

## **Scope**

The City of Hialeah's STEAM Ahead program will serve three Title I Schools within the city. These schools are Palm Springs Middle School, Hialeah Middle School, and Henry H. Filer Middle School. All of the sites will operate from 3:55 pm through 6:55 pm during the afterschool program and will serve students for 180 days. During the summer students will be picked up at their home sites and transported to a host site located at Palm Springs Middle School. The summer program will operate for 50 days and will serve students between the hours of 7:30 am through 6:30 pm. The STEAM Ahead program will serve 150 students in the afterschool program as well as the summer program. Palm Springs Middle School will serve 80 students in both the afterschool and summer program. Hialeah Middle School will serve 40 students in the afterschool and summer program. Henry H. Filer will serve 30 students in the afterschool and summer program.

### **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 21<sup>st</sup> Century Community Learning Centers (CCLC) 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 us 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 1 school that has completed its 6th year and has been an "A+" school for the last 4 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 funded through the 21<sup>st</sup> 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. The Program 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 module assessments. In the area of mathematics, 79 percent showed they made improvements as indicated through the mathematics BrainChild module 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 of 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 the Program 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 21<sup>st</sup> Century Community Learning Centers Initiative. Mr. Lopez served as the Center Director for the last

year of the previous 21<sup>st</sup> CCLC Program and is the proposed director for this new Program. Mr. Robert Lopez has worked for the City of Hialeah for over 10 years. During his tenure with the City he was the Program Director for the Early Prevention & Intervention Youth Program. Prior to joining the City, he was the Program Director and Special Events Coordinator for Sports Production Company. He 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 (Center Director) for the previous 21<sup>st</sup> 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 21<sup>st</sup> CCLC Program; managing the budget; collaborating with the external evaluator to facilitate data collection and analysis; and collaborating and maintaining an active relationship with 21<sup>st</sup> CCLC partners.

Both Ms. Dziedzic and Mr. Lopez have been recognized by the 21<sup>st</sup> 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 21<sup>st</sup> 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 STEAM and ensures valid summative evaluations of the Program outcomes.

In addition to the key personnel described above, the STEAM 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 21<sup>st</sup> Century Program met to discuss community need and a plan to prepare a new 21<sup>st</sup> Century Community Learning Centers Program. The previous 21<sup>st</sup> 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 this 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, Miami Dade County Public Schools, and Village Youth, Inc. 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 schools identified for this Program. The City of Hialeah has been working with Hialeah Middle School for the past four years to provide 21<sup>st</sup> CCLC afterschool programs and summer camp to their students. Additionally, the City offered 21<sup>st</sup> CCLC afterschool and summer camp programs to Filer Middle School students in a nearby community center for five years. 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 three 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 (Partners 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 - STEAM Ahead

<b>Partner Agency Name</b>	<b>Agency Type</b>	<b>Contribution Type</b>	<b>Align to Need/Goal</b>	<b>Letter of Support</b>
<i>MDCPS</i>	<i>SD</i>	<i>In-kind</i>	<i>Facility - Provide a dedicated space for program implementation at selected schools; Provide use of computers, maintenance staff, and office equipment</i>  <i>School Collaboration – Encourage individual school staff to support the YLC Program</i>	Yes
<i>City of Hialeah Parks and Recreation Department</i>	<i>PRD</i>	<i>In-kind</i>	<i>Personal Enrichment – Teach students Tennis, Swimming and certifying them as Lifeguards.</i>  <i>Facility – Offer use of Cultural Arts Theater for program special events</i>	Yes
<i>Hialeah Communications and Special Events Office</i>	<i>CBO</i>	<i>In-kind</i>	<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
<i>Village Youth Services, Inc.</i>	<i>CBO</i>	<i>In-kind</i>	<i>Health and Nutrition – Provide free nutritious meals (snacks/lunches) to participating students in summer program through the Florida Summer Food Program</i>	Yes
<i>Alliance for a Healthier Generation-HOST Initiative</i>	<i>NPOO</i>	<i>In-kind</i>	<i>Health and Nutrition - Offer resources for health and fitness activities</i>	Yes

**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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 dual enrollment 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 STEAM Ahead 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. The Program will be housed at three sites that are Hialeah Middle School, Henry H. Filer Middle School and Palm Springs Middle School. 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 21<sup>st</sup> CCLC Program will be recruited from three Title I eligible school sites in the City of Hialeah: Hialeah Middle School, Henry H. Filer Middle School and Palm Springs Middle School. Palm Springs Middle School is a Miami Dade County Public Middle School located in a residential, industrial area of Hialeah. Its current enrollment is 1,230 children (98 percent from minority backgrounds) from 6<sup>th</sup> to 8<sup>th</sup> grade of whom 93 percent qualify for free and reduced lunch. Hialeah Middle School is a Title I school in the Miami-Dade County Public School District. The total student enrollment is 873 students in grades 6 through 8. Of the students attending the school, 95 percent receive free/reduced lunch and 98 percent are from minority backgrounds. Henry H. Filer Middle School is a Title I school in the Miami-Dade County Public School District. The total student enrollment is 1,100 in grades six to eight, 1,089 of these students are from minority groups primarily Hispanic. Of the students attending the school, 95 percent receive free/reduced lunch.

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 21<sup>st</sup> CCLC guidelines will also be invited to register.

Data available on academic achievement of students attending the three target schools indicate a need for improving the educational outcomes. With regard to academic achievement at Palm Springs Middle School, less than half (48 percent) of students are reading at a satisfactory reading level or higher. In math, even less (47 percent) perform at a satisfactory level or higher. According to the *School Performance Grades Detailed Report (2013)*, 45 percent of the students attending Hialeah Middle School perform at or above grade level in

reading and 36 percent perform at or above grade level in math. In science, only 45 percent perform at or above grade level. *2013-2014 Preliminary School Grades* indicated that 43 percent of the students attending Henry H. Filer Middle School read at or above grade level, 41 percent perform at or above grade level in math and 36 percent perform at or above grade level in science (Florida Department of Education, 2014).

#### **4.2.c. Program Focus**

The ECS department proposes to provide enriching afterschool and summer camp services to 150 students in grades 6 to 8 from mostly non-English speaking low income families, in inclusive, academically challenging project based programs throughout the year. Active participation in the STEAM Ahead 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 three eligible Title I sites that have been identified serve middle 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.

STEAM Ahead 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 program's planning phase.

STEAM Ahead will implement a Project Based Learning (PBL) curriculum to maximize the interest in learning and application to real-world experiences. It is designed to complement

rather than duplicates 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 STEAM Ahead. 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 District to commit three schools to the Program. Principals of these schools have committed to sharing student data as they pertain to the students' participation in STEAM Ahead. 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 21<sup>st</sup> 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. 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. STEAM Ahead 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, STEAM Ahead 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 STEAM Ahead Program. The objective, targeted population, measurement tools, activities, and timeframe are described for each category.

1. *Reading/Literacy.* 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 project rubric, and pre/mid/post assessments using Oral Reading Fluency. Reading and fluency skills will be targeted via project based learning activities from the MindWorks Resources program.

2. *Mathematics.* The objective for the mathematics area is 80 percent of regularly participating students will maintain and/or improvement in mathematics as indicated by school report card grades, pre/post assessment, and the project rubric. Grade specific mathematic skills including computation, problem-solving, and geometry will be targeted via project based learning activities from the MindWorks Resources program.

3. *STEM.* The objective for the STEM area is 80 percent of regularly participating students will maintain and/or improve science scores as indicated by school report card grades, pre/post assessment, and project rubric. Science skills will be developed via project based learning activities from the MindWorks Resources program.

*4. Personal Enrichment Behavior.* The objective for the behavior category is 80 percent of regularly participating student will improve and/or maintain conduct grades as indicated by school report card grades, pre/post assessment, project rubric, and program disciplinary forms. Character Education will be incorporated into a PBL lesson weekly. 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 (Peace Education Foundation).

*5.1 Personal Enrichment Physical Activity.* The objective is for 80 percent of regularly attending participants will maintain or show 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. The students 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, and Guard Start Classes, which is a junior lifeguarding course. 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.* 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 project survey. All of the children in STEAM Ahead 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**

Four PBL activities will be used to meet the objectives of the STEAM Ahead Program (see Program Plans for details on objectives) and will be mastered over a 10 week time frame. Each PBL will include a pre and post test and 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 MindWorks lesson and materials. Two of the four PBLs are described in detail below.

One of the proposed PBL activities is called “Land of the Lost, the Is-No-More Museum.” This project consists of students studying a variety of climates, ecosystems, habitats, and locations that are no longer in existence. Students must work to create creatures that would have survived life in those places. Students may create sculptures or pictures of their creatures and create museum-type exhibits. The creatures should be accompanied by a description of the adaptations that allow it to survive in the conditions presented by the climate, ecosystem, habitat, or location. The project will take place over ten weeks with programming for 30-45 minutes five days a week. Certified teachers and program staff will implement this project and parents and expert volunteers will be encouraged to assist students as well. Final products for this PBL include a photo journal, collage, slideshow, YouTube video, or Prezi presentation describing the real and fictional extinct creatures, climates, ecosystems, habitats, and locations. Participating 21<sup>st</sup> CCLC family members will be invited to a Family Education Night (FEN) to view the presentation of the project findings. Specific objectives, Florida Standards, and 21<sup>st</sup> Century Skills targeted by this PBL can be found in the project plan. Another example of a problem based learning activity for the STEAM Ahead Program is called “Design a Theme Park for the Community”. As a group, students will come up with an idea for a theme for a park in the community. Students will work in teams to create models of rides and attractions for the theme park. Each group will decide whether they will create a ride or an attraction and determine the target age for the ride or attraction. All groups’ models will be combined to create a theme park. Students must create a marketing plan and a map of the theme park. Learning the physics behind roller coaster building will be especially interesting to students. The project will take place over 10 weeks with programming for 30-45 minutes five days a week. Certified teachers

and program staff will implement this project; parents and expert volunteers will be encouraged to assist students as well. Final products for this PBL include a model of a theme park for the community, including rides and attractions and marketing tools created such as a PowerPoint presentation or a commercial. Participating 21<sup>st</sup> CCLC family members will be invited to a Family Education Night (FEN) to view the presentation of the project findings. This FEN will highlight the importance of nutrition and challenge students to incorporate skills from their summer cooking course to create healthy versions of carnival style food. Specific objectives, Florida Standards, and 21<sup>st</sup> Century skills targeted by this PBL can be found in the project 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 30 minutes of intramural sports activities along with dance and/or cheerleading three times a week, while 30 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 STEAM Ahead 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 project.

**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 The Special Programs Instructor who holds a Adult Education Instructor Certificate and will conduct in-person instruction and exercises. 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 (such as Mind Lab's Zumba classes). 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 activity or class will inform them of additional programming including social services, recreational and/or enrichment opportunities (e.g. citizenship preparation classes).

**Table 2 - SMART Objectives. YLC STEAM Ahead**

<b>Measurable Objectives</b>	<b>Measurement Tools</b>	<b>Activities</b>	<b>Timeframe</b>
<b>Objective 1.1:</b> 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) Mind Works PBL Lessons and Activities  b) Homework Assistance	a) Daily throughout the program year  b) Daily throughout school year
<b>Objective 1.2:</b> 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	ORF Pre/Mid/Post assessments and report card grades.	a) Mind Works PBL Lessons and Activities  b) Homework Assistance	a) Daily throughout the program year  b) Daily throughout the school year
<b>Objective 2:</b> 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) Mind Works PBL Lessons and Activities  b) Homework Assistance	a) Daily throughout the program year  b) Daily throughout school year
<b>Objective 3:</b> 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) Mind Works PBL Lessons and Activities  b) Homework Assistance	a) Daily throughout the program year  b) Daily throughout school year
<b>Objective 4:</b> 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	Program Disciplinary Reports, Report Card Conduct Grades, Mindworks Collaboration Rubric, Pre/Post Assessments	a) Mind Works & PBL Lessons and Activities  b) PeaceWorks	a) Daily throughout the program year.  b) Weekly throughout the school year

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

#### **4.4.c. Quality Contact Time**

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 of the sites. 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 three 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 STEAM Ahead 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 Hialeah TV77 (the City's local television station) which is also streamed on the City's website. Representatives from the STEAM Ahead 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. 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 program attendance policies, and parent/guardian commitment to attend and 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. The unique curriculum and opportunities afforded by STEAM Ahead 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 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 teachers from the students' schools which assist with building rapport and maintaining relationships from the school day to the afterschool program.

#### **4.4.e. Staffing and Professional Development**

STEAM Ahead 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 Program will be administered by a full time Center 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 program specialist 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, physical

education 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 schools, volunteers would be used to support enrichment activities including in the arts, sports, and during Family Education Nights.

STEAM Ahead will receive administrative support, to include all invoice tracking, budgeting, revisions, and reporting for the 21<sup>st</sup> CCLC and overseeing data entry associated with these areas, from Quentin Webb, Program Specialist III, 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. STEAM Ahead, serving a middle 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 21<sup>st</sup> 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 21<sup>st</sup> 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 Center Director and other key staff to the Florida 21<sup>st</sup> 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 project. Administrative and evaluation staff described above will interact with the Board to plan and develop the Program.

#### **4.5. Evaluation Plan**

Administrative staff will comply with all of the reporting documents as required by the 21<sup>st</sup> 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.

STEAM Ahead 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 MDCPS indicate that student data will be provided to fulfill evaluation requirements. Program administrators 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 21<sup>st</sup> CCLC funds.

A strong evaluation design is proposed for STEAM Ahead 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 use 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 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 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 STEAM Ahead, 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 STEAM Ahead with stakeholders, the Program 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.

STEAM Ahead 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 programs 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 21<sup>st</sup> 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 (Hialeah Middle School, Henry H. Filer, and Palm Springs Middle) 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 to the selected summer site. City vehicles will be used and drivers holding valid Commercial Driver License (CDL) classification will be hired. These drivers will be responsible for transporting participants to and from the home schools to the summer site location to be held at Palm Springs Middle School. These staff will also be responsible for transporting participants to enrichment activities that take place away from the site property. 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 receives 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 a rigorous hiring procedure, whereby all program staff for this 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.

STEAM Ahead 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 Department of Education and Community Services promotes lifelong learning which starts in early childhood. The City is committed to maintaining the STEAM Ahead Program in both size and scope of services throughout the five year funding period. Understanding that grants funds will decrease, administrative staff 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 three to five, the City will explore different alternative funding sources to compensate for the reduction in funding from the 21<sup>st</sup> 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 funding

from the Community Development Block Grant (CDBG) which allows money for social services. Another alternate source of funding may be the 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 highly trained, less will be spent on external professional development activities since experienced staff will train new employees.

#### **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 is currently applying to provide suppers also, which will increase the revenues and expenditures by an additional amount. 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 (not allowed with 21st CCLC funds) 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 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 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 additional field trips and experiences related to their Project Based Learning activities. 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 under this program will be used to provide described afterschool and summer camp activities in the three 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; the City recruits and has 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 City offers a competitive hourly rate for teachers and support staff, the City has an eight-year history of strong recruitment for afterschool and summer programs staff. The historic retention rates in all City 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.