide a variety of creative and interactive opportunities which help keep students engaged and attending regularly. The program offers students the ability to attend a safe, fun, and educationally focused program where participants can spend time with their friends while being supervised by caring and highly trained staff that are available to help them with their educational and emotional needs. Specific efforts will be made to promote retention. These efforts include offering priority/early registration for current students when SU or AS registration begins a month prior to open registration, establish a Youth Task Force Initiative so that students can come together to "voice their choice" in enrichment/academic learning options, and leadership opportunities for the youth to participate in civic engagement/service learning opportunities that foster time management, opportunities to network, and the satisfaction from having helped others, which can their improving mental health. The program schedule is designed to encourage participants to remain in the program for the array of activities offered each day. Staff have given input to program administration to create opportunities for additional computer use for homework and fitness activities that students enjoy to keep them engaged in the program. Additionally, the program schedules the Adult Family Member Activities towards the end of the program so that students will remain at the program until the end of the funded time.

3.7 Times and Frequency of Service Provisions for Students and Adult Family Members

During the school year, the program will offer services five days a week for three hours each day (5 days x 3 hours daily = 15 hours weekly) at all sites HMS and HFM and five days a week for three and a half hours each day (5 days x 3.5 hours daily = 17.5 hours weekly) at HEA. HMS and HFM will all operate from 3:40-6:40PM and HEA will serve students from 2:30-6:00PM. This time frame allows for working families to know that their child(ren) will be properly supervised in a safe and welcoming atmosphere where continued learning is encouraged. The SU program will offer camp services five days a week 11 hours a day (5 days x 11 hours daily = 55 hours weekly). SU

camp programming will be held from 7:30AM-6:30PM. This time frame allows parents to continue working as needed while knowing their child(ren) are in a learning environment where SU learning gains will be made and where enrichment activities will keep them interested and engaged.

Goals and activities for the adult family members of YLC are an integral component of the program. By engaging families in activities that support students' academic work and can find opportunities to easily engage their students in conversations about schoolwork. Several objectives have been identified to promote family participation in their child(ren)'s education: (1) Family PBL Educational Nights (FEN) (2) Adult ESL Instruction, (3) Adult Workshops, and (4) Adult Career Readiness Activities.

1. Family PBL Educational Nights (FEN) - Family involvement in the child(ren)'s educational process will be fostered by participation in monthly FEN where teens and adults will engage in learning activities which complement the semester PBL curriculum. These activities will be based on the extension exercises from the PBLs and/or outside resources. By coordinating the FENs with the PBL extension activities we will promote the interaction of parents and students mastering the STEM objectives and the parents become part of the success of the project.

2. Adult ESL Instruction - It is well documented that the majority of adult residents of Hialeah are not fluent in English. Therefore, the program will provide instruction in English as a second language to adult family members using online curriculums called USA Learns and Ventures Adult. USA Learns includes an initial baseline assessment of English proficiency and provides appropriate content. Ventures, a six-level, standards-based ESL series for adult education that features an integrated-skills approach teaches practical communication. The program is supplemented by The Special Programs Instructor who holds an Adult Education Instructor Certificate and will conduct in-person instruction/exercises. Parents will learn/improve their English proficiency while developing digital literacy skills.

3. Adult Workshops – A series of Parent Academy workshops will be provided to families with the goal of bridging the gap between home/school learning. Example topics of workshops include: bullying awareness, homework tips and attendance policy, and parents' rights/responsibilities as partners in their child's education. In addition to these workshops Adult families will receive counseling on mental health through established City partnerships who will conduct training and provide resources as needed.

4. Adult Career Readiness Activities – Adult family members will be able to partake in career readiness activities that will provide the opportunity to expand skills used in the workplace. Parents can register for typing classes through Typing.com that will allow them to learn/improve their skills which can assist them in adding a technical component to their resumes. Family members will also be exposed to learning Microsoft Office applications. These career readiness activities will provide educational options for family members that can improve the wellbeing of 21st CCLC families.

Additional parent activities may be offered based on interest of program families. Parent's will be surveyed at the beginning of the proposed program and will be able to select additional programming and/or enrichment opportunities.

3.8 Program Evaluation- Approved and Ready to Upload

The ECS Department contacted recommended independent external evaluators and requested quotes for services. The determination was made by selecting an applicant with the most experience, reasonable price, and ability to respond before the RFP process was due. The independent evaluator selected has a Doctorate degree with six years' experience as an external evaluator for federal grants funded through the US Department of Education. The evaluator will be responsible for collecting and analyzing data on each program objective to ensure quality of project through formative and summative evaluation procedures; will prepare formative evaluation

written reports on student attendance; program operation, objective assessments and will include recommendations if needed; prepare required summative evaluation report; and will complete the Mid-Year and End-of-Year data spreadsheets. Site visits will be conducted twice a year during AS and once during SU utilizing an evaluation form that mimics the 21st CCLC PDS monitoring form and will make any recommendations for improvements as needed. The evaluator will be assessing eight objectives: English Language Arts, Mathematics, Science, Academic Benchmarks(EOC Algebra I), Socioemotional Learning, Personal Enrichment, College and Career Readiness, and Adult Family Member Education.

YLC will contain an evaluation component including measures and outcomes reflecting the needs of student's/family members. Information from the evaluation will show the impact on student academic performance. A strong evaluation design is proposed, combining elements of both an Objectives-Oriented Evaluation and a Management-Oriented Evaluation (Fitzpatrick, Sanders, & Worthen, 2004). These two approaches are selected to use in tandem in order to (a) determine the extent to which program participants meet the specified program objectives and (b) provide useful information to program stakeholders for decision-making regarding program planning, development, implementation, and administration. Quantitative (student test scores, PBL testing, report card grades, and FSA scores) and qualitative data (student and parent surveys) will be collected to conduct this evaluation. Pre/ post test scores from quantitative type data collection instruments will be used to determine the degree of growth over time. Interviews will be conducted with parents, children, and program staff, resulting in transcriptions that will be analyzed using a content analysis approach becoming a qualitative data source. The use of multiple data sources will provide information for a more robust/meaningful evaluation report to help shape long-term program development.

The Program Director will provide notice outlining administration of testing time periods/data collection for all objectives. This will include program testing and data collection as well as

coordinating with the target schools to collect required data. Support letters from MDCPS indicate that student data will be provided to fulfill evaluation requirements. The programs evaluation timeline is as follows: August- Program Pre Testing and Data Collection, September- I-Ready Baseline Data Collection, November- Submittal of Program Baseline Data and External Evaluator First Site Inspection, December- Program Mid Testing and Data Collection, January- I-Ready Mid-Year Baseline Data Collection, February- Submittal of Mid-Year Data Report and Formative Evaluation Summary, March- External Evaluator 2nd Site Inspection, April- Submittal of Evidence of Program Modification, May- I-Ready Post Baseline Data Collection, Parent/Student/Teacher Surveys, and Program Post Testing and Data Collection, June- Submittal of End of Year Data Report, and July- Submittal of Summative Report.

Program fidelity checks completed by trained Site/Center Directors will be conducted twice a year in AS (October and February) and once in SU (July) to ensure that approved program activities are being completed as stated in the approved narrative. Program staff trained on administering program testing will ensure that accurate data is being collected/reported. All original data will be maintained in lockable storage cabinets.

All evaluation results will be used for program modifications on activities and improvements that meet the needs of the student's/family members. Reports, sites evaluations, and findings will be shared with the community via the web page. Stakeholders will be notified by email/in person when new results have been posted and a hard copy will be available at each site. Feedback from the evaluation results will also be relayed to site staff to address any means of improvement and to give support. Administrative staff will comply with reporting documents as required including updating information through the 21st CCLC Annual Performance Report (21APR), monthly attendance and deliverable reports, ongoing evaluation data collection, and required reports.

Statewide Standard Objectives, Objectives for Academic Benchmarks, and the Applicant-Specific Objectives have been uploaded in the Program Evaluation section.

3.9 Approved Program Activities

The YLC program has experience in providing participants with an array of educational activities that are hands-on, fun, and engaging. Programming is designed to coincide with the participants' school's core curriculum and educational needs. Activities designed in the section have shown to be successful at recruiting/retaining student's participation. The following activities are listed in the Activity Plans section located as an attachment.

Academic Component supporting Objective Domains in English, Mathematics, and Science.

Academic Components such as homework assistance will be led by Certified Teachers and trained Program Leaders at 1:10 ratio. When surveyed, both administrative school staff and parents agreed that homework assistance is an essential component for after school programming. Students will be provided homework assistance five days a week for 30 minutes a day. An additional 25 minutes will be given for homework assistance at the end of the program day. During this allotted time, students will receive guidance from Teachers to complete their assigned homework and/or utilize the i-Ready Program; an online system that provides differentiated instruction to all students based on their grade level and learning pace. i-Ready will also be offered during the SU program two days a week for 1 hour.

PBL projects will be implemented to address academic components listed under the 21st century skills. These components include communication, collaboration, and critical thinking. PBL activities will be offered five days a week for 30-45 minutes by Certified Teachers and trained Program Leaders at a 1:10 ratio. PBL projects will provide students with the ability to solve real-

world problems and/or answer complex questions while developing knowledge, creativity, critical thinking and communication skills. Completed PBL projects will be presented at the FENs.

MindWorks curriculum will provide hands-on activities that focus on student engagement and academic learning. To monitor learning gains, pre/post testing will be collected for each core subject.

Robocoding through Nexplore will be offered once a week for 45 minutes for 8 weeks in AS led by a Nexplore LLC trained staff with assistance from Program Leaders at a 1:15 ratio. The Robocoding class will utilize Cubelet kits to give participants an introduction to the fundamentals of both coding and robotics. Working together in small groups, students will also improve in areas of technology, communication and collaboration, all of which are 21st century skills.

During the SU months, students will be able to take part in STEM classes 4 days for 45 minutes utilizing PCS Edventures STEM kits. Certified Teachers will oversee these classes at a 1:20 ratio and encourage small group collaboration. The curriculum and kits are designed in conjunction with manipulatives to engage the students to develop skills in math, engineering, and science, while working on literacy through reading and comprehension of instructions.

Other enrichment activities such as piano/guitar lessons will be provided by MDCPS Certified Teachers specializing in the area of music at a 1:15 ratio. This activity builds a love for music and allows for improvement of cognitive skills and academic performance.

Academic Components – Supporting Objective Domains in Academic Benchmarks

The Learning Leaders Club known as the LLC will be established to provide tutoring sessions for 30 minutes a week. Students enrolled, will be required to complete and pass the Algebra I EOC exam at the end of the school year. Designed by the Master Curriculum Teacher using the target school's pacing guide, a certified Teacher will oversee the LLC at a ratio 1:10 and follow lesson

plans that use games and manipulatives to gain a better understanding of topics learned during the regular school day. Students will be able to collaborate in teams to enhance the learning experience and give opportunities for peer to peer tutoring. IXL an online personalized learning program will also be utilized for practice of required concepts.

Socioemotional Learning Objective Domain

Second Step curriculum, is a researched/evidence based online program that encourages middle school students to develop the social/personal skills needed from adolescence to adulthood. The discussion-based content of the Second Step program teaches skills such as goal setting, making good decisions, creating positive relationships and dealing with emotions in a positive manner. The curriculum follows four units which are Mindsets & Goals, Values and Friendships, Thoughts, Emotions, & Decisions, and Serious Peer Conflict. Participants will be grouped by grade and will be led by Trained staff including the Certified Teacher at a ratio of 1:10. This activity will have pre/post tests to show student progress. Second Step Program will be offered once a week in AS for 30 minutes and in SU for 1 hour. This socioemotional activity is important to principals on the needs assessment program development team as they feel that this type of activity is necessary for their student with disabilities who feel isolated from the general population and encourages positive self-esteem and regulating management of behavior.

Personal Enrichment Objective Domain

Under the activities that support a healthy and active lifestyle the program will implement Sports, Play & Active Recreation for Middle School (SPARK) Program curriculum. This research-based out-of-school physical activity program includes curriculum activities and on-site training. Through physical activity, it is anticipated that children will develop positive lifelong healthy habits. All children will participate in activities at a 1:20 ratio led by trained program leaders 5 days a week for 25-30 minutes a day during AS and 1 hour during the SU with the exception of children with

documented physical disabilities and/or compromising health issues. Site staff will be trained in SPARK implementation. The program will contract outside vendors to provide fitness and nutrition classes during SU months. Zumba classes that use aerobic and fitness to achieve cardio and muscle-toning benefits once a week for 1 hour. Zumba classes will be held at a 1:20 ratio and led by a Certified Zumba Instructor. Nutrition classes through Common Threads trained chefs, will provide professional, curriculum-based, cooking instruction for wholesome, healthy meals with hands-on lessons that integrate science, math, social studies, and language arts. Participants develop culinary skills, healthier food choices, and a taste for nutritious foods from different countries. Nutrition classes will be scheduled once a week for 2 hours during the SU at a 1:10 ratio. Program participants will be able to elect to participate in the SU Swim Program. Led by certified lifeguards at a 1:5 ratio, students will enroll for swim lessons, which will allow the student to build endurance, muscle strength and cardiovascular fitness while ensuring that they have the necessary skills to remain safe around water. These personal enrichment activities are well liked by the participants in the program documented by high enrollment when offered. These activities allow teens the opportunity to become well rounded young adults.

College and Career Readiness Objective Domain

College and career readiness workshops will provide students the opportunity to practice and learn essential skills needed in college and the workplace after graduation. All workshops will be teacher created with pre/post tests and cover areas such as how to create a resume, interview skills, workplace etiquette and how to apply for college. Lessons will incorporate a component of character education and how it relates to real world scenarios. The workshops will be offered once a week for 10 weeks for 30-45 minutes. Activities also incorporated in the college and career readiness component will be typing classes through the online program Typing.com that will be held once a week for 30-45 minutes for 10 weeks and Microsoft Office classes which will help prepare students for future endeavors. These classes will be created by the Master Curriculum

Teacher and will utilize practical and online resources to ensure that students have a grasp of the systems. These classes will be held once a week for 30-45 minutes for a 10-week duration by Certified Teachers and program staff at a 1:10 ratio. The program will incorporate a Career Exploration component inviting career professionals to the sites. These visits will occur during the career readiness portion of the workshops which will provide students with tangible experiences that facilitate a connection between their academics and professional endeavors. College and Career readiness activities are fully supported by parents and school administration, especially at COHEA where it links to their daily day to day curriculum.

Adult Family Education Objective Domain

Similar to their children's opportunities, Adult Family Members will have the ability to participate in activities that enhance the wellbeing of the parents and the children in their home. Parents will be allowed to register for Adult ESL Instruction to improve their conversational English at each site 2 days a week for 1 hour for 10 weeks at a 1:10 ratio. These classes are provided by the Special Programs Instructor who is certified in Adult Education classes. Family Members will also attend Career Readiness activities such as Typing and Microsoft classes mimicking the career readiness activities that their children will be participating in. These classes will be held twice a week for 5 weeks for 1 hours a day. Adult workshops provided by Parent Academy through their virtual campus allow parents to access a variety of informative videos that help parents become more knowledgeable in their children's education. Citrus Health Network will be providing workshops on mental health. These Adult workshops will be scheduled six times throughout the year for 1-1.5 hours each session.

3.10 Staffing & Professional Development

3.10.a. Staffing Plan

The YLC program will be supervised by the Education Supervisor of the ECS Department, a position which requires a bachelors or master's degree. The program will be administered by a full time Program Director with a bachelor's degree or master's degree and significant experience in overseeing AS/SU programs. The Program Director (1 staff) will be assisted by an Education Center Director (1 staff) who has their 55-hour child care certification certificate and Director Credentials. This staff will be designated as the collaboration liaison for target and private schools. A part time Center Director I (1 staff) will be employed and will be responsible for the collection and maintenance of all program data. This staff will also be utilized for coverage to maintain staff to child ratio when needed. Each site will have a part time Site Coordinator (3 staff) who is directly responsible for daily program implementation and is assisted by part time Tutors (4 staff), and Program Leaders (5 staff in AS and 11 in SU), all positions which require a high school diploma. Certified Teachers (5 staff) lead all academic activities. Inclusion Aides (3 staff in AS and 6 in SU) are contracted to support the inclusion of children with disabilities. Enrichment activities are offered in conjunction with contract providers who specialize in math and science enrichment, physical education and sports activities, arts enrichment, and nutrition education. YLC will receive administrative support, to include all invoice tracking, budgeting, revisions, and reporting for the 21st CCLC from a Program Specialist III, who holds a Bachelor's degree and/or MBA in accounting.

The City conducts a national Level II background check on every person associated with this program including contractors, and volunteers. Before an employee or contractor is hired, the Department Supervisor reviews background check results, using the criteria of Florida Statutes governing childcare workers to determine if he/she is fit to work with children and families. YLC, serving a middle school population, is exempt from licensure and therefore no licensure requirement regarding staff must be met. The City welcomes volunteers 18 years of age, who have cleared a Level II background check, and who receive approval from City Administration

through an established process to volunteer in City programs and facilities. Volunteers would be used to support activities such as enrichment, homework help, and FEN's.

In general, each site will have a 1:15 staff to student ratio. Personal enrichment ratio will be no more than 1:20. During teacher-led academic activities a 1:10 ratio will be maintained. Children with disabilities or emotional/behavioral issues will receive services at a 1:3 ratio, although less intensive 1:5 or 1:15 ratios may be provided based on each student's unique needs.

21st CCLC Program Organizational chart is uploaded in the Staffing and Professional Development section.

3.10.b. Professional Development

Ensuring all staff understand program goals and have the requisite knowledge and skills to support student learning is critical to program success. Therefore, planned, differentiated professional development is embedded. The Program Director and other key staff will attend the Florida 21st CCLC State Conference, and administrative staff will also participate in FLDOE Grant Fiscal Management Training. Staff will return from conference training and design a plan to bring information and learned techniques by having mini trainings for each of the sites. Employees will be required to attend an orientation at the beginning of the AS/SU program. Staff will become familiar with program goals and objectives, AS policy and procedures and will complete their certifications for administering the PACER testing through the Project Rise Collabornation Net training system. Program staff will be scheduled to obtain their CPR certification by the end of December, by attending training through the City's Parks and Recreation Department via trained Lifeguards who have a certification as a trainer from the American Red Cross on CPR, AED, and First Aid. The Program Director will ensure that current employees who have a CPR certification are placed at each site to fulfill the CPR safety requirement. All program staff will be trained in the Social Emotional Learning Curriculum Second Step via their web-based training system at the

beginning of the program. Additionally, site staff will be scheduled for an in-house training by a contracted SPARK fitness trainer who will make certain that staff are properly trained in the fitness component. Certified Teachers, though knowledgeable in their disciplines, may need support in teaching an AS/SU program. The Master Curriculum Teacher will hold training sessions before each of the PBL projects to go over the Facilitators Guide which consists of project themes, weekly lessons, extension activities and to answer questions. These trainings will provide academic support for teachers to meet goals in the English, Mathematics, and Science objective domains. Teachers/Program Leaders will be provided with training sessions addressing homework assistance and behavior management approaches through the Project Rise, operated by Nova Southeastern University, training system. Lastly, staff will be trained on working with students with disabilities such as Discovering Inclusion and Introduction to Successful Inclusion of Students with ASD provided by online training through the Advocacy Network for Disabilities. Additionally, the Master Inclusion Teacher conducts training for Inclusion Aids and program staff on topics such as Disability Awareness, people's first language and types of disabilities. All staff and contracted Inclusion Aides are required to complete the Child Abuse and Neglect Course via the DCF online system. A professional development plan includes a timeline for all training that program staff will be scheduled for including evidence based social emotional learning curriculum and mental health first aid is provided in the attachments section under Priority Preference Section.

3.11 Facilities

The YLC program will be located at each of the targeted school locations which are in the boundaries of the student's home. Each partner school, as required by law (402.305(5), F.S.), follows standards set forth by State Requirements for Public Educational Facilities, and the Florida Building and Fire Prevention Codes. The program will collect from partner schools fire and health inspections each school year as documentation of compliance. All of the proposed sites were

issued an exemption letter from the Department of Children and Families which is documented in the attachment section. The program will complete a MDCPS Temporary Facility Use Agreement form and submit necessary documentation to be approved to operate at each of the facilities in this proposal. Students and family members will be able to access the facilities only via the main school doors and are required to comply with sign in/out procedures set forth by the program as explained in detail in the program parent handbook.

YLC AS locations have been approved for the same areas of use at each site location. The main hub of the AS programs will be in the school's cafeteria, where students will sign in, have snacks, work on homework, and eventually be picked up. Approval has been made for use of 2 computer labs for differentiated learning/homework as needed. Three classrooms have been approved to hold PBL/academic time so that the area is conducive to learning and teachers can properly work with students without constant distractions. Each site location has basketball courts (HMS-4 courts, HFM- 4 courts and HEA- 2 courts) and a large field area to conduct SPARK activities. Enrichment providers that are contracted will hold their classes in the cafeteria so that program staff can ensure that proper delivery of services are being completed. Use of the school's cafeteria has been approved to store snacks prior to serving time. All sites have adequate restroom facilities and are ADA compliant.

3.12 Safety and Student Transportation

Student safety is a top priority of the ECS Department; therefore, several safety procedures/measures will be implemented. First, all participants will be under direct supervision of program staff at all times including when transitioning from each activity and restroom use. All children will sign-in daily upon arrival. Children will only be signed out by their parent/guardian or as indicated on the registration form and after ID has been checked. Parents will be required to inform site personnel if their child will be absent. Sign-in and sign-out procedures will be reviewed

with staff and child/adult participants to ensure compliance. In cases where parent/guardian will be unable to consistently pick up their child(ren) and students will be allowed to walk home, the parent/guardian will be required to complete a Program Walkhome form and provide a written statement indicating permission for the student to do so. This request will be reviewed by the ECS office and permission will only be given if the walking distance is acceptable. Facilities proposed are ADA compliant. No child shall be excluded from participating in the program provided he/she can be safely accommodated. Students will be appropriately and equitably served. The ECS Department has in place an Emergency Safety plan regarding emergency situations including Lockdown, Inclimate Weather, Environmental Emergencies such as a Heat Exhaustion, and Field Trip Supervision Policy. Sites are required to conduct weekly facility checks, quarterly fire drills, and one yearly lockdown/inclimate weather drill to ensure that staff are prepared and following the emergency preparedness plan set for by the ECS Department. All incidents are documented and any serious incidents are reported to the City of Hialeah's Risk and Law Department.

During the school year, traveling to and from sites is not an issue since the program will be held at the target schools that the students regularly attend and transportation needs are met by MDCPS transportation services and/or parents/guardians. In the SU months the program will be responsible for providing transportation to swim lessons held at City Aquatic Centers. City vehicles will be used and Program Leaders are hired with a valid Commercial Driver License (CDL) classification and will be responsible to transport the student to lessons and back to the site. The City of Hialeah will provide in-kind contributions of up to one 44 passenger bus to aid with transportation. Drivers are required to complete a vehicle inspection report prior to each use. If any issues arise, the Fleet Department will be contacted for vehicle maintenance. City vehicles are up to date with current inspections/vehicle registrations. All staff receive training prior to transporting students on procedures/transportation guidelines that are set forth by the City in the policies and procedures manual.

Any transportation for scheduled educational field trips will be provided by an outside contractor who has been placed on the MDCPS transportation list as an approved vendor. For safety reasons, vendors will be required to provide copies of their vehicle's current inspection/registration, driver's licenses, and list the City and the 21st CCLC as an additional insured certificate holder. Program Staff and Drivers are trained on proper procedures of supervision and the field trip policy while out to ensure safety including attendance checks, head counts prior, during, and after trips, medical emergencies, bus accidents, and properly signed permission paperwork to attend. These activities will be appropriately staffed/chaperoned at a 1:15 ratio to ensure safety at all times.

The City of Hialeah has a rigorous hiring procedure, whereby all program staff will be required to pass a Level II background clearance conducted by the City of Hialeah Police Department and approved by the AHCA Care Provider Background Clearinghouse. Staff screenings are performed at time of hire including contacting references, a driver's license check, sexual offender and predator search, Miami-Dade County criminal check and drug testing. Any partner/contractor providing direct services will have appropriate clearances. All program staff are required to obtain a certificate in Child Abuse and Neglect to be able to recognize the signs and symptoms of abuse and how to properly report to proper authorities. Program staff are also required to obtain CPR/AED and First Aid certifications during the beginning of the program year.

3.13 Sustainability

The City of Hialeah ECS Department promotes lifelong learning which starts in early childhood. The City is committed to maintaining the YLC program in both size and scope of services throughout the five-year funding period. In order to sustain the quantity and quality of services, the number of children, and the length of operation, the City will explore different alternative funding sources through local grants and/or opt to run a low-cost fee-based program when funding

ceases. The City also has various sources of income which can be reassigned to cover the program budget. One source may be the funding from the CDBG which allows money for social services. Another alternate source may be educational impact funds from local taxes. Partners have also committed to continue providing support for program initiatives. It is also anticipated that there will be a reduction in expenses due to less money spent on curricular materials that are not consumable. Additionally, as staff become trained, less will be spent on professional development since experienced staff will train new employees.

YLC program's 21st CCLC Advisory Board will consist of students, parents, teachers, school principals and/or a representative, the external evaluator, and members of the City. Possible community businesses who wish to partner with the program though sponsorship will be invited to attend as well. Meetings will be held twice a year. Student progress across domains will be discussed including each subject area, attendance, and retention efforts. Detailed information on formative and summative reports will be discussed as well as progress on meeting the goals/objectives. Members will be required to provide ideas/suggestions for improvement and sustainability at each phase of the program.

Strategies that will be used to implement the sustainability plan are as follows: **Building a case for support**: The City of Hialeah has been well known for providing quality care for its students for over 20 years throughout their development from elementary through high school. By having well trained staff, strong leadership, and implementing positive learning experiences that allow for educational gains, the program will be known for achieving/exceeding program goals and objectives; **Developing partnerships that will remain after funding is exhausted:** Many of the partnerships that the City has, have been cultivated over time. Partners see working with the city as an asset knowing the city will ensure programs are operated correctly and have experienced/ knowledgeable staff that can assist in meeting goals. These partners may include Citrus Healthcare, the Afterschool Alliance HOST Program, University of Florida's Family and Nutrition

Centers, and MDCPS. Additionally, established relationships within the different City Departments will provide support for programming locations, advertising, and assistance in applying for grants will be beneficial to sustainability efforts; **Resource Development:** The Advisory Board will collaborate with the City's Sponsorship Coordinator who works with private local companies that may be interested in supporting the program with additional funding. Local colleges/universities can be partnered with to establish an internship program that will assist in staffing needs. This partnership will allow for college students to gain hands-on experience while providing the program with additional staffing resources.

HIALEAH
EDUCATION AND
COMMUNITY SERVICES

MEMORANDUM

To: Young Leaders with Character Program

From: Sarah Rodriguez, Project Director

Date: May 10, 2020

Subject: Schedule for 2020-2021 Family Member Activities

Attached below you will find the Young Leaders with Character schedule for 2020-2021 Family Member Activities. Please note all dates are subject to change.

Typing/Microsoft Classes will be offered 10 weeks on Mondays and Tuesdays at each program site.

ESL Classes will be offered 10 weeks on Wednesday and Thursdays at each program site.

Hialeah Educational Academy

Parents may sign up for classes on August 24, 2020 thru August 27, 2020.
Classes will be offered August 31, 2020 through November 12, 2020.

Hialeah Middle School

Parents may sign up for classes on November 23, 2018 thru November 24, 2018.
Class will be offered November 30, 2020 through February 18, 2021.

Henry H. Filer Middle

Parents may sign up for classes on March 1, 2021 thru March 4, 2021.
Class will be offered March8, 2021 through June 3, 2021.

Mental Health and Resources- will be offered to parents through the "Teen Triple P" Positive Parenting Program provided by Citrus Health Network, Inc.

Adult Family Workshops- A survey listing possible workshop topics will be given to all parents to determine areas of interest. Below are some of the workshops the parents will choose from:

- Bullying Awareness: Facts, Effects & Prevention
- Connect with M-DCPS: Learn How to Effectively Navigate the School System
- Families Building Better Readers How to Share the Joy of Reading with your Child
- The Florida Standards Assessment: Middle School Grades
- Parents Rights and Responsibilities How to Make a Difference in Your Child's Education

- Parents: The Critical Link: The Importance of Parental Involvement in a Child's Education
- Preventing Youth Violence: How to minimize risks and increase resilience
- Ready for School Every Day Homework Tips and Attendance Policies
- Social Media: A Parent's Guide
- The Parent Portal: Monitor Your Child's Progress and Access Online Resources on the M-DCPS Website
- Transitioning to High School: High school credits, grade point averages and graduation requirements
- Protecting Children from Child Abuse
- Creating a Family Safety Plan to Prevent Child Sexual Abuse

HEA

Workshop #1	October 12, 2020
Workshop #2	November 16, 2020
Workshop #3	January 16, 2021
Workshop #4	February 22, 2021
Workshop #5	March 15, 2021
Workshop #6	April 26, 2021

HMS

Workshop #1	October 13, 2020
Workshop #2	November 17, 2020
Workshop #3	January 17, 2021
Workshop #4	February 23, 2021
Workshop #5	March 16, 2021
Workshop #6	April 27, 2021

HFM

Workshop #1	October 14, 2020
Workshop #2	November 18, 2020
Workshop #3	January 11, 2021
Workshop #4	February 24, 2021
Workshop #5	March 17, 2021
Workshop #6	April 28, 2021

YOUNG LEADERS WITH CHARACTER
SUMMER 2021

Time	Group	Staff	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:15 am	ALL		SIGN IN/ MEET AND GREET/ INDOOR GAMES/ Transitions for Pool begin at 8:00 and ALL other groups at 8:15				
8:30-9:15 am Floating staff for Ratios	A		Guard Start Classes A- Milander Pool	Guard Start Classes A- Milander Pool	Guard Start Classes A- Milander Pool	Guard Start Classes A- Milander Pool	Guard Start Classes A- Milander Pool
	B		Indoor Games- Cafeteria	Outdoor Activities- Field or Courts	Indoor Games- Cafeteria	Outdoor Activities- Field or Courts	Indoor Games- Cafeteria
	C		Outdoor Activities- Field or Courts	Indoor Games- Cafeteria	Outdoor Activities- Field or Courts	Indoor Games- Cafeteria	Outdoor Activities- Field or Courts
	D		Indoor Games- Cafeteria	Outdoor Activities- Field or Courts	Indoor Games- Cafeteria	Outdoor Activities- Field or Courts	Indoor Games- Cafeteria
	E		PBL Lesson Rm 236	PBL Lesson Rm 6B	PBL Lesson Rm 236	PBL Project Rm 6B	PBL Project Rm 236
9:15-9:30 am	ALL		RESTROOMS/ TRANSITION TO ACTIVITY				
9:30-10:15am Floating staff for Ratios	A		Outdoor Activities- Field or Courts	Indoor Games- Cafeteria	Outdoor Activities- Field or Courts	Indoor Games- Cafeteria	Outdoor Activities- Field or Courts
	B		Guard Start Classes B- Milander Pool	Guard Start Classes B- Milander Pool	Guard Start Classes B- Milander Pool	Guard Start Classes B- Milander Pool	Guard Start Classes B- Milander Pool
	C		PBL Lesson Rm 236	PBL Lesson Rm 236	PBL Lesson Rm 236	PBL Project Rm 236	PBL Project Rm 236
	D		PBL Lesson Rm 6B	PBL Lesson Rm 6B	PBL Lesson Rm 6B	PBL Project Rm 6B	PBL Project Rm 6B
	E		Indoor Games- Cafeteria	Outdoor Activities- Field or Courts	Indoor Games- Cafeteria	Outdoor Activities- Field or Courts	Indoor Games- Cafeteria
10:15-10:30 am	ALL		RESTROOMS/ TRANSITION TO ACTIVITY				
10:30-11:15 am Floating staff for Ratios	A		PBL Lesson Rm 236	PBL Lesson Rm 236	PBL Lesson Rm 236	PBL Project Rm 236	PBL Project Rm 236
	B		PBL Lesson Rm 6B	PBL Lesson Rm 6B	PBL Lesson Rm 6B	PBL Project Rm 6B	PBL Project Rm 6B
	C		Swim Lessons- Milander Pool	Swim Lessons- Milander Pool	Swim Lessons- Milander Pool	Swim Lessons- Milander Pool	Indoor Games- Cafeteria
	D		Outdoor Activites- Field or Courts	Indoor Games- Cafeteria	Outdoor Activites- Field or Courts	Indoor Games- Cafeteria	Indoor Games- Cafeteria
	E		Outdoor Activities- Field or Courts	Indoor Games- Cafeteria	Outdoor Activities- Field or Courts	Indoor Games- Cafeteria	Indoor Games- Cafeteria
11:15-11:30 pm	ALL		RESTROOMS/ TRANSITION TO ACTIVITY				
Enrichment Classes			STEM Class Rm 233	STEM Class Rm 233	STEM Class Rm 233	STEM Class Rm 233	Lunch Time- Cafeteria 11:30-12:30
11:30-12:15 pm Floating staff for Ratios	A		Indoor Games- Cafeteria	Field Trip Lesson Rm 6B	Post Field Trip Activity Rm 236	Indoor Games- Cafeteria	
	B		Indoor Games- Cafeteria	Field Trip Lesson Rm 6B	Post Field Trip Activity Rm 236	Indoor Games- Cafeteria	
	C		Field Trip Lesson Rm 6B	Indoor Games- Cafeteria	Indoor Games- Cafeteria	Post Field Trip Activity Rm 236	
	D		Post Field Trip Activity Rm 236	Indoor Games- Cafeteria	Indoor Games- Cafeteria	Field Trip Lesson Rm 6B	
	E		Indoor Games- Cafeteria	Post Field Trip Activity Rm 236	Field Trip Lesson Rm 6B	Indoor Games- Cafeteria	

Time	Group	Staff	Monday	Tuesday	Wednesday	Thursday	Friday
Enrichment Classes			Guitar- (BEG) Rm 141 12:45-2:15	Piano/Voice- (BEG A) Rm 141 12:45-2:15	Guitar- (BEG) Rm 141 12:45-2:15	Piano/Voice- (BEG A) Rm 141 12:45-2:15	
11:30-1:30 pm	ALL		LUNCH TIME Rm Cafeteria/ SOCIAL CLUB/ SPILL OUT- Outside Patio				
1:30-1:45 pm	ALL		RESTROOMS/ TRANSITION TO ACTIVITY				
Enrichment Classes			Guitar- (Inter-Adv) Rm 141 2:30-4:00	Piano/Voice- (BEG B) Rm 141 2:30-4:00	Guitar- (Inter-Adv) Rm 141 2:30-4:00	Piano/Voice- (BEG B) Rm 141 2:30-4:00	Field Trip
				Nutrition/Rm 236 Common Thread Group 1 1:30-3:30	Nutrition/Rm 236 Common Thread Group 2 1:30-3:30	Nutrition/Rm 236 Common Thread Group 3 1:30-3:30	
1:45-2:45 pm Floating staff for Ratios	A		PBL Art- Rm 231	Outdoor Activites- Field or Courts	PBL Art- Rm 231	Outdoor Activites- Field or Courts	
	B		PBL Art- Rm 231	Outdoor Activites- Field or Courts	PBL Art- Rm 231	Outdoor Activites- Field or Courts	
	C		Outdoor Activites- Field or Courts	PBL Art- Rm 231	Outdoor Activites- Field or Courts	PBL Art- Rm 231	
	D		Outdoor Activites- Field or Courts	PBL Art- Rm 234	Outdoor Activites- Field or Courts	PBL Art- Rm 234	
	E		PBL Art- Rm 234	Outdoor Activites- Field or Courts	PBL Art- Rm 234	Outdoor Activites- Field or Courts	
2:45-3:00 pm	ALL		RESTROOMS/ TRANSITION TO ACTIVITY				
			Social Emotional Enrichment Gr 6 3:00-4:00	Social Emotional Enrichment Gr 7 3:00-4:00	Social Emotional Enrichment Gr 8 3:00-4:00	Chess- Rm 231 3:00-4:00	
3:00-4:00 pm Floating staff for Ratios	A		SPARK- Field or Courts	i-Ready Tutoring Rm 236	SPARK- Field or Courts	i-Ready Tutoring Rm 236	
	B		SPARK- Field or Courts	i-Ready Tutoring Rm 236	SPARK- Field or Courts	i-Ready Tutoring Rm 236	
	C		i-Ready Tutoring Rm 236	SPARK- Field or Courts	i-Ready Tutoring Rm 236	SPARK- Field or Courts	
	D		i-Ready Tutoring Rm 6B	SPARK- Field or Courts	i-Ready Tutoring Rm 6B	SPARK- Field or Courts	
	E		SPARK- Field or Courts	i-Ready Tutoring Rm 6B	SPARK- Field or Courts	i-Ready Tutoring Rm 6B	
4:00-4:30 pm	ALL		SNACK TIME / RESTROOMS/ TRANSITION TO ACTIVITY				
Enrichment Classes			Dance/ZUMBA- Cafeteria 4:30-5:30	Dance/ZUMBA- Cafeteria 4:30-5:30	Sport League- Rm Fields/Courts 4:30-5:30	Sport League- Rm Fields/Courts 4:30-5:30	
					Adult ESL Classes- Rm 6B 3:30-5:30	Adult ESL Classes- Rm 6B 3:30-5:30	
4:30-5:30 pm Floating staff for Ratios	A		Indoor Games- Rm 231	Outdoor Activites- Field or Courts	Indoor Games- Rm 231	Outdoor Activites- Field or Courts	
	B		Indoor Games- Rm 231	Outdoor Activites- Field or Courts	Indoor Games- Rm 231	Outdoor Activites- Field or Courts	
	C		Outdoor Activites- Field or Courts	Indoor Games- Rm 231	Outdoor Activites- Field or Courts	Indoor Games- Rm 231	
	D		Outdoor Activites- Field or Courts	Indoor Games- Rm 234	Outdoor Activites- Field or Courts	Indoor Games- Rm 234	
	E		Indoor Games- Rm 234	Outdoor Activites- Field or Courts	Indoor Games- Rm 234	Outdoor Activites- Field or Courts	
5:30-5:45 pm	ALL		RESTROOMS/ TRANSITION TO ACTIVITY				
5:45-6:30 pm	ALL		**Indoor Games- Cafeteria**				
6:30 PM	ALL		Parent Pick up/ Walk Homes				

City of Hialeah Young Leaders with Character Program 21st CCLC Program
Hialeah Educational Academy Afterschool Program
2020-2021 Schedule

Group	Time	Monday	Tuesday	Wednesday	Thursday	Friday
A-D	2:30-3:20	Sign-in/Snacks/ Transition				
A	3:20-3:50	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006B STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006B STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006B STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006B STAFF
B		**Indoor Activities Additional HW** Room: Cafeteria/006 STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006 STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006 STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006B STAFF
C		**Indoor Activities Additional HW** Room: Cafeteria/006B STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006 STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006B STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006 STAFF
D		**Indoor Activities Additional HW** Room: Cafeteria/006B STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006B STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006B STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Indoor Activities Additional HW** Room: Cafeteria/006 STAFF
A-D	3:50-4:00	Transition				
A	4:00-4:45	**PBL Lesson** Room: Cafeteria/006B Teacher/STAFF	**STEM Classes** Room: Cafeteria/006B Teacher/STAFF	**PBL Lesson** Room: Cafeteria/006B Teacher/STAFF	**College & Career Readiness** Room: Cafeteria/006B Teacher/STAFF	**PBL Lesson** Room: Cafeteria/006B Teacher/STAFF
B		**PBL Lesson** Room: Cafeteria/006B Teacher/STAFF	**STEM Classes** Room: Cafeteria/006B Teacher/STAFF	**PBL Lesson** Room: Cafeteria/006B Teacher/STAFF	**College & Career Readiness** Room: Cafeteria/006B Teacher/STAFF	**PBL Lesson** Room: Cafeteria/006B Teacher/STAFF
C		**PBL Lesson** Room: Cafeteria/006 Teacher/STAFF	**STEM Classes** Room: Cafeteria/006 Teacher/STAFF	**PBL Lesson** Room: Cafeteria/006 Teacher/STAFF	**College & Career Readiness** Room: Cafeteria/006B Teacher/STAFF	**PBL Lesson** Room: Cafeteria/006 Teacher/STAFF
D		**PBL Lesson** Room: Cafeteria/006 Teacher/STAFF	**STEM Classes** Room: Cafeteria/006 Teacher/STAFF	**PBL Lesson** Room: Cafeteria/006 Teacher/STAFF	**College & Career Readiness** Room: Cafeteria/006B Teacher/STAFF	**PBL Lesson** Room: Cafeteria/006 Teacher/STAFF
A-D	4:45-4:55	Transition				
A	4:55-5:40	**Social Emotional Enrichment Gr 6** Room: 006B Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/006 Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/006 Teacher/STAFF
B		**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/006 Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Social Emotional Enrichment Gr 6** Room: 006B Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/006 Teacher/STAFF
C		**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Social Emotional Enrichment Gr 7** Room: 006B Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/006 Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF
D		**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/006 STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Social Emotional Enrichment Gr 8** Room: 006B Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF
						Academic Club Room: 006B Teacher
A-D	5:40-5:50	Transition				
A-D	5:50-6:00	**In/Outdoor Activities Additional HW** Room: Field/Court and Cafeteria				

NOTES:

Outdoor activities are to be done inside when inclement weather arises
All participants must be signed-out by 6:00pm
Participants who walk home may not sign-out until 6:00pm

City of Hialeah Young Leaders with Character Program 21st CCLC Program
Hialeah Middle School Afterschool Program
2020-2021 Schedule

Group	Time	Monday	Tuesday	Wednesday	Thursday	Friday
ABC	3:40-4:20	Sign-in/Snack/Transition				
A	4:20-4:50	**PBL Lesson** Room: Cafeteria/Computer Lab Teacher/STAFF	**STEM Classes** Room: Cafeteria/Computer Lab Teacher/STAFF	**PBL Lesson** Room: Cafeteria/Computer Lab Teacher/STAFF	**College & Career Readiness** Room: Cafeteria/Computer Lab Teacher/STAFF	**PBL Lesson** Room: Cafeteria/Computer Lab Teacher/STAFF
B		**PBL Lesson** Room: Cafeteria/Computer Lab Teacher/STAFF	**STEM Classes** Room: Cafeteria/026 Teacher/STAFF	**PBL Lesson** Room: Cafeteria/026 Teacher/STAFF	**College & Career Readiness** Room: Cafeteria/Computer Lab Teacher/STAFF	**PBL Lesson** Room: Cafeteria/Computer Lab Teacher/STAFF
C		**PBL Lesson** Room: Cafeteria/026 Teacher/STAFF	**STEM Classes** Room: Cafeteria/026 Teacher/STAFF	**PBL Lesson** Room: Cafeteria/026 Teacher/STAFF	**College & Career Readiness** Room: Cafeteria/026 Teacher/STAFF	**PBL Lesson** Room: Cafeteria/026 Teacher/STAFF
A-B	4:50-4:55	Transition				
A	4:55-5:25	**Social Emotional Enrichment Gr 6** Room: Cafeteria/Computer Lab Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/026 Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF
B		**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/026 Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Social Emotional Enrichment Gr 6** Room: Cafeteria/Computer Lab Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/026 Teacher/STAFF
C		**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Social Emotional Enrichment Gr 7** Room: Cafeteria/Computer Lab Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/026 Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF
						Academic Club Room: 006B Teacher
A-B	5:25-5:35	Transition				
A	5:35-6:05	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/026 Teacher/STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/Computer Lab Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/Computer Lab Teacher/STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/Computer Lab Teacher/STAFF
B		**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/026 Teacher/STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/Computer Lab Teacher/STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/026 Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF
C		**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/Computer Lab Teacher/STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/026 Teacher/STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/026 Teacher/STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/ Homework Assistance** Room: Cafeteria/026 Teacher/STAFF
A-B	6:05-6:15	Transition				
A	6:15-6:40	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Indoor Activities Additional HW** Room: Cafeteria/026 STAFF	**Indoor Activities Additional HW** Room: Cafeteria/026 STAFF	**Indoor Activities Additional HW** Room: Cafeteria/026 STAFF	**Indoor Activities Additional HW** Room: Cafeteria/026 STAFF
B		**Indoor Activities Additional HW** Room: Cafeteria/026 STAFF	**Indoor Activities Additional HW** Room: Cafeteria/Computer Lab STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Indoor Activities Additional HW** Room: Cafeteria/Computer Lab STAFF	**Indoor Activities Additional HW** Room: Cafeteria/026 STAFF
C		**Indoor Activities Additional HW** Room: Cafeteria/Computer Lab STAFF	**SPARKS/ Fitness Activities** Room: Fields/Courts STAFF	**Indoor Activities Additional HW** Room: Cafeteria/Computer Lab STAFF	**Indoor Activities Additional HW** Room: Cafeteria/Computer Lab STAFF	**Indoor Activities Additional HW** Room: Cafeteria/Computer Lab STAFF

NOTES:

Outdoor activies are to be done inside when inclement weather a rises
All participants must be signed-out by 6:40pm
Participants who walk home may not sign-out until 6:40pm

City of Hialeah Young Leaders with Character Program 21st CCLC Program
Henry H. Filer Middle School Afterschool Program
2020-2021 Schedule

Group	Time	Monday	Tuesday	Wednesday	Thursday	Friday
A	3:40-4:20	Sign-in/Snack/Transition				
A	4:20-4:50	**PBL Lesson** Room: 51 Teacher/STAFF	**STEM Classes** Room: 51 Teacher/STAFF	**PBL Lesson** Room: 51 Teacher/STAFF	**College & Career Readiness** Room: 51 Teacher/STAFF	**PBL Lesson** Room: 51 Teacher/STAFF
B						
A	4:50-4:55	Transition				
A	4:55-5:25	**SPARKS/** **Fitness Activities** Room: Fields/Courts STAFF	**SPARKS/** **Fitness Activities** Room: Fields/Courts STAFF	**SPARKS/** **Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/** **Homework Assistance** Room: 51 Teacher/STAFF	**SPARKS/** **Fitness Activities** **Room: Fields/Courts** **STAFF**
B		**Social Emotional** **Enrichment Gr 6** Room: 51 Teacher	**Social Emotional** **Enrichment Gr 7** Room: 51 Teacher	**Social Emotional** **Enrichment Gr 8** Room: 51 Teacher	**SPARKS/** **Fitness Activities** Room: Fields/Courts STAFF	
						Academic Club Room: 006B Teacher
A	5:25-5:35	Transition				
A	5:35-6:05	**i-Ready Tutoring/** **Homework Assistance** Room: 51 Teacher/STAFF	**i-Ready Tutoring/** **Homework Assistance** Room: 51 Teacher/STAFF	**i-Ready Tutoring/** **Homework Assistance** Room: 51 Teacher/STAFF	**SPARKS/** **Fitness Activities** Room: Fields/Courts STAFF	**i-Ready Tutoring/** **Homework Assistance** Room: 51 Teacher/STAFF
B					**i-Ready Tutoring/** **Homework Assistance** Room: 51 Teacher/STAFF	
A	6:05-6:15	Transition				
A	6:15-6:40	**Indoor Activities** **Additional HW** Room: 51 and Field/Court	**Indoor Activities** **Additional HW** Room: 51 and Field/Court	**Indoor Activities** **Additional HW** Room: 51 and Field/Court	**Indoor Activities** **Additional HW** Room: 51 and Field/Court	**Indoor Activities** **Additional HW** Room: 51 and Field/Court
B		**SPARKS/** **Fitness Activities Gr 6** Room: Fields/Courts STAFF	**SPARKS/** **Fitness Activities Gr 7** Room: Fields/Courts STAFF	**SPARKS/** **Fitness Activities Gr 8** Room: Fields/Courts STAFF	**Indoor Activities** **Additional HW** Room: 51 and Field/Court	**Indoor Activities** **Additional HW** Room: 51 and Field/Court

NOTES:

Outdoor activies are to be done inside when inclement weather a rises
All participants must be signed-out by 6:40pm
Participants who walk home may not sign-out until 6:40pm

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: City of Hialeah- Young Leaders with Character
B) DOE Assigned Project Number:
C) TAPS Number: 21B030

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT	(6) % ALLOCATED to this PROJECT	(7) ALLOWABLE DOE USE ONLY	(8) REASONABLE DOE USE ONLY	(9) NECESSARY DOE USE ONLY
	120	**Salaries: Project Director** Will be responsible for programming, planning, coordinating services for students, parents, and staff as well as collaborating with the external evaluator to ensure that data needed to correctly evaluate the program is provided. The Project Director is responsible for any amendments, communication with the Technical Assistance, and ensuring that project goals and objectives are being met. ***In-kind by the City of Hialeah= $55,464*** Project Director - $27.70 avg hourly rate for FY x 75 hrs/pay period x 12 pay periods x 100% FTE = $24,930 $29.08 avg hourly rate for FY x 75 hrs/pay period x 14 pay periods x 100% FTE = $30,534 *Average hourly rate range is based on contract increases and step raises with the City of Hialeah's Employee Bargaining Unit. ***5% Administrative: $2,773*** ***3% Evaluative: $1,664***	1.00		0%			
	210	**Fringe Benefits FICA/MICA- Project Director** ***In-kind by the City of Hialeah = $4,243*** FICA: $55,464 x 7.65% =$4,243 ***5% Administrative: $212*** ***3% Evaluative: $127***	1.00		0%			
	220	**Fringe Benefits Retirement- Project Director** Retirement: $55,464 X 15% =$8,320 ***5% Administrative: $416*** ***3% Evaluative: $250***	1.00	$ 8,320	100%			
	230	**Fringe Benefits Health Insurance- Project Director** Health Insurance cost : $300 x 100% FTE x 26 pay periods = $7,800 ***5% Administrative: $390*** ***3% Evaluative: $234***	1.00	$ 7,800	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	120	**Salaries: Education Supervisor** Education Supervisor is responsible for facilitating all contracts and program paperwork needed by the 21CCLC program through the City's Law deartment and City Council for funding for items not covered by grant funding. ***In-kind by the City of Hialeah= $11,708*** $6.00 avg hourly rate for FY x 75 hrs/pay period x 26 pay period x 100% FTE = $11,708 **Average hourly rate range is based on contract increases and step raises with the City of Hialeah's Employee Bargaining Unit.* ***5% Administrative: $585***	1.00		0%			
	210	**Fringe Benefit FICA/MICA- Education Supervisor** ***In-kind by the City of Hialeah= $719*** FICA: $11,708 x 7.65% = $896 ***5% Administrative: $45***	1.00		0%			
	120	**Salaries: Purchasing Aide** Purchasing Aide is responsible for completing and opening all purchase orders for vendors, such as field trips, buses and contractors. The purchasing aide assists in purchasing supplies for the program. Purchasing Aide is responsible for for paying all invoices in a timely manner. ***In-kind by the City of Hialeah= $9,401*** $4.82 avg hourly rate for FY x 75 hrs/pay period x 26. pay period x 100% FTE = $9,401 **Average hourly rate range is based on contract increases and step raises with the City of Hialeah's Employee Bargaining Unit.* ***5% Administrative: $470***	1.00		0%			
	210	**Fringe Benefit FICA/MICA- Purchasing Aide** ***In-kind by the City of Hialeah= $719*** FICA: $9,401 x 7.65% = $719 ***5% Administrative: $36***	1.00		0%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	120	**Salaries: Center Director I F/T** Center Director is responsible for completing all MOU / Scope of services for vendors, contracts for snacks, and seeking additional support from outside organizations to assist with resources that will enhance the program by aligning them with program's goals and objectives. The CDI is also responsible for the dissemination of all program activities, evaluations, and family services to active program parents, partners and stakeholders. The Center Director I conducts site visits, collaborates with targeted schools and stakeholders with the 21st CCLC project. The CDI coordinates the development of the 21st CCLC Advisory Board and schedules and leads its meetings, communicates with school administration, works with lead teacher to ensure that PBL is on progress and with master inclusion to ensure participants with special needs are being accommodated. Center Director I F/T - $21.97 avg hourly rate for FY x 75 hrs/pay period x 22.5 pay period x 100% FTE = $37,074 $23.17 avg hourly rate for FY x 75 hrs/pay period x 3.5 pay period x 100% FTE = $6,082 **Average hourly rate range is based on contract increases and step raises with the City of Hialeah's Employee Bargaining Unit.* Professional Development Training: Wages for employees to participate in professional development trainings in Employee Aftercare/Summer Orientation and other related/required program trainings. 1 staff X 10 hrs x $23.17 x 100% attrition = $232 ***5% Administrative: $2,169*** ***3% Evaluative: $1,302***	1.00	$ 43,388	100%			
	210	**Fringe Benefit FICA/MICA- Center Director I F/T** FICA: $43,388 x 7.65% = $3,319 ***5% Administrative: $166*** ***3% Evaluative: $100***	1.00	$ 3,319	100%			
	220	**Fringe Benefit Retirement- Center Director I F/T** Retirement: $43,388 X 7% =$3,037 ***5% Administrative: $152*** ***3% Evaluative: $91***	1.00	$ 3,037	100%			
	230	**Fringe Benefits Health Insurance- Center Director I F/T:** $300 x 100% FTE x 26 pay periods = $7,800 Total Health insurance: $7,800 ***5% Administrative: $390*** ***3% Evaluative: $234***	1.00	$ 7,800	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	120	**Salaries: Program Specialist III** Responsible for all invoice tracking, budgeting, revisions, and reporting for the 21st CCLC program. This position has oversight of data entry in these areas. 21st CCLC grant covers 25% FTE of salary. Program Specialist - $29.26 avg hourly rate for the FY x 75 hrs /pay period x 23.5 pay peiods x 35% FTE = $18,050 $30.48 avg hourly rate for the FY x 75 hrs /pay period x 2.5 pay peiods x 35% FTE = $2,000 **Average hourly rate is based on contract increases and step raises with the City of Hialeah's Employee Bargaining Unit.* ***100% Administrative $20,050***	0.50	$ 20,050	100%			
	220	**Fringe Benefits FICA/MICA- Program Specialist III** FICA: $20,050 X 7.65 % = $1,534 ***100% Administrative: $1,534***	0.50	$ 1,534	100%			
	210	**Fringe Benefits Retirement- Program Specialist III** Retirement: $20,050 X 7% = $1,404 ***100% Administrative: $1,404***	0.50	$ 1,404	100%			
	230	**Fringe Benefits Health Insurance- Program Specialist III** Health Benefits $312 / pay period x 26 pay periods x 0.35 FTE = $2,839 ***100% Administrative: $2,839***	0.50	$ 2,839	100%			
	130	**Salaries: Center Director P/T** Center Director (CD) coordinates staff development and training, reports directly to PD to identify and correct deficiencies, communicates with parents and students to assess services; monitors appropriate delivery of services; ensures participant safety; performs site visits, rotating throughout the week. Responsible collecting attendance and assessment data, report cards, state assessment tests and utilization reports. The part-time Center Director is responsible for conducting program fidelity checks, assesses staff and contracted services providers. The p/t CD mentors and supports site coordinators, and liaises with site coordinators and PD. Conducts parent orientation and coordinates recruitment in schools. (Formerly this was a full-time position). 1 part time CD x $16.77 avg hourly rate for FY x 29 hrs/wk x 31 weeks= $15,076 1 part time CD x $17.04 avg hourly rate for FY x 29 hrs/wk x 21 weeks= $10,377 *Average hourly rate is based on the different step dates for Part-Time employees, which falls under the City of Hialeah's Employee bargaining unit. Professional Development Training: Wages for employees to participate in professional development trainings in CPR, Employee Aftercare/Summer Orientation and other related/required program trainings. 1 staff X 10 hrs x $17.04 x 100% attrition = $170 ***5% Administrative: $1,281*** ***10% Evaluative: $2,562***	0.75	$ 25,623	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	220	**Fringe Benefits for Part-time Center Director P/T:** FICA: $25,623 x 7.65% = $1960 ***5% Administrative: $98*** ***10% Evaluative: $196***		$ 1,960	100%			
	130	**Salaries: Site Coordinators** Communicates with parents/guardians of actively participating 21st CCLC students and regular day school staff; ensures all data is maintained for site; and coordinates services and programming for 21st CCLC students, parents, and staff. Works directly with actively participating 21st CCLC students in delivery of academic and personal enrichment activities and ensures student safety during the 21st CCLC program. Site Coordinators at each site scheduled to assist with setup and breakdown for afterschool. Hialeah Educational Academy AS: 1 staff (1 per site) x $13.96/hr. x 4hr/day x 180 days x 100% Attrition = $10,051 Hialeah Middle School AS: 1 staff (1 per site) x $13.96/hr. x 4hr/day x 180 days x 100% Attrition = $10,051 Filer Middle School AS: 1 staff (1 per site) x $13.96/hr. x 4hr/day x 180 days x 100% Attrition = $10,051 Summer Site: (Summer site for all three programs) The staff is staggered during the summer program to ensure there is coverage throughout the day for safety. Summer: 3 staff x $13.96 x 5.8 hr/day x 50 days x 100% Attrition = $12,145 Professional Development Training: Wages for employees to participate in professional development trainings in CPR, Employee Aftercare/Summer Orientation and other related/required program trainings. 3 staff X 20 hrs x $13.96 x 100% attrition = $838 *Average hourly rate is based on the different step dates for Part-Time employees, which falls under the City of Hialeah's Employee bargaining unit. A step date is how the city calculates seniority.	1.4	$ 43,136	100%			
	210	**Fringe Benefits FICA/MICA for Site Coordinators:** FICA: $43,136 x 7.65% = $3,300		$ 3,300				

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	130	**Salaries: Certified Teachers** To provide direct instruction and assessment to actively participating 21st CCLC students, participate in meetings; confer with regular day teachers; assist in monitoring student progress. Includes one P/T Lead Teachers will be responsible for creating, implementing and supervising all curriculum, conducting training (ORF & program related trainings), developing lesson plans, supporting teachers in delivering direct services, and filling in during teacher absences for all sites during the 21st CCLC program. Includes one P/T Master Inclusion Teacher will provide the necessary support and activities for the appropriate inclusion of children with special needs into the 21st CCLC program. This trained professional will conduct intake interviews, supervise all inclusion issues in the sites, assist with inclusion policies and procedures, assisting staff and teachers with curriculum and behavior modifications, developing behavior plans for children with behavior difficulties, consultation with parents and/or staff on all inclusion issues, and provide direct assistance when needed to children with special needs during the 21st CCLC program. The certified teachers are staggered to ensure there is coverage throughout the day for academic needs and student safety. Shared positions cover 180 days in AS and 50 days in SU. There are sufficient teachers to meet ratios, Program Leaders provide additional support. Lead Teacher and Master Inclusion Teachers rotate and cover sites. AFTERSCHOOL TEACHERS, LEAD TEACHER, MASTER INCLUSION TEACHERS Hialeah Educational Academy 2 teachers x $29.24/hour x 2 hrs per day x 180 days x 100% attrition = $21,052 Hialeah Middle School 2 teachers x $29.24/hour x 2 hrs per day x 180 days x 100% attrition = $21,052 Filer Middle School 1 teacher x $29.24/hour x 2 hrs per day x 180 days x 100% attrition = $10,526 Master Teacher/Inclusion rotate among all sites: 1 Master Teacher/Inclusion x $29.24/hour x 2.5 hours a day x 180 days = $13,158 SUMMER SITE : Teachers for PBL and STEM activities during the summer are on staggered schedules to ensure there are always 1-2 teachers on site. Last week of summer teachers report to MDCPS. 5 teachers x $29.24/hour x 2 hr/day x 40 days for FY x 100% Attrition = $11,696 1 teachers SU only x $29.24/hour x 2 hr/day x 40 days for FY x 100% Attrition = $2,339 1 Master Teacher/Inclusion x $29.24/hour x 2.5 hr/day x 50 days for FY x 100% Attrition = $3,655 Fieldtrips: 1 certified teacher x $29.24/hour x 6 hr x 7 days = $1,228 Wages for employees to participate in professional development program related trainings. 6 teachers x 4 hours x $29.24 hourly rate for FY x 100% Attrition = $702	1.14	$ 85,408	100%			
	210	**Fringe Benefits FICA/MICA for Certified Teachers:** $85,408 x 7.65% = $6,534		$ 6,534				

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	130	**Salaries: Tutors** Assist Center Director and Site Coordinators with the daily implementation of the 21st CCLC program including academic, personal, and enrichment activities; work directly with actively participating 21st CCLC students in delivery of academic and personal enrichment activities during the 21st CCLC program, including homework help and individualized tutoring to support academic learning. Assist teachers with all academic components. A combination of tutors and program leaders are scheduled to maintain ratios. Tutors at each site scheduled to assist with setup and breakdown. Hialeah Educational Academy AS:1 staff (per site) x $11.80/hr x 4 hr/day x 180 days x 100% attrition= $8,496 1 staff (per site) x 11.80/hr x 3 hr/day x 180 days x 100% attrition= $6,372 Additional Program Leaders to meet ratios and provide support at this site Hialeah Middle School AS:1 staff (per site) x $11.80/hr x 4 hr/day x 180 days x 100% attrition= $8,496 Henry Filer Middle School AS: 1 staff (per site) x $11.80/hr. x 4/hr/day x 180 days x 100% attrition = $8,496 Summer Site at Hialeah Educational Academy (Summer site for all three programs) Staff programmed to cover morning/afternoon shifts SU: 4 staff x $11.80 avg hrly rate for FY x 5.8 hr/day x 50 days x 100% attrition = $13,688 Professional Development Training: Wages for employees to participate in professional development trainings in CPR, Employee Aftercare/Summer Orientation and other related/required program trainings. 4 staff x $11.80 x 20 hrs x 100% attrition= $944	1.86	$ 46,492	100%			
	210	**Fringe Benefits FICA/MICA for Tutors:** FICA: $46,492 x 7.65% = $3,557		$ 3,557	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	130	**Salaries: Program Leaders** Provide direct instruction to actively participating 21st CCLC students in area of recreation/fitness; support academic instruction by providing homework help, assist teachers and students during PBL, facilitate SPARKS curriculum, assist professional contractors, supervise students at all times. A combination of tutors and program leaders are scheduled to meet ratios and assist with children with disabilities. Program Leaders provide support to teachers. Hialeah Educational Academy Additional Program Leaders to meet ratios with Student with Disabilities AS: 2 staff x $10.20/hr. x 3 hr/day x 180 days x 100% attrition = $11,016 Hialeah Middle School Additional Program Leaders to meet ratios with Student with Disabilities AS: 3 staff x $10.20/hr. x 3hr/day x 180 days x 100% attrition = $16,524 Hialeah Educational Academy (Summer site for all three programs) SU: 5 Program Leaders x $10.20/hr. x 5.8 hr./day x 50 days x 100% Attrition = $14,790 SU: 4 Program Leaders(SU only) x $10.00/hr. x 5.8 hr/day x 50 days x 100% Attrition = $11,600 SU: 2 Program Leaders with CDL license (SU only) x $10.00/hr. x 5.8 hr/day x 50 days x 100% Attrition = $5,800 *Staff who are only employed for the summer component are paid at a rate of $10.00 /hour. They do not have additional steps. Steps are how the City calculates seniority. Professional Development Training: Wages for employees to participate in professional development trainings in CPR, Employee Aftercare/Summer Orientation and other related/required program trainings. Summer only staff includes New Staff Orientation and Summer Safety Training) 5 staff x $10.20 x 20 hrs x 100% attrition = $1,020 6 staff x $10.00 x 4 hrs x 100% attrition = $240	3.01	$ 60,990	100%			
	210	**Fringe Benefits FICA/MICA for Program Leaders:** FICA: $60,990 x 7.65% = $4,666		$ 4,666	100%			
	130	**Salaries: Special Program Instructor** Provides direct instruction for Adult Education ESOL classes and assessment to actively participating 21st CCLC parents. The Special Program Instructor will visit each of the three sites (HEA, HMS and Filer) one (1) day a week for 1.3 hours a day to conduct parent ESL classes/ workshops. These are evening courses. All Sites: HEA, HMS and Filer AS: 1 staff x 2 hr x 140 days x 27.24 x 100% Attrition = $7,627 Site: Hialeah Educational Academy (Summer site for all three programs) SU: 1 staff x 8hr/wk x 9 wks x $27.24 x 100% Attrition = $1,961	0.1	$ 9,588	100%			
	210	**Fringe Benefits FICA/MICA for Special Program Instructor:** FICA: $9,588 x 7.65% = $733		$ 733	100%			

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	130	**Salaries: Swimming Program** Will be responsible for conducting swimming, Guardstart, and swim fitness classes to actively participating 21st CCLC students at city pools during the summer. The City of Hialeah Parks and Recreation Department provides only the use of the pools as in-kind. The pools are closed to the public and are opened soley for the 21 CCLC participants' use. Lifeguards are required to provide instruction and assure water safety. Site: Hialeah Educational Academy (Summer site for all three programs) SUMMER: 5 staff x 4.5 hr. per day x 50 days x $14.00 avg hourly rate for FY x 100% Attrition = $15,750 --This covers setup and breakdown of classes and staggered groups of swimming. Please see Young Leaders with Character Summer 2020 schedule of activities.	0.46	$ 15,750	100%			
	210	**Fringe Benefits for Swimming/Life Guard:** FICA: $15,750 x 7.65% = $1,205		$ 1,205	100%			
	130	**Salaries: Custodian Support** To provide and maintain a clean and safe environment for actively participating 21st CCLC students during the 21st CCLC summer program. All services provided will solely support the direct services provided to 21st CCLC students during the 21st CCLC program. Site:Hialeah Educational Academy (Summer site for all three programs) SUMMER: 1 staff x $10.72 / hr. x 6 hr./day x 45 days x 100% Attrition = $2,894	0.12	$ 2,894	100%			
	210	**Fringe Benefits FICA/MICA for Custodian Support** FICA: $2,894 x 7.65% = $221		$ 221	100%			
	340	**Contracted Services: Professional Development** CPR Training to enable 21st CCLC staff to receive professional development to ensure the safety of all actively participating 21st CCLC students during the 21st CCLC program. Wages in employees to participate in professional development included in each position above. CPR Training est cost: $27 / person / recertification $81 / person / certifications Cost est recertification: $27 x 5/staff = $135 Cost est certifications: $81 x 18/staff = $1,458 SPARKS recreation and fitness curriculum afterschool training to be conducted for all staff on site. All staff are new and will require this trainig. This is a one-time expense and will be provide train-the-trainer instruction. Project Director and part-time Center Director also required to attend training will be responsible for training future program staff. The includes one 6 hour day training: for speaker, training and travel fees = $3,000 *this is a flat fee agreed upon with Sparks Recreation.		$ 4,593	100%			

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FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	310	**Contractual Services: External Evaluator** Collect and analyze data on each project objective to ensure quality of Project through formative and summative evaluation procedures; prepare formative evaluation written reports on student attendance; program operation, objective assessments; including recommendations; prepare required summative evaluation report. • Estimated cost for monthly monitoring, assistance and consultation meetings – 1 hr/meeting x 1 meeting/month x 5 months x $75.00 =$375 • Estimated cost for Site Visits: 2 visits x $225 x 3 sites (HEA, HMS and HFM) = $1,350 • Estimated cost for Formative Report and Evidence of Program Modification = (15 hours for Formative and 10 hours for Evidence of Program Modification) 25 hours x $75 = $1,875 • Estimated cost for Summative Report = 30 hours x $75 = $2,250 (Cost includes duplicating and binding of 3 copies.) • Estimated cost for Mid Year Data : 1 report X $325 = $325 • Estimated cost for End of Year Data 1 report X $325 = $325 Total cost for evaluation services during 2019-2020= $ 6,500 ***100% Evaluative: $6,500***		$ 6,500	100%			
	340	**Contractual Services: Part Time Inclusion Aide** These trained paraprofessionals will assist actively participating 21st CCLC students with special needs in mobility issues, assisting children and teachers with learning/modifications, behavior modifications, consultation with parents and staff during the 21st CCLC program. To help service the subgroup children with disabilities that require lower staff to student ratio. Ratios range from 1:3 to 1:5. Inclusion aides contracted for these sites. If additional students with special needs are identified for the other site, the budget will be modified to bring in another Inclusion aide if necessary. HEA AS - 1 staff x $15.00 x 3hrs/day x 180 days x 100% Attrition = $8,100 HMS AS - 1 staff x $15.00 x 3hrs/day x 180 days x 100% Attrition = $8,100 HFM AS- 1 staff x $15.00 x 3hrs/day x 180 days x 100% Attrition = $8,100 Hialeah Educational Academy (Summer site for all three programs) SUMMER - 6 staff x $15.00 x 6 hrs/day x 50 days x 100% = $27,000 6 staff are staggered to provide support to students with special needs for the duration of the program day.		$ 51,300	100%			
	340	**Contractual Services: Enrichment** To provide direct instruction and activities following an established curriculum exclusively to actively participating 21st CCLC students during 21st CCLC program hours. Common Threads: Advanced cooking skills and world cuisine. Includes raw ingredient cost per lesson, equipment, and chef instructor provided by Common Threads. They will also provide an evaluation for classes plus raw food ingredients. Students elect to take this class and due to previous years an average of 75 students elect to participate. This is solely instructional. All culinary class purchases will be reasonable and necessary to achieve program objectives, and will comply with all applicable requirements and guidelines established by local, state and federal regulatory agencies regarding safe food preparation, licensing and inspections. 3 classes(25 students each class) x $3,070 (7 lessons once a week) = $9,210		$ 37,980	100%			

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FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
		Guitar instructor (Certified music teacher from MDCPS): 2 days/wk X 7 wks. x $100 per class x 2 groups. Serving 30 participants for 3 hours/day estimated @ $2,800 End of Year Showcase= $200 Total= $3,000 Piano instructor (Certified music teacher from MDCPS): 2 days/wk X 7 wks. x $100 per class x 2 groups. Serving 30 participants for 3 hours/day estimated @ $2,800 End of Year Showcase= $200 Total= $3,000 Nexplore Robocoding: Each class can accommodate up to 22 students. The 27 weeks will be divided to three 9 weeks cycles. In each cycle we will work with a different group of 22 students (so by the end of the year all your 60-75 students will receive an 8 weeks program). 1 class (22 students) $250 x 27 weeks x 3 sites = $20,250 ZUMBA classes: 2 classes a week x 1 hour each class x 7 weeks x $180 a class for 30 students in each class = $2,520						
	340	**Contracted Services: Transportation for Summer** To provide transportation services of actively participating 21st CCLC students during 21st CCLC scheduled field trips during the 21st CCLC summer programs. The bus rates are based below are based on distance and include the bus driver and fuel costs. Transportation for 7 summer fieldtrips (all students from the three sites leave from central location for field trips): 2 buses/trip x $239 for Miami Dade County x 3 trips = $ 1,434 2 buses/trip x $265.50 for Broward/Monroe County x 4 trips = $2,124		$ 3,558	100%			
	830	**Summer Fieldtrips** Admission fees and other field trip costs solely for actively participating 21st CCLC students. Field trips will clearly support the approved goals and objectives of the 21st CCLC program, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state, and local rules and regulations governing field trips. Tickets will be purchased from available educational centers of the field trip locations and will include the available educational components and lesson plans to be alignment with goals and objectives. The program will attend seven (7) field trips during the summer program June 2021-July 2021. Examples of fieldtrips include Science Museum, Miami Seaquarium, Zoo Miami; all fieldtrips align with PBL activity. Admission Fees estimated at 7 field trips x 80 students @ an average of $16.00 =$8,960		$ 8,960	100%			

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FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	510	**Materials and Supplies: Consumables** Purchase necessary materials and supplies for use solely by actively participating 21st CCLC students during the 21st CCLC after school and summer programs. Janitorial supplies for summer (includes paper towels, toilet paper, hand soap, cleaning supplies, antibacterial, gloves, personal protective equipment) estimated $20.23 / student x 80 students = $1,618 Consumable Office Supplies for afterschool and summer (inlcudes paper, pencils pens, construction paper, glue, markers, stapler, hole puncher, scissors, stapler remover, pencil sharpner ect), afterschool estimated at $17.23 / student x 145 students = $2,498 summer estimated at $15.94 / student x 80 students = $1,275 Consumable paper goods for cooking class (includes paper plates, aluminum foil, plastic utensils, napkins, paper towels) estimated at $15.00/ student x 75 students = $1,125 Educational games for afterschool and summer afterschool: $370 x 3 site= $1,110 summer: $370 x 1 site = $370 First Aid Supplies- $300 for each site x 3 (HEA, HMS, HFM)= $900		$ 8,896	100%			
	830	**Materials and Supplies: Curriculum** Purchase necessary materials and supplies for the implementation of 21st CCLC activities, for use solely by actively participating 21st CCLC students during the 21st CCLC program: Mindworks That's Life Curriculum HEA site- Unit of 3 PBL(including summer unit) @ $6,085.00 + 300 shipping= $6,385 HMS site- Unit of 3 PBL(including summer unit) @ $6,085.00 + 300 shipping= $6,385 HFM site- Unit of 2 PBL @ $4,090.00 + 200 shipping= $4,290 Total:$17,060 Second Step Curriculum: Grade 6 Individual License $219 x 3 sites = $657 Grade 7 Individual License $219 x 3 sites = $657 Grade 8 Individual License $219 x 3 sites = $657 Total= $1,971		$ 19,031	100%			

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FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	830	**Materials and Supplies: Program Supplies** Purchase necessary materials and supplies for the implementation of 21st CCLC activities, for use solely by actively participating 21st CCLC students during the 21st CCLC program: Project Based Learning End of Project Events Materials: such as (tempera paint, paper, brushes, glue, balloons, twine) for after school and summer projects to enhance end of PBL Project Afterschool 145 students x $16.50= $2,393 Summer 80 students x $16.80= $1,344 STEM Kits from PCS Edventures- STEM kits for summer Camp 2 kit at $1,805 ($1675 plus $130 shipping) = $3,610 Recreation Supplies (includes basketball, footballs, air pumps, playground balls, whitles)- 3 sites x $286= $858 1 sumer site x $462= $462 Laptops: Purchase laptops for inputting required data at sites for grant purposes and inputting on ezreports. $887 each x 4 computers=$3,548 Licensing for Mircosoft Office at $133 each x 4 computers= $532 Purchase laptops for small teacher groups and during state tesing months. $887 each x 5 computers x 3 sites=$13,305 Licensing for Mircosoft Office at $133 each x 15 computers= $1,995 Aircard: Purcahse aircard for laptops to have internal acess to internet for sending and inputting infromation into ezreports. $240 (4 aircards intial cost $60) + $480 ($40 a month for service 12month) = $720 Laptop Charging Stations: Purchase to secure laptops in a lockable unit and chagre laptops. $239 x 3 sites= $717		$ 29,484	100%			

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FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	642	**Equipment (non-capital):** To purchase necessary equipment to implement 21st CCLC physical education and fitness activities for use solely by actively participating 21st CCLC students during the 21st CCLC program. Items will be securely stored during times when the program is not in operation by the lockable storage devices, see below. Water Cooler to maintain water during summer outside activities for proper hydration of the students, estimated at 3 coolers @ $29.95 each = $90 Water Cooler Cart to transport coolers outside, estimated at 3 water cooler carts @ $217 each = $651 Utility Cart to transport equipment from storage to classrooms: 3 (1 per site) @ $ 179 = $537 Mobile White Dry Erase Board: 3 (1 per site) @ $316 = $948 Tools to move equiment during aftercare and summer Fold Up truck Dolly 1 @ $24.98 = $25		$ 2,251	100%			
	340	**Contractual Services: Fees: Garbage removal for summer site** Fee to cover garbage removal from site during the summer months $700 per month for garbage removal 3 times a week for 3 months= $2,100		$ 2,100	100%			
			D) TOTAL	$ 584,100				
			Administrative:	*30,889*	*5.29%*			
			Evaluation:	*11,468*	*1.96%*			

DOE 101S- Print version
July 2015

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: ----------

Signature: ----------

Title: ----------

Date: ----------

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: ----------

Signature: ----------

Title: ----------

Date: ----------