

Scope

The City of Hialeah's Academic Achievers program will serve two Title I Schools. The first school is The City of Hialeah Educational Academy (HEA). This site will operate from 2:35pm through 6:05pm. Our second school is Jose Marti MAST Academy (JMMA), which will operate from 2:25 pm through 6:25 pm during the afterschool program and will serve students for 180 days. During the summer, The City of Hialeah Educational Academy will host our summer program. Participants from Jose Marti MAST Academy will be transported to this site by their parents due to close proximity. The program will operate for 50 days and will serve students between the hours of 7:30am through 6:30pm. The Academic Achievers program will serve 146 students in the afterschool program and 130 students during the summer months. Jose Marti MAST Academy will serve 89 students during the afterschool program and the City of Hialeah Educational Academy will serve 57 during the afterschool program and 130 students during the summer program which will be comprised of students from HEA and JMMA at the HEA site.

4.1. Evidence of Experience

4.1.a. Prior Experience

The City of Hialeah Education and Community Services (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 Century Community Learning Centers Initiative grantee, ECS has served the community by offering 11 high-quality afterschool and five enriching summer camp programs throughout the City with support from The Children's Trust and the City's own funding. The Children's Trust has consistently ranked the City of Hialeah as a "high performing" site. In addition to afterschool and summer programming, the City of Hialeah has its own charter school (the City of Hialeah Educational Academy). This is a Title I school that has completed its 6th year and has been an "A+" school for the last four years. The City of Hialeah Educational Academy 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 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. As a department, we are highly committed to promoting lifelong learning, an informed citizenry, literacy, and an enhanced quality of life.

The *Young Leaders with Character* Program (YLC) was first funded through the 21st Century Community Learning Centers Initiative, Florida Department of Education from August 2009 - 2014. The goal of the Program was to provide enriching afterschool and summer camp programs. YLC was held at four sites: Hialeah Educational Academy (HEA), Hialeah Middle School (HMS), José Martí MAST Academy (JMMA; formerly José Martí Middle School), and the Hialeah Housing Association Community Center in the Seminola area. Over the five-year funding period, the total enrollment for students attending at least one day was 1,406 and those attending at least 30 days was 1,072. Those are total numbers that include duplication of some students who attended the program for several years. Throughout the five year Program, on average 281 students participated in the afterschool and/or summer program at one of the four sites for at least one day; 214 students were identified as "regular participants" since they attended the program at least 30 days in total. Approximately 76 percent of participants were identified as "regularly attending" across the five years. Most of the participants were Hispanic and eligible for free/reduced lunch. The YLC Program was designed to incorporate academic activities as well as personal enrichment activities. Activities to promote adult family member involvement were incorporated to support student growth in academic, social, and physical development.

The YLC Program was evaluated on three major outcome areas: academic enrichment, personal enrichment, and adult family engagement. An outside evaluator completed assessments each year. The data from year four in the academic domain were very positive.

Overall, students made gains in each of the academic areas. In fact, 90 percent of the regularly participating students showed improvement in their Oral Reading Fluency Test (ORF) scores, 70 percent showed improvement in the language arts BrainChild (online assessment and instructional software) module assessments, and 80 percent made gains as indicated on the science BrainChild modules assessments. In the area of mathematics, 79 percent showed they made improvements as indicated through the mathematics BrainChild assessments.

In areas of personal enrichment, 98 percent of the participants' scores show improvement from one test to the next on physical fitness performance and 100 percent of the students scored satisfactorily or higher on the nutrition assessment. During the summer 2012, all of the students participated in a service learning project with their peers. Participants engaged in additional enrichment activities that included photography, chess, jewelry, and guitar.

Data gathered from the adult participants of the quarterly Family Fun Nights was overwhelmingly positive. An increase in the self-reported parent involvement survey was noted in the areas of parenting, home-school relationship, and responsibility. The majority of the students reported that they felt the program adults cared about them and that YLC was a safe place to learn and play.

4.1.b. Leadership Capacity

It is the mission of the City of Hialeah ECS Department to broaden horizons for all residents of Hialeah through its libraries, adult centers, afterschool programs, summer and holiday camps, and special population center. The City of Hialeah has offered afterschool and summer programs for over 18 years. The City has excellent facilities in each neighborhood, all leveraged in support of the Program. The City of Hialeah complies with all relevant governmental regulations, assuring this through the expertise of the City Attorney and all of her staff, the City Clerk, the OMB Director, the Finance Director, and an annual independent audit of governmental budgets and services.

The ECS Department also has experience leading programs funded by the 21st Century Community Learning Centers Initiative. Ms. Yasmin Fernandez will serve as the Project Director for the Academic Achievers Program. Ms. Fernandez has worked for the City of Hialeah for over 10 years. During her tenure with the City she was a Center Director I for the city's Creative Learning and Play Afterschool and Summer Camp Program operated by The Children's Trust. She will be responsible for 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.

Ms. Sharon Dziedzic, was the Project Director for the previous 21st CCLC Program and will now be taking a supervisor role for the proposed Program. Ms. Dziedzic has worked for the City of Hialeah for over twelve years while working in both the Parks and Recreation Department and the ECS Department. She has a Bachelor's degree in Travel and Tourism from Florida International University. She will be responsible for overseeing the 21st CCLC Program; managing the budget; collaborating with the external evaluator to facilitate data collection and analysis; and collaborating and maintaining an active relationship with 21st CCLC partners. Ms. Dziedzic has been recognized by the 21st CCLC Program in Florida and asked to speak at the annual statewide conference about "best practices" regarding recruitment and retention of students and programming for middle/high students, and successfully serving children with disabilities in a true inclusion model in afterschool and summer programs.

The City will contract with Dr. Oneyda Paneque to serve as an external evaluator of the Program. With over 15 years of experience as an evaluator and researcher, her most recent evaluation activities include 21st CCLC and The Children's Trust out of school programs and an Even Start Family Literacy Program funded by the US Department of Education (USDOE) as well as a Personnel Development Project funded by the USDOE Office of English Language Acquisition. Dr. Paneque holds a Bachelor of Arts in Spanish from Northern Illinois University, a Master of Arts in Bilingual Education and Educational Psychology from the University of Illinois,

and a Doctorate of Education in Exceptional Student Education from Florida International University. Her extensive experience in education can provide an informed perspective for formative feedback to Academic Achievers and ensures valid summative evaluations of the program outcomes.

In addition to the key personnel described above, the Academic Achievers Program will recruit an Advisory Board to provide informed guidance, monitor progress, problem-solve, and advocate for the program. The advisory board will consist of principal faculty members, students, parents, teachers, administrators, and some ECS employees involved in the grant. The external evaluator will also attend these meetings to summarize and answer questions on data collection and evaluation. Advisory Board meetings will be held quarterly, aligning with the nine-week grading periods. During these meetings, 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. Ideas for improvement and sustainability will be discussed at each phase of the program.

4.1.c. Community Collaboration and Partnerships

Parents, students, school administration and staff are considered the most important partners of the Program. In preparation for this application, the Program Director of the ECS Department and the Program Director of the City's previous 21st Century Program met to discuss community need and a plan to prepare a new 21st Century Community Learning Centers Project. The previous 21st Century Grant Program, *Young Leaders with Character (YLC)*, had an Advisory Board that consisted of students, parents, teachers, and the school principal or a representative. The Advisory Board will be maintained and will be the group through which all community partnerships with the City and others will be coordinated.

There are various community partners who have agreed to support the Academic Achievers Program if funded. These include: the Parks and Recreation Department of City of Hialeah, the Communications Office of the City of Hialeah, the Alliance for a Healthier

Generation- HOST Initiative, Jose Marti MAST Academy, Hialeah Educational Academy, Miami-Dade College, Florida National University, and the Village Youth. All of these organizations are long-term partners of the City and have committed to maintaining a working relationship with the City of Hialeah on this and future endeavors.

ECS has strong partnerships with the two schools identified for this program. The City of Hialeah has been working with Jose Marti MAST Academy for the past nine years to provide afterschool programs to their students. Hialeah Education Academy routinely cooperates with all City departments (ECS, Libraries, Parks and Recreation, Police, Fire, Law) to bring the highest quality education experience possible to its students. It is clear that the City has established strong partnerships with these schools and will continue to strengthen these partnerships in the years to come. The City and Miami-Dade County Public Schools (MDCPS) have a 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 City and the District meets periodically to review the Compact and collaborative work, and periodically reports on progress to the School Board and to the City Council. The Compact has been ratified by both bodies and is renewed upon occasion. Our overall plan is to maintain all long-term partnerships and continue to develop new community-based and education partnerships to enhance the program.

The City's partners have committed to making significant contributions that will assist in meeting the program needs and goals either through the use of facilities or goods. In-kind contributions include the use of space, electricity, and water and sewer consumption to implement the Programs at the two sites. (Snacks are provided by the City of Hialeah as a Afterschool Meals Program (AMP) provider in the Child Care Food Program (CCFP).) The Program will keep in continuous communication with the partners and an on-going record of the contributions provided. Letters of support from each of these partners are attached. Please see

Table 1 (Partner’s Table) for details on types of services and in-kind support partners will provide aligned to the Program’s needs/goals.

Table 1: Partners Table

Program Name: City of Hialeah YLC-Academic Achievers Program

Partner Agency Name	Agency Type	Contribution Type	Align to Need/Goal	Letter of Support
MDCPS	SD	In-kind	<p><i>Facility - Provide a dedicated space for program implementation at selected schools; Provide use of computers, maintenance staff, and office equipment</i></p> <p><i>School Collaboration – Encourage individual school staff to support the YLC Program</i></p>	Yes
City of Hialeah Parks and Recreation Department	PRD	In-kind	<p><i>Personal Enrichment – Teach students Tennis, Swimming and certify them as Lifeguards</i></p> <p><i>Facility – Offer use of Cultural Arts Theater for program special events</i></p>	Yes
Hialeah Communications and Special Events Office	CBO	In-kind	<i>Program Promotion - Provide publicity materials and distribution. Assist with marketing efforts to include Comcast’s Channel 77 (Hialeah TV), website and social media.</i>	Yes
Village Youth Services, Inc.	CBO	In-kind	<i>Health and Nutrition – Provide free nutritious meals (snacks/lunches) to participating students in summer program through the Florida Summer Food Program</i>	Yes
Alliance for a Healthier Generation-HOST Initiative	NPOO	In-kind	<i>Health and Nutrition - Offer resources for health and fitness activities</i>	Yes
Miami Dade College	CU	In-kind	<i>College & Career Readiness and Dropout Prevention – Provide college tours and offer college readiness opportunities to participating students and course support</i>	Yes
Florida National University	CU	In-kind	<i>College & Career Readiness and Dropout Prevention – Provide college tours and offer college readiness opportunities and course support</i>	Yes
City of Hialeah Educational Academy (HEA)	CS	In-kind	<p><i>Facility - Provide a dedicated space for program implementation</i></p> <p><i>School Collaboration - Supply all student data for 21st CCLC purposes. Day school staff will participate in the Advisory Board and meet</i></p>	Yes

			<p><i>with City staff and families to discuss student progress. Assist with student recruitment. Support the hiring of HEA teachers and staff for the program implementation and curriculum development.</i></p>	
<p><i>Jose Marti MAST Academy (JMMA)</i></p>	<p><i>SD</i></p>	<p><i>In-kind</i></p>	<p><i>Facility - Provide a dedicated space for program implementation</i></p> <p><i>School Collaboration - Supply all student data for 21st CCLC purposes. Day school staff will participate in the Advisory Board and meet with City staff and families to discuss student progress. Assist with student recruitment. Support the hiring of JMMA teachers and staff for the program implementation and curriculum development.</i></p>	<p><i>Yes</i></p>

4.2. Needs Assessment

4.2.a. Assessment Plan

In order to identify and develop the needs assessment for the community and students specific to this Program, the Program Supervisor, ECS Director and the Program Director of the City's previously funded 21st CCLC Program scheduled a series of meetings beginning in February to prepare the proposed grant. The assessment plan consisted of obtaining recent demographic data on Hialeah residents including income level, education, unemployment rates, and reading and math trends for targeted students. This information was used to identify the current strengths and weaknesses of the Hialeah community and target the areas that place students at-risk for achievement gaps. Findings from the Consumer Satisfaction Survey completed by previous 21st CLCC Program families show that YLC parents and students preferred additional homework assistance and Project Based Learning (PBL) activities over web-based tutoring. These findings were combined with demographic and outcome data and presented to our 21st CLCC Advisory Board for feedback. After presenting the recommendations to key stakeholders (principals and administrators), they were interviewed for their comments and feedback. The principals/stakeholders recommended offering college test preparation courses with a focus on college and career readiness, and to employ day school teachers who are familiar with the students and school's curriculum. Based on the information gathered and the feedback from the community, the specific needs of the community were identified and targeted for the proposed Academic Achievers Program.

4.2.b. Specific Needs

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 90 percent, with the majority of the families having a low-moderate income level and 22.6 percent meeting criteria for poverty. Residents include 42,948 children age 18 or younger. It is estimated that 25.2 percent of

families in Hialeah with children under 18 years of age are below the poverty level and approximately 43 percent of children in Hialeah are living in single-parent homes (U.S. Department of Commerce-United States Census Bureau, 2008). Data from Miami-Dade County Public Schools (M-DCPS) show that 74 percent of Hialeah children in grades K–8 are in the free/reduced lunch program (Florida Department of Education, 2014).

Over 70 percent of the residents are foreign born. Given that 48.6 percent of Hialeah households are considered to be “linguistically isolated,” wherein no family member 14 years or older is fluent in English, and that almost one-quarter of Hialeah’s population has not reached ninth grade, it is unlikely for Hialeah children to receive adequate assistance with homework and test preparation at home. Of the 73 percent of Hialeah residents born outside of the US, 26 percent are recent immigrants, another risk indicator (U.S. Department of Commerce United States Census Bureau). For the specific schools proposed in this Program, 17 to 35 percent of the student population is considered English Language Learners (ELL) (Florida Department of Education, 2014).

Unemployment rates for residents of Miami-Dade for 2014 have ranged between 6.4 and 8.2 percent), which are higher than the national average (United States Department of Labor Bureau of Labor Statistics, 2014). This discrepancy is not surprising given the large number of foreign-born residents in Hialeah. Foreign born residents are more likely to be unemployed than US-born citizens (United States Department of Labor Bureau of Labor Statistics, 2013). Citizens of Hialeah have very low education levels. Recent estimates indicate that of adults 25 years and older in Hialeah 35.5 percent have a high school degree or higher and only 9.9 percent have a Bachelor’s degree or higher (U.S. Department of Commerce United States Census Bureau).

The proposed Program will include sites that are located in areas with a high concentration of low-income, single parent families and/or subsidized housing – home to the City’s poorest children. Academic Achievers will be housed in two schools – the City of Hialeah Educational Academy and José Martí MAST Academy. These sites were identified because of

their high number of students from non-English speaking, low-income families. Due to the families' limited economic resources and lack of English language proficiency, these students are in need of enrichment academic, social/personal, and physical activities.

Students participating in the 21st CCLC Program will be recruited from two Title I eligible school sites in the City of Hialeah: The Hialeah Educational Academy (HEA) and José Martí MAST Academy (JMMA). A Miami Dade County Public Charter Middle-High School located in a residential, industrial area of Hialeah, HEA opened during the 2008-2009 academic year. Serving grades 6 through 12, HEA's current enrollment is 566 students, 97 percent are from minority backgrounds and 89 percent qualify for free and reduced lunch. JMMA is a Title I school in the Miami-Dade County Public School District. The total student enrollment is 563 students in grades 6 through 12 of whom 537 are from minority groups, primarily Hispanic. Of the students attending the school, 77 percent receive free/reduced lunch (Florida Department of Education, 2014).

Students will qualify for the Program if they are currently enrolled in the school site 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 from Title I eligible 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 two target schools indicate a need for improving educational outcomes. With regard to academic achievement at HEA, only half (50 percent) of students are reading at a satisfactory reading level or higher. In math, 57 percent are performing at a satisfactory level or higher. According to the *School Performance Grades Report* (2014), 11 percent of the students attending JMMA are still not

performing at or above grade level in reading and 13 percent are not performing at or above grade level in math, despite being a math, science and technology magnet school.

4.2.c. Program Focus

The ECS Department proposes to provide enriching afterschool and summer camp services to 150 students in grades 6 to 12 from mostly non-English speaking low income families, in an inclusive, academically challenging project based Program in two schools. Active participation in the Academic Achievers Program will positively impact the lives of youth in academic, physical, and personal areas. Family involvement activities will support and enhance student learning and development.

The two eligible Title I sites that have been identified serve middle/high school students. The goals, objectives, and activities outlined are stimulating and interesting and will give students ample opportunities to enhance knowledge and skills acquired during the regular school day. Ultimately, the myriad of experiences students and their families will have by participating in the program will encourage them to become confident, productive lifelong learners.

Academic Achievers is a program that is designed to provide structured academic experiences through homework assistance, tutoring, and direct and project based instruction, while ensuring maximum quality time is spent on academics through both explicit stand-alone instruction and infused interdisciplinary academic experiences. Through its rigorous, yet engaging curriculum, the Program will address the academic, physical, and personal needs of the students and the community that were identified during the project planning phase.

The Academic Achievers Program will implement a PBL curriculum to maximize the interest in learning and application to real-world experiences. It is designed to complement rather than duplicate the typical grade-specific curriculum. The risk factors identified by the needs assessment indicate that it is not only youth, but the entire family, which is in need of intervention. Therefore, we have proposed Family Education Nights (FEN) that will consist of

learning opportunities for both students and parents. This component affords parents and teenagers to learn recreational and supplemental skills together in a family friendly environment. Lastly, educational opportunities of interest to adults, such as English as a Second Language (ESL) classes, will be offered to the families of the students enrolled in Academic Achievers. We believe this inter-family, hands-on, problem-based learning approach will reduce the current achievement gaps of the targeted student population and improve outcomes for the Hialeah community as a whole.

4.3. Collaboration with Schools and Operating Partnerships

We recognize the importance of communication between the lead agency, schools, partners, participants and families and thus have developed a plan to regularly communicate with each of these entities. Means of communication include but are not limited to accessing students' records and evaluation data and sharing students' progress with school staff and families.

We have obtained letters of support from the two home schools of the participating students. Principals of these schools have committed to sharing student data as they pertain to the students' participation in Academic Achievers. The data include, but are not limited to, attendance records, school grades, and standardized tests scores. The Project Director, in collaboration with the schools, will establish an effective plan of communication between the Program and the schools where the students regularly attend and their regular day teachers to maintain smooth lines of communication about student progress on a consistent, continuous basis. School staff will also be invited to check the Program webpage, which will be updated regularly 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 as well.

In order to increase collaboration and coordination of services for students we plan to work with existing programs and providers in various ways. First, we will invite 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. Academic services will be aligned with the school's core curriculum including literacy and math standards and **Florida Standards** objectives. Should the grant be funded, interested private school administrators in the service area with at-risk student population will be invited to participate in the Program. Second, we plan to capitalize on state programming by contracting with the district to provide snacks in the schools as part of the proposed Program. Academic Achievers will provide nutritional daily snacks during afterschool as well as lunch and snacks during summer camp based on the student needs meeting the USDA guidelines. For the afterschool component, Academic Achievers will collaborate with the MDCPS Department of Food and Nutrition along with Department of Health Child Care Food Program (CCFP) for Afterschool Meals and the Department of Agriculture to provide snacks to registered participants. For the summer component, the Program will be provided lunch and snacks by Village Youth Services through the Summer Food Service Program in the Department of Agriculture.

4.4. Program Plan and Implementation

4.4.a. Measurable Objectives and Measurement Tools

Below are the SMART objectives for the Academic Achievers Program. The objective, targeted population, measurement tools, activities, and timeframe are described for each category.

1. *Reading/Literacy (middle and high school)*. Two objectives are identified in the reading and literacy domain. One objective is that 80 percent of regularly participating students will maintain and/or show improvement in reading comprehension skills and maintain and/or increase reading fluency as indicated by school report card grades, pre/post assessment, the program rubric, and pre/mid/post assessments using Oral Reading Fluency. Another objective is that reading and fluency skills will be targeted via project based learning activities from the PCS Edventures

program and through college test preparation courses / community service elective credit classes.

2. *Mathematics. (middle and high school).* The objective for the mathematics area is maintenance and/or improvement in 80 percent of regularly participating students as indicated by school report card grades, pre/post assessment, and the program rubric. Grade specific mathematic skills including computation, problem-solving, and geometry will be targeted via project based learning activities from the PCS Edventures program and through college test preparation courses / community service elective credit.

3. *STEM. (middle and high school).* The objective for the STEM area is to improve and/or maintain science skills for 80 percent of regularly attending students who participate in STEM activities as indicated by school report card grades, pre/post assessment, and the program rubric. Science skills will be developed via project based learning activities from PCS Edventures and through college test preparation courses / community service elective credit classes (high school students only).

4. *Dropout Prevention & College and Career Readiness (high school students only).* The objective for dropout prevention & college and career readiness is that 80 percent of regularly attending participants will show college/career readiness and stay in school, as measured by course grades (an average of C or higher), pre/post assessments and program attendance. The activities associated with this objective are college test preparation courses, and/or community service elective credit courses, which will be offered four days a week for approximately one hour and 15 minutes. Daily Homework assistance and ACT Explorer time will also be available to support this objective. The ability to earn community service hours will also be offered.

4. *Personal Enrichment – Behavior (middle school students only).* The objective for the behavior category is to improve and/or maintain conduct grades (an average of C or higher) for 80 percent of regularly participating students as indicated by school report card grades, pre/post assessment, and program rubric. Character Education will be used weekly in the Program either

incorporated into a PBL lesson and/or as a standalone activity. Activities will be based on the PeaceWorks curricula. Examples of topics covered in the modules are pro-social skills, perspective taking, decision making, bully/victim/bystander issues, and anger management.

5.1 Personal Enrichment Physical Activity (middle and high school). The objective is for 80 percent of regularly attending participants to demonstrate maintenance of or improvement in physical fitness as indicated by pre/mid/post assessments on the Progressive Aerobic Cardiovascular Endurance Run (PACER) multistage shuttle run designed to measure aerobic capacity. Students in the Academic Achievers Program will engage in physical education and recreational activities to promote healthy life styles. **During the summer program students will elect to participate in the Summer Swim Program. Lead by certified lifeguards, students will partake in a variety of classes such as swim lessons, water fitness classes, Guard Start Classes which is a junior lifeguarding course, and the Certified Lifeguard Course by the American Red Cross.** The Sports, Play & Active Recreation for Kids! (SPARK) Program will be implemented. This research-based out-of-school physical activity program includes a physical activities curriculum, on-site training, and lifetime follow-up support. Through physical activity, it is anticipated that children will develop positive lifelong healthy habits. All of the children will participate in the physical recreational activities of the Program with the exception of children with documented physical disabilities and/or compromising health issues. The student to staff ratio will be 15:1. Staff will be trained in the SPARK curriculum and its implementation at all of the sites (SPARK).

5.2 Personal Enrichment Healthy Eating (middle and high school). The objective is for 80 percent of regularly attending participants to score satisfactorily or higher on a nutrition and safe cooking assessment and report satisfaction with the experience as demonstrated by a program survey. All of the children in Academic Achievers will participate in the Tasting Dinner Party Project. This exciting seven-week program takes children through the entire process of producing a dinner for their families while learning fundamental lessons about nutrition, healthy

eating habits, safe cooking skills, local and seasonal eating, as well as the social and cultural importance of sharing family meals. The powerful experience of planning a dinner event deepens teen's understanding of the value of community, family, teamwork, and sharing. Common Threads will provide the 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.

6.1. Adult Family Member Participation: Two objectives are proposed in the area of adult family member participation. The first objective is for 50 percent of adult family members who complete a workshop needs assessment will participate in a parent workshop of their choice. A variety of Parent Academy workshops will be available for parents to choose from. The second objective is for 70 percent of family members who sign up to participate in a parent and student enrichment class will complete the class. A variety of enrichment classes will be offered such as jewelry making and painting. All classes will be led by enrichment teachers.

6.2. Adult Family Member Performance: Two objectives were created in the area of adult family member performance. The first objective is for 80 percent of adult family members of attending students participating in Adult Education Classes will demonstrate improvement in knowledge/skills as evidenced by pre- and post-tests. Adult classes such as citizenship and/or USA Learns ESL classes will be offered. The second objective is for 80 percent of adult family members of attending students participating in fitness and recreation classes will maintain or show improvement in physical fitness as evidenced by pre and post PACER tests.

4.4.b. Activities and Timeframe

Various evidence based tools and resources will be incorporated into the Academic Achievers Program to meet the program objectives. Details on the objectives respective measurement tools, activities, and timeframe can be found in table 2 for the middle school students and table 3 for the high school students. One of the main resources we will be using in

the Academic Achievers Program is PCS Edventures. With over 25 years of experience, PCS Edventures is a leading developer of educational programs that integrate project based learning methodology with technology. This project based learning program empowers students to explore areas ranging from architectural structures to mechanical engineering, into programming environments and technology in media. The curriculum includes a digital media lab which helps develop critical thinking and problem solving skills, incorporates real world applications of math and science, and promotes “real life” skills and lifelong learning interests while enhancing character development. The PCS Edventures resources will be used to meet the objectives in the areas of Reading/Literacy, Mathematics, and STEM (PCS Edventures).

Another resource which will be incorporated into the Program for the middle school students is the PeaceWorks curriculum, designed by the Peace Education Foundation which is a leader in training and curriculum for behavior management and conflict resolution. Their techniques are being implemented in more than 20,000 schools worldwide. The PeaceWorks methodology includes having teachers model and teach peacemaking skills, coaching and encouraging students to implement these skills, and sharing peacemaking skills with others (Peace Education Foundation).

One distinctive factor of the Academic Achievers for the high school students is the focus on college and career readiness. Participation in Academic Achievers will enable high school students to take college preparation courses such as the PERT (Postsecondary Education Readiness Test) and the ACT (American College Testing). This is an opportunity which is rarely afforded to students in this community and will help bridge the gap between potential and achievement post high school graduation. The college test preparation courses will assist students in preparation of the PERT and ACT test, and if passed, will allow the participating students to enroll in dual enrollment classes through the day school. Academic Achievers will work with Miami Dade College to provide the college test preparation courses opportunities to program participants.

Project Based Learning (PBL).

Four PBL activities will be used to meet the objectives of the Academic Achievers Program (see Program Plans for details on objectives) and will be mastered over a 10 to 12 week time frame. Each PBL will include a pre/post assessment and will culminate with a presentation by the students for the parents at a quarterly Family Education Night (FEN). Presentations will consist of various modes of technology including video, computer, and applications, and will include state of the art software such as Prezi. All of the PBLs will be provided by PCS Edventures. Two of the four PBLs are described in detail below.

One of the proposed PBL activities is called “The Digital Video World in the 21st Century”. This project consists of students playing roles as individuals in the entertainment world such as actors, writers, and news anchors, and exploring the many facets of production in video technology. Students will work collaboratively and share their projects for each unit, in addition to, teachers reviewing content vocabulary while also activating student’s prior knowledge of subject matter through brief historical discussions for each digital lesson. The projects within each unit are designed to foster critical thinking, problem solving skills, and the progression of activities within each lesson, which are completed before the mini project, become more and more open-ended and challenge based until the student is actually mastering and applying the foundation concepts to solving problems. Students also become excited about learning with technology, and opportunities to explore in math, language arts, history and science related fields. Additionally, skills such as the ability to communicate clearly, work on a team, and solve problems are targeted throughout this PBL. The project will take place over 10 to 12 weeks with programming for 45-60 minutes five days a week at all proposed sites. Certified teachers and program staff will implement this project and parents, volunteer staff and “expert” volunteers will be encouraged to assist students as well. Participating 21st CCLC family members will be invited to a Family Education Night (FEN) to view a collaborative “themed” video production made by students, journal entries and other student work that demonstrates

mastery of materials by producing a Hollywood style “movie opening night event”. Students will do red carpet before and after events to interview guests on the expectations and critique of the movies and event. Specific objectives, **Florida Standards**, and 21st Century Skills targeted by this PBL can be found in the project plan.

Another example of a problem based learning activity for the Academic Achievers Program is called “Capturing Imagination-Digital Photography”. Students will focus on using the “design process” as a systematic problem-solving strategy used to develop many possible solutions to solve a problem and to narrow down the possible solutions to one for many of the projects they work on. Students will infuse digital photography in their creative projects such as ad campaigns, visual puzzles, food menus, and a photo board game. Additionally, teachers will be reviewing content vocabulary while also eliciting student’s prior knowledge of subject matter through inquiry. The projects within each lesson are designed to foster critical thinking and problem solving skills. Students also become excited about learning with technology, and opportunities to explore in math, language arts, history and related fields in the arts including; digital design and photography. Students will gain the skills and ability to communicate clearly, work on a team, and solve problems. The lessons also have a variety of mechanisms built into them to foster these skills through activities that emphasize research, communications (both written and verbal), as well as, cooperative and team challenges.

The project will take place over 10 to 12 weeks with programming for 45-60 minutes five days a week. Certified teachers will be involved in this project and parents, volunteer staff and “expert” volunteers will be encouraged to assist students as well. Participating 21st CCLC family members will be invited to a Family Education Night (FEN) to view student’s digital photography production of campaigns, story boards, puzzles, and games that demonstrate a mastery of skills by producing materials that will promote and enhance the event. Student’s posters, ad campaigns, collages, food menus, etc. will be used as marketing materials for the event.

Specific objectives, **Florida Standards**, and 21st Century Skills targeted by this PBL can be found in the Program Plan.

Additional activities will be implemented at all sites throughout the school year. Thirty minutes of homework assistance, provided by tutors and certified teachers, will be offered daily. Thirty minutes of character education taught by program staff through PeaceWorks will be provided weekly. ALM Sports will lead 45 minutes of intramural sports activities and dance and/or cheerleading three times a week, while 45 minutes of SPARK fitness activities will be implemented by program recreational staff twice a week.

Adult Family Member Services.

Goals and activities for the adult family members of Academic Achievers are an integral component of the program. By engaging families in activities that students typically experience, families “experience” students’ academic work and can find opportunities to more easily engage their students in conversations about schoolwork. Several objectives have been identified to promote family participation in their child(ren)’s education: (1) monthly Family Education Nights (FEN), (2) Adult ESL instruction, (3) Adult Workshops, and (4) Adult Enrichment Activities.

1. Family Education Nights - Family involvement in the children’s educational process will be fostered by participation in monthly Family Education Nights (FEN) during which teens and adults will engage in learning activities which complement the 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 Program. For example, for the PBL focusing on digital video, parents will be invited to a FEN to view a collaborative “themed” video production made by students, journal entries and other student work that demonstrates mastery of materials by producing a Hollywood style “movie opening night event”.

2. Adult ESL - 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 an online language learning program called the USA Learns (USA Learns). USA Learns includes an initial baseline assessment of English proficiency and provides appropriate content. The program is supplemented by in-person instruction and exercises by a Certified Adult Education Instructor. Parents will learn and improve their English proficiency while developing their 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 and school learning. Example topics of workshops include: effective communication between teachers and parents, understanding the parent portal, and understanding the IEP process.

4. Adult Enrichment Activities – Two types of enrichment opportunities will be provided to families: parent fitness classes and Parent/Teen club. Parent fitness classes will be offered by certified trainers. Parent/Teen club will consist of various recreational classes (such as jewelry making and painting) to promote and improve the relationship between teenagers and parents.

Additional parent activities may be offered based on the interest of program families. The needs assessment proposed at the commencement of the program will inform them of additional programming including social services, recreational and/or enrichment opportunities (e.g. citizenship preparation classes).

Table 2 - SMART Objectives. YLC Academic Achievers – Middle School

Measurable Objectives	Measurement Tools	Activities	Timeframe
Objective 1.1: 80 percent of regularly participating students (attending the program 30 days or more) will maintain and/or show improvement in reading comprehension skills	Pre/Post Assessments, end of project rubric, and report card grades	a) PCS Edventures PBL Lessons and Activities	a) Daily throughout the program year
		b) Homework Assistance	b) Daily throughout school year
Objective 1.2: 80 percent of regularly participating students	ORF Pre/Mid/Post assessments and report	a) PCS Edventures	a) Daily throughout the program year

(attending the program 30 days or more) will maintain and/or show improvement in their <u>reading fluency</u> skills	card grades.	PBL Lessons and Activities b) Homework Assistance	b) Daily throughout the school year
Objective 2: 80 percent of regularly participating students (attending the program 30 days or more) will maintain and/or show improvement in Mathematics skills	Pre/Post Assessments, end of project rubric, and report card grades	a) PCS Edventures PBL Lessons and Activities b) Homework Assistance	a) Daily throughout the program year b) Daily throughout school year
Objective 3: 80 percent of regularly attending students (attending the program 30 days or more) participating in S.T.E.M activities will maintain and/or show improvement in Science skills	Pre/Post Assessments, end of project rubric, and report card grades	a) PCS Edventures PBL Lessons and Activities b) Homework Assistance	a) Daily throughout the program year b) Daily throughout school year
Objective 4: 80 percent of regularly attending participants (attending the program 30 days or more) will improve or maintain acceptable levels {an average of C or higher} of student behavior	Pre/ Post Assessments program Disciplinary Reports, Report Card Conduct Grades	a) PBL Lessons and Activities b) PeaceWorks	a) Weekly throughout the program year. b) Weekly throughout the school year
Objective 5.1: 80 percent of regularly attending participants (attending the program 30 days or more) will maintain and/or show improvement in physical fitness	PACERS Pre/Mid/Post assessments and pre/post enrichment class skills and or knowledge tests created by vendor or program.	a) SPARK b) ALM Sports Intramurals, dance and cheerleading	a) Weekly throughout the program year b) Weekly throughout the school year
Objective 5.2: 80 percent of regularly attending participants (attending the program 30 days or more) will maintain and/or show improvement on pre/post nutrition and safe cooking assessments and report satisfaction with the experience	Pre/ post assessments and project survey	a) Common Threads Group Nutrition and Cooking Classes	a) Weekly during the summer program.
Objective 6.1a: 50 percent of adult family members who complete a workshop needs assessment will participate in a parent workshop of their choice.	Tools will be determined at a later date	a) Parent Academy Workshops	a) Ongoing throughout program year
Objective 6.1b: 70 percent of family members that sign up to participate in a parent and student enrichment classes will complete the class.	Tools will be determined at a later date	a) Painting and/or jewelry classes lead by qualified enrichment leaders.	a) Ongoing throughout program year
Objective 6.2a: 80 percent of	Pre/post assessment test	a) Adult classes	a) Ongoing

<p>attending adult family members participating in Adult Education/Enrichment classes will demonstrate improvement in knowledge/skills</p>		<p>such as citizenship and/or USA Learns ESL classes (needs based assessments)</p>	<p>throughout program year</p>
<p>Objective 6.2b: 80 percent of adult family members participating in fitness and recreation classes will maintain or show improvement in physical fitness</p>	<p>PACERS Pre/Post assessments test</p>	<p>a) Fitness and/or recreation (need based assessments)</p>	<p>a) Ongoing throughout program year</p>

Table 3 – SMART Objectives. YLC Academic Achievers – High School

Measurable Objectives	Measurement Tools	Activities	Timeframe
<p>Objective 1.1: 80 percent of regularly participating students (attending the program 30 days or more) will maintain and/or show improvement in reading comprehension skills</p>	<p>Pre/Post Assessments, end of project rubric, report card grades and/or course grades</p>	<p>a) College Test Prep or community service elective credit courses and/or PCS Edventures PBL Lessons and Activities b) Homework Assistance</p>	<p>a) Daily throughout the program year b) Daily throughout school year</p>
<p>Objective 1.2: 80 percent of regularly participating students (attending the program 30 days or more) will maintain and/or show improvement in their <u>reading fluency</u> skills</p>	<p>ORF Pre/Mid/Post assessments and report card grades.</p>	<p>a) College Test Prep or community service elective credit courses and/or PCS Edventures PBL Lessons and Activities b) Homework Assistance</p>	<p>a) Daily throughout the program year b) Daily throughout the school year</p>
<p>Objective 2: 80 percent of regularly participating students (attending the program 30 days or more) will maintain and/or show improvement in Mathematics skills</p>	<p>Pre/Post Assessments, end of project rubric, report card grades and/or course grades</p>	<p>a) College Test Prep or community service elective credit courses and/or PCS Edventures PBL Lessons and Activities b) Homework Assistance</p>	<p>a) Daily throughout the program year b) Daily throughout school year</p>
<p>Objective 3: 80 percent of regularly attending students (attending the program 30 days or more) participating in S.T.E.M activities will maintain and/or show improvement in Science skills</p>	<p>Pre/Post Assessments, end of project rubric, report card grades and/or course grades</p>	<p>a) College Test Prep or community service elective credit courses and/or PCS Edventures PBL Lessons and Activities b) Homework Assistance</p>	<p>a) Daily throughout the program year b) Daily throughout school year</p>
<p>Objective 4: 80 percent of regularly attending participants (attending the program 30 days or more) will demonstrate college/career readiness and stay in school as measured by course test</p>	<p>Course test (an average of 70% or higher), pre/post assessments and program attendance</p>	<p>a) College Test Prep or community service elective credit courses and/or community service credit courses b) Homework Assistance</p>	<p>a) Daily throughout the program year b) Daily throughout the school year</p>

		c) ACT Explorer	c) Weekly throughout the school year
Objective 5.1: 80 percent of regularly attending participants (attending the program 30 days or more) will maintain and/or show improvement in physical fitness	PACERS Pre/Mid/Post assessments and pre/post enrichment class skills and or knowledge tests created by vendor or program	a) SPARK b) ALM Sports intramurals, dance and cheerleading	a) Weekly throughout the program year b) Weekly throughout the school year
Objective 5.2: 80 percent of regularly attending participants (attending the program 30 days or more) will score satisfactorily or higher on pre/post nutrition and safe cooking assessments and report satisfaction with the experience	Pre/ post assessments and project survey	a) Common Threads Group Nutrition and Cooking Classes	a) Weekly during the summer program.
Objective 6.1a: 50 percent of adult family members who complete a workshop needs assessment will participate in a parent workshop of their choice	Tools will be determined at a later date	a) Parent Academy Workshops	a) Ongoing throughout program year
Objective 6.1b: 70 percent of family members that sign up to participate in a parent and student enrichment class will complete the class	Tools will be determined at a later date	a) Painting and/or jewelry classes lead by qualified enrichment leaders.	a) Ongoing throughout program year
Objective 6.2a: 80 percent of adult family members of attending students participating in Adult Education Classes will demonstrate improvement in knowledge/skills	Pre/post assessment test	a) Adult classes such as citizenship and/or USA Learns ESL classes(needs based assessments)	a) Ongoing throughout program year
Objective 6.2b: 80 percent of adult family members of attending students participating in fitness and recreation classes will maintain or show improvement in physical fitness	PACERS Pre/Post assessments test	a) Fitness and/or recreation (need based assessments)	a) Ongoing throughout program year

4.4.c. Quality Contact Time

During the school year, the Program will offer services at HEA five days a week for three hours and 30 minutes each day (5 days x 3.5 hours daily = 17.5 hours weekly). At JMMA, services will be offered five days a week for three hours and 40 minutes each day (5 days x

3.66 hours daily = 18.3 hours weekly) throughout the school year. During the summer program, the schedule will be five days a week 11 hours a day (5 days x 11 hours daily = 55 hours weekly).

4.4.d. Recruitment and Retention

Students will be recruited from the surrounding areas of the two proposed sites which have high numbers of at-risk students who come from low income families and speak English as a second language. Information about Academic Achievers will be distributed via Connect Ed (a telephone communications system that allows schools and the school district to send important messages to parents), the City's website, social media outlets and TV77 (the City's television station) which is also streamed on the City's website. Representatives from the Academic Achievers Program will attend New Student Orientations and Open Houses to promote the Program. Similarly, staff will attend teacher meetings to inform them about the program and ask for assistance with referrals.

School personnel will also develop a list of students identified as "at-risk" and refer them to the program. Staff will contact those families directly and invite them to participate. Families interested in participating will complete a written application. Participants will be selected according to their enrollment status at the regular day school, interest in participating in program activities, willingness to comply with the attendance policies, and parent/guardian commitment to attend and participate in Family Education Night 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. The unique curriculum and opportunities afforded by Academic Achievers include activities and experiences to which many in the City's student population are unlikely to have access without participating in the program. For example, during the summer sessions students are able to enroll in enrichment programs of interest such as guitar, nutrition, cheerleading, and tennis. The STEM projects are also very

creative and interactive which help keep students engaged. Lastly, the half course credit earned by participating Academic Achievers, which can be applied to graduation, is very enticing to targeted students, as are the community service hours. These opportunities keep students engaged and attending regularly.

Once a family is enrolled in the Program, specific efforts will be made to promote retention for the current year. These efforts include offering early registration for current students when summer or afterschool registration begins and hosting parent workshops on education and safety of children who attend afterschool programs versus other typical after school arrangements for youth (i.e. staying home alone while they wait for parents to return from work). Many of the program staff are the teachers from the students' schools which assists with building rapport and maintaining relationships from the school day to the afterschool program.

4.4.e. Staffing and Professional Development

The 21st CLCC project will be supervised by the Director of Education of Community Services and by Department Supervisor Sharon Dziedzic, positions which require a bachelor or master's degree. The Academic Achievers Program will be administered by a full time Project Director with education and/or significant experience and be assisted by a part time Center Director who has a 40-hour child care certification certificate. Each site will have a part time camp director who is directly responsible for the daily program implementation and is assisted by part time counselors, tutors, and recreation leaders, all positions which require a high school diploma. A literacy assistant provides clerical support for the program and will also assist in direct services as a floating staff person. Certified teachers lead all academic activities. Inclusion Aides are contracted if needed to support the inclusion of children with disabilities. Enrichment activities are offered in conjunction with contract providers who specialize in math and science enrichment, fitness and sports activities, arts enrichment, and nutrition education. The City welcomes volunteers who are over 18 years of age, who have been cleared with a background check, and who receive approval from City Administration through an established

process to volunteer in City programs and facilities. In the program, volunteers would be used to support enrichment activities including in the arts, sports, and during Family Education Nights.

Academic Achievers will receive administrative support, to include all invoice tracking, budgeting, revisions, and reporting for the 21st CCLC and overseeing data entry associated with these areas, from Quentin Webb, Program Specialist, who has worked for the City of Hialeah for thirteen years. He holds a Bachelor's degree in Public Administration from Florida International University.

The City conducts a national Level II background check on every person associated with this Program including all teachers, staff, contractors, volunteers, and administrators. Before an employee or contractor is hired, the Department Director 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. Academic Achievers, serving a middle/high school population, is exempt from licensure and therefore there is no licensure agency requirement regarding staff which must be met.

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

Ensuring all staff understand program goals and have the requisite knowledge and skills to support student learning is critical to the Program's success. Therefore, planned, differentiated professional development is embedded into the program. Certified teachers, though knowledgeable in their disciplines, may need support in teaching in an afterschool or summer program. Print, web-based, and video resources from the *Afterschool Training Toolkit for 21st Century Community Learning Centers* will serve as a source of ideas for lesson

implementation in literacy, math, and science; provide myriad resources to support instruction throughout the year; and be an initial professional development experience for teachers, tutors, and other staff on a variety of instructional strategies and afterschool organizational approaches. Tutors and teachers may avail themselves of the tutorials located online and on the web. Counselors, tutors, and teachers will receive training via the self-directed web-based workshops provided by 21st CCLCs You for Youth Online Professional Learning and Technical Assistance program. Counselors and tutors will be provided with professional development sessions addressing a variety of homework assistance and behavior management approaches. Teachers, counselors and tutors will participate in a project based workshop series. Site directors, counselors, and recreational leaders will attend training on PeaceWorks and recreational leaders will receive SPARK training. All new and returning program staff will attend orientation sessions and will have the opportunity to receive CPR training. If funded, we will send the Project Director and other key staff to the Florida 21st CCLC State Conference; program and administrative staff will also participate in FLDOE Grant Fiscal Management Training.

The Advisory Board, fully detailed in 4.1.b. will round out the plan for key persons to support and enhance the program. Administrative and evaluation staff described above will interact with the Board to plan and develop the Academic Achievers Program.

4.5. Evaluation Plan

Administrative staff will comply with all of the reporting documents as required by the 21st CCLC Grant Initiative including updating information through the Profile and Performance Information Collection System (PPICS), Annual Performance Reports (APR), monthly attendance and deliverable reports, ongoing data collection, end of the year, and summative reports.

Academic Achievers will contain an evaluation component including measures and outcomes reflecting the needs of students and family members. Information gleaned from the

evaluation will show the impact on student academic performance. Support letters from partnering school principals indicate that student data will be provided to fulfill evaluation requirements. The Program will provide all requested evaluation data to the United States Department of Education, the Florida Department of Education and/or the Children's Forum on behalf of the FLDOE. The Program also agrees to participate in comprehensive evaluations of effectiveness of programs and activities provided with 21st CCLC funds.

A strong evaluation design is proposed for Academic Achievers 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. Both quantitative and qualitative data will be collected to conduct this evaluation. Pre- and 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 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 and meaningful evaluation report to help shape long-term program development.

Formative evaluations will be documented on a yearly basis to collect baseline data on students in order to measure progress towards program objectives in the subsequent formative and summative evaluation reports. Data on student attendance, program operation, assessment of all program objectives, and recommendations will be included. End-of-Year Reports will be submitted in years one, three, and four. These reports will summarize annual evaluation findings relevant to the program objectives, teacher feedback, family satisfaction with the Academic Achievers Program, and recommendations for the next year. Summative reports will be prepared at the end of year two and five providing a detailed summary of the Program and

progress towards meeting each program objective. The summative reports will include (a) an overview and history of the Program with indications of achievement of objectives; (b) student attendance and enrollment data; (c) information on each site program operation; (d) information on quality of each site staff; (e) assessment of each program objective; (f) other quantitative and qualitative data collected from interviews, photographs, evidence of student success stories; (g) information on program partnerships leading towards sustainability; and (h) overall recommendations.

4.6. Dissemination Plan

In order to disseminate and share information about Academic Achievers with stakeholders, the Project Director and staff will provide information sessions at the monthly family involvement events. These sessions will be conducted in English and Spanish to ensure that all of the families understand and are acquainted with program goals and outcomes. In addition, each site will have an announcement area where families can read about monthly activities and special events as they occur. Postings will also include photos and other types of media to ensure stakeholders remain informed and encourage active participation in the program.

Academic Achievers will have a page on the City of Hialeah website which will be used as a dissemination tool. This webpage will display program objectives, progress, and links to projects created by the students. Upcoming events will be available for students, parents, and community members to view on the website. Program partners and stakeholders will be invited to post events that may be of interest to students and families. The webpage will be updated monthly during the program period and the date of the latest update will be displayed. If awarded, the webpage will be active within one month of notification of the award. The webpage will also include short articles on the accomplishments of the students who participate in the program and data from program outcomes as appropriate. Summaries of the summative reports generated for 21st CCLC will be provided to the principals of the schools.

4.7. Student Safety

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. All children will sign-in daily upon arrival at the site. Children will only be signed out by their parent/guardian or as indicated on the registration form. 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.

During the school year, traveling to and from the sites is not an issue since the program will be held at the schools (José Martí MAST Academy and the City of Hialeah Education Academy) that the students regularly attend. Students will be picked up at the sites by the person indicated by their parent/guardian. In cases where the students will walk home, the parent/guardian will provide a written statement indicating that they have given permission for the student to do so. All of the facilities proposed are Americans with Disabilities Act (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.

During the summer months the Program will be responsible for providing transportation during select summer activities. City vehicles will be used and drivers holding valid Commercial Driver License (CDL) classification will be hired. The City of Hialeah will provide in-kind contributions of up to one 44 passenger bus and one 13 passenger bus to aid in transportation. All staff receive training prior to transporting students on proper procedures and transportation guidelines that are set forth by the City in the policies and procedures manual. Any field trips will be chaperoned by the appropriate number of staff, a 1:15 ratio, and transportation for scheduled educational field trips will be provided by an outside contractor. All staff are trained on proper procedures of supervision and the field trip policy while out of the site to ensure safety.

The City of Hialeah has well-defined policies and a rigorous hiring procedure, whereby all staff for this Program will pass a Level II clearance. Furthermore, any partner/contractor

providing direct services to the children will have appropriate clearances. Parents will be informed of off-site activities and field trips. These activities will be appropriately staffed to ensure safety at all times.

The Academic Achievers Program will serve children with disabilities through inclusion programming. Individualized Education Plans (IEPs) of children with disabilities will be reviewed on a case by case basis. 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:student ratio administered by inclusion aides, although less intensive 1:5 ratio may be considered for other CWD as needed. Services from a behavior analyst consultant to design behavioral plans and an inclusion specialist to make modifications and adaptations will be contracted as needed.

4.8. Sustainability Plan

The City of Hialeah ECS Department promotes lifelong learning which starts in childhood. The City is committed to maintaining the proposed out-of-school program in both size and scope of services throughout the five year funding period. Understanding that grants funds will decrease, the City will carefully plan its programmatic needs accordingly. In order to sustain the quantity and quality of services, the number of children, and the length of operation during Years 3 to 5, the City will explore different alternative funding sources to compensate for the reduction in funding from the 21st CCLC. If no additional funding for other sources is obtained, the City has various sources of income which can be reassigned to cover the program budget. One source may be the moneys from the Community Development Block Grant (CDBG) which allows money for social services. Another alternate source of money may be the educational impact funds from local taxes. The City's partners have also committed to continue providing support for afterschool 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, less will be spent on external professional development activities since the staff will be trained and new staff will be trained by more experienced staff.

4.9. Budget (See DOE101S)

4.9.a. Budget Narrative Description

The City of Hialeah is fully committed to make the most effective use of public resources and consistently plans programming to make use of all possible enhancement funds, in-kind donations, sponsorships, and partnerships. This 21st CCLC Program will be combined and coordinated with additional funding from the City of Hialeah, which supports afterschool and summer programs under the City's General Fund in the ECS Department budget. This includes some direct operating funds, as well as significant funds (over \$150,000) to support administrative overhead including supervisory and support staff. The City is an Afterschool Meals Program (AMP) provider in the Child Care Food Program (CCFP) administered by the Florida Department of Health and receives over \$20,000 a year to provide healthy snacks to the sites through CCFP. The City also has funding from the Florida Blue Foundation to support *Hialeah Healthy Families*. Some of these funds will be used to support activities and meals for Family Education Nights. The City has a well-established sponsorship program and works closely with many business and corporations who wish to "give back" to their community. We have obtained both in-kind and direct funds in the past to support *YLC* and will continue to seek these types of sponsorships to enhance the Program.

The described Program will charge each afterschool participant a \$20 registration fee and \$5 per week, and each summer participant a \$20 registration fee and \$10 per week, for a total of up to \$48,000 a year in revenues. As a sliding scale, the City will waive registration fees for any family with a second child registered in any Hialeah afterschool program, for children with disabilities with financial need, and any other child whose financial situation would preclude participation. These supplemental revenues will be used for up to \$48,000 in direct expenditures

to enhance the program, including but not limited to any additional funding needed for healthy snacks not covered by the CCFP grant, for providing transportation to the summer camp school site from each child's home school, for additional inclusion aides and direct supports for children with disabilities, and for expenses associated with providing college tour and post-graduate education field trips and experiences. ECS Department staff have learned that if a free program is offered, the documented attendance rate is less than 85 percent of registered participants in afterschool and 70 percent in summer. When with similar programs, the City charged a registration fee and a minimal weekly fee (like \$5), the documented attendance dramatically grew and held steady at over 100 percent in afterschool and 85 percent in summer.

Funds awarded to support the Academic Achievers Program will be used to provide described afterschool and summer camp activities in the two Title I public schools that have a great need for these services for their students and will not supplant federal, state, local or non-federal funds. Afterschool and summer camps would otherwise only be available through a full fee-based program which many fewer families in Hialeah would be able to afford.

The City of Hialeah will recruit high quality staff at all levels, as well as qualified and experienced contractors and professional services providers. ECS provides multiple and continuous opportunities for training and professional development to staff related to child care, safety and food safety training, services for children with disabilities, SPARK training, PeaceWorks Character Education training, and other education/curriculum workshops. Additionally, city staff attend the 21st CLCC conference for professional development.

Direct educational services will all be provided by certified teachers with experience in their academic area, and will be recruited from the hosting school which will increase retention. If a teacher in a subject area cannot be recruited from the hosting school, the City has strong relationships with all MDCPS schools in Hialeah and will recruit from neighboring schools. Each site has part time support staff who administer all activities in the sites and who support the teachers in the educational activities. All contractors who provide enhancement activities, such

as artists, etc., are all engaging and experienced subject specialists and are contracted through reliable service providers.

The City has a very high retention rate for administrative staff and recruits and hires qualified professionals with degrees and with certifications such as Florida Child Care Professional Credentials. Retention is high because the City provides a strong benefits package. Because the ECS offers a competitive hourly rate for teachers and support staff, the Department has an eight-year history of strong recruitment for afterschool and summer programs staff. The historic retention rates in all City of Hialeah afterschool and summer programs are very high, with over 95 percent retention for teachers and over 90 percent for direct services staff. The recruitment and retention of qualified and talented staff provide a foundation for a high-quality and enriching out-of-school program experience.