

## **SECTION 5: SCOPE OF WORK / NARRATIVE**

### **5.1 PROJECT ABSTRACT/SUMMARY**

The Cuban American National Council, Inc. d.b.a. CNC is a nonprofit community-based organization established in 1972 whose mission is to provide outcome-oriented programs in education, housing, social services, employment and training, financial literacy, leadership and community development, strengthening the fabric of the neighborhoods we serve. CNC is a comprehensive provider of research-informed services with close ties to immigrant and many local communities throughout the US. CNC is proposing the CNC Learning Enrichment Program to provide after school care services, summer programs and out of school services to children of its partnering school; ALPHA Charter of Excellence (ACE). The program emphasizes academic achievement and personal development through all of its activities. Some of the services offered include but are not limited to: assistance with homework assignments, small group intervention and instruction in reading, mathematics and science, daily reflective journals to ensure a personal individualized connection to learning, activities lead and supervised by certified and qualified teachers, technology infused in all core content areas, financial literacy for children and parents, art programs, cultural enrichment fieldtrips, supportive services for entire family's needs, among others.

### **5.2 Needs Assessment**

**The demographics and risk factors of the targeted population -** The demographic profile of our target population consist of largely Hispanics (96% of our service base); primarily Cubans, Puerto Ricans, Dominicans, Immigrants from Central/South America living in high crime areas of the city. The targeted student population at the service site is mostly English Language Learners (ELL). Since most of the students at the school site (ACE) are from Spanish speaking households, they are unable to comprehend reading materials or speak the language correctly. The school currently has received an F rating under the accountability report. This is primarily

due to the lack of the English Language. The school community is in Little Havana; a neighborhood in a continual state of flux as regional development pressures interact with changing patterns of immigration and neighborhood settlement to challenging local capacity to provide culturally-relevant education and social services that effectively meet the needs of our Community. Our Program is serving students from Kindergarten through fifth grade which are all the grades offered by ACE. The school also qualifies for Title 1 funds as 98% of the students are in the free and reduced lunch program. The students in our service site's (ACE) community are making adequate learning gains; however, they are not reaching proficiency on State Tests. The data used was State Testing Reports and software reports gathered throughout the school year from the school's principal. Also, given the high percentage of low-income families registered in the school, parents cannot afford to pay for any after school and / or during Summer time enrichment programs. This educational enrichment program will provide students and parents with extra resources and the opportunity to make adequate progress towards becoming proficient in English, increase academic achievement and provide tutorial services to help students with homework completion while helping them overcome deficiencies preventing them from meeting state academic standards. Parent and families of the students in the area need assistance in realizing the benefits of the American educational system. Our goal is to provide the students, parents and their families with the knowledge, the tools, and supportive infrastructure essential to closing the gap in their children's educational achievement.

**The activities used to identify the need for 21st CCLC programs in the proposed**

**community; -** Our agency completed various informal focus groups with parents of the children enrolled at the school site and faculty members of the school to identify the need for 21<sup>st</sup> CCLC programs. In addition, community research was conducted to understand the afterschool programs available in the immediate area versus the enrollment in neighboring low performing schools. **A description of how the community, including private schools, was involved in**

**determining the need for a 21st CCLC program; - Direct** conversations with the targeted school's Principal regarding their needs, their school improvement plan and specific academic enrichment recommendations lead to consensus on need and preference for a 21<sup>st</sup> CCLC program as the ideal solution for academic intervention before and after school as well as out of school days and throughout the summer. Furthermore, private schools in the area indicated a need for the 21<sup>st</sup> CCLC Program due to the challenges faced by low performing schools to increase their accountability grades, coupled with the financial constraints of families in this very low income area which does not allow for them to pay for supplemental academic assistance for their children. **The availability and accessibility of out-of-school services (if any) for the targeted population; -** There are no out-of-school (learning enrichment) services currently offered at the school site. **The data sources used for the needs assessment -** All data described above is directly derived from the Miami Dade County Public School's - School Accountability data for low performing schools, the specific school site's School Improvement Plan (SIP) and direct conversation with school Principal, faculty and parents regarding students' and families' needs. **5410-ALPHA CHARTER OF EXCELLENCE (ACE)**

**2012 to 2016 School Performance Trend Analysis (accountability students)**

Subject Areas	Description	2013	2014	2015	2016
Grade	Final Performance Grade	NG	F	F*	D
Total Points	Earned Points (2012-2014)/Average Points (2015-2017)	136	375	29	39
Reading	Satisfactory or higher (Unadjusted)	19%	27%	29%	30%
	Overall Learning Gains	48%	73%	-	47%
	Lowest 25% Gains	48%	75%	-	67%
Mathematics	Satisfactory or higher (Unadjusted)	3%	26%	31%	24%
	Overall Learning Gains	0%	59%	-	38%
	Lowest 25% Gains	0%	82%	-	50%
Science	Satisfactory or higher	18%	21%	28%	14%

Students at ACE need ongoing opportunities to extend Core Classes and small groups interventions based on their needs. The availability and accessibility of summer school and out of school services will be provided to those students that need reinforcement in Language Arts / Reading, Mathematics and Science classes.

5.3 Program Evaluation
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**How will the independent evaluator be identified?** - The CNC Learning Enrichment Program will appoint an Independent Evaluator (IE) with the necessary skills and experience to ensure and improve program quality for afterschool and summer/out of school activities. Based on our agency's numerous educational programs operated through 45 years of service delivery, we have access to and relationships with independent and highly recognized evaluators of academic programs in the South Florida community. In addition, our President and CEO is a board member to various educational boards with access to hundreds to active and retired educators in our area willing to work as independent program evaluators.

**What are the required qualifications for the evaluator?** - The IE will be a qualified individual with an educational background, knowledgeable and able to prove proficiency in the fields of Education and Finance as well as satisfying any and all of the minimum qualifications set forth by the state of Florida and or the qualifications as set forth within the 21<sup>st</sup> CCLC program guidelines. The evaluator will be an individual with no vested interest in the operations of the 21<sup>st</sup> CCLC program. This will ensure program fidelity, reliability and validity in such evaluations.

**What activities will be included in the evaluation of the program?** - In evaluating the program, the IE will incorporate reports from the I-Ready Diagnostic and Instructional Practice Books in Math and Reading, the Science Fusion activity results from the hands-on activities and virtual labs from every lesson. In addition, Pre-test, Interim and Post-test results from the MDCPS assessment data, teacher grades, report card

grades, state exam results, attendance, behavior reports from day school and program as well as performance and participation data from additional enrichment activities provided by the program. The IE will also include class observation results, parent/community stakeholders' feedback and results achieved.

**• What is the proposed timeline for these activities?** - For the After School program the timeline for most of the data will be aligned with MDCPS' timeline of report cards grading periods (every nine weeks) and testing dates. The other activities will be evaluated based on measurable goals of the program, participation rates and student learning gains.

**• What process will be put in place to ensure accurate data is collected, maintained, and reported?** - Reports will be generated by Program Coordinator every nine weeks to the IE and copies to the Executive Director, Operations and Program Compliance Manager and Vice President of Finance. These reports will reflect data collected through technology software used in the program (i-Ready for Math and Reading and Science Fusion), day school and after school program attendance, report card grades and individual testing results. Supporting documentation for all components of the report will be required as an attachment validating the data elements used.

**How will evaluation activities be coordinated with program staff, students, adult family members and others as applicable?** - Evaluation activities will be regularly coordinated through the collaboration of Data Chats with Day School faculty and program staff every grading period or nine weeks, students and parent surveys collected by the IE and meetings with the Day School Principal minimally three times per year .

**How will the evaluation design and data collection plan examine the intended impact of the program?** - The evaluation design must examine progress towards goals in learning gains and proficiency levels. Participation and upward trends will determine if the program is meeting

its intended impact. The end results should reflect a 5% improvement in Math, ELA and Science through testing scores.

**How will the evaluation results be used for program improvement?** - The evaluation results will be used to either reinforce weak benchmarks not mastered or challenge those students that have mastered the benchmarks. Also, it will allow us to progress monitor students and results.

**How will the evaluation results be shared with the community?** - Evaluations results will be shared with the community through the EESAC meetings where parent representatives and community stakeholders participate, presenting the results at every parent night coordinated by the Day School, directly submitting evaluation reports to parents and families of the school in a hard copy and posting signage at pick up and drop off locations of the program of the availability of obtaining the Evaluation Results Reports from Program Management Staff.

**Measurable Objectives and Assessments** – Please refer to chart attached as instructed.

5.4 Applicant's Experience and Capacity
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**Program Administration and Fiscal Management** - The Cuban American National Council, Inc. d.b.a. CNC has a 45 year track record of success in the outreach, recruitment, design and delivery of research-supported programs. Since its founding in 1972, CNC has evolved from a research and planning organization into a comprehensive provider of research-informed services with close ties to immigrant and many local communities throughout the US. CNC has successfully administered grants, contracts, and research initiatives for programs funded by federal, state and local government, foundations, corporations, and philanthropists and managed projects of local, state, regional, and national significance. CNC has been operating under contract with federal, state and local government funding successfully providing outreach/recruitment, eligibility, case-management, job development, job placement, year round children educational services, summer school and preschools services for over thirty years. CNC is a pioneer and innovator in alternative education and child development, in neighborhood

and community development, in improving the financial knowledge and capacity for economic independence of individuals with consistently successful programs; Drop-out Prevention and Career Orientation through our Youth In-School and Out-of-School Programs. A **partial** list of our quantifiable achievements includes:

- Founded and operate a Child Development Center and pre-kindergarten program which has provided services to over 700 children and graduated 320 students from its VPK Program.
- Since 1987 (over 27 years) CNC has helped thousands of at-risk students and youth remain in school and succeed in career pursuits through its innovative approaches to curriculum development and program design.
- CNC Pioneered alternative education focused on serving deeply at-risk youth enrolled in Miami Dade County Public Schools (M-DCPS) including foster care youth, youth aging out of foster care, dropouts, and gang aligned, homeless and adjudicated youth.
- CNC's ALPHA Youth Program provides candidates, both in and out of M-DCPS, with career assessment, counseling, case management, employment and supportive services. The program has graduated over 7,500 students since 2004.

CNC's Executive Team is directly responsible for the program's operation and program oversight. The team is comprised of Sonia Lopez - President and CEO, Janet Collazo, Operations and Programs Compliance Manager, and Gabriela Musiet, VP of Finance. All three have extensive experience in developing and administering programs ensuring the implementation of high quality processes and policies; the introduction of organizational systems to ensure a reliable foundation in operational support, documentation and reporting; and training and performance oversight. CNC Financial statements and records are prepared in accordance with Generally Accepted Accounting Principles for federal agencies and current Office of Management and Budget requirements. CNC contracts with an external independent audit firm for the annual audit services and preparation of the Form 990. CNC has in place internal control systems including mechanisms for: adherence and compliance with all federal,

state and local pertinent rules and regulations, senior management reviews and approvals; management or review by more than one person; assurance that management directives are carried out; prevention of error, mismanagement or fraud; and safeguarding and verification of assets. CNC's financial information is routinely analyzed and includes: a regular analysis of financial performance against budget projection with budget-to-actual variance analyses performed on interim financial statements of activities; service revenues and actual service delivery costs; and an annual inventory of significant assets, including securities. For planning purposes management reports to the oversight authority on the agency's finances including: current financial status and any anticipated problems; and financial planning and funding alternatives. Additionally, the agency conducts cost analyses of its services and can identify the fixed and variable costs of each unit of service at each program and service delivery site. Lastly, CNC undergoes continuous monitoring and audit activities on a yearly basis by all of its funding sources. During the year 2015 and 2016, all monitoring and audits conducted have been completed successfully and corrective actions implemented and successfully accepted in writing by the funding sources as applicable.

**Program Implementation** - CNC is experienced and fully capable of providing services in line with the 21<sup>st</sup> CCLC program goals, objectives and approved activities. A partial list of our capability and expertise in relation to specific approved activities is as follows:

- CNC has been engaged in training low and moderate income City of Miami residents in financial literacy, family budgeting, savings and asset development, and planning for home ownership since 2004. We have effectively worked with many schools in the Miami area in delivering financial literacy workshops to parents and school age children.
- From 1987 through 2012, our organization founded and successfully operated alternative education schools for at-risk middle and high school students created and administered by CNC and funded by Miami-Dade County Public Schools. The schools



served over 500 at-risk students annually and operated year-round, affording students the opportunity to attend summer school in addition to the regular school year. The schools demonstrated a track record of consistent advancement in the academic, testing, and graduation performance of their students (*M-DCPS records*). The schools were designed to address academic deficiencies, low motivation, family conflicts, violence and neglect, low grades, limited English proficiency (LEP), and other problems associated with lack of engagement in the educational process, lower than expected academic performance, and social skill deficiencies in students ranging from grades four to twelve. Our approach always aligned with the District's most current **SCHOOL IMPROVEMENT PLAN** Objectives and the goals of the Miami-Dade County Public Schools **DISTRICT STRATEGIC PLAN**. The character of the academic and social environment of the schools were always defined by

- Small learning environments and low student / teacher ratio classrooms
- Frequent individual student / staff communication
- Personalized counseling services, Including intensive academic and behavioral counseling, including for anger management and survival skills
- Mentoring and group / Individual tutoring by corporate and professional mentors
- Emphasis on parental participation
- Extra-curricular activities fostering character development, leadership, decision-making, life skills, and a mature and comprehensive world view.

- In 1998, CNC opened the Latina Early Childhood Center (LEC), a Florida DCF licensed early learning center providing pre and post-partum teenage high school students with childcare, parenting skills training, counseling, and referrals as they pursue their high school education.
- CNC successfully implemented The Little Havana Family Literacy Project; a child and family development program designed to improve the knowledge and necessary skills of families with children 0 – 5 in Little Havana. The goals of the program were to (1)

encourage early nurturing and supportive parent-child relationships and interactions within home and early childcare settings, and (2) to facilitate early social, emotional, cognitive development and pre-literacy skills in children infants to five, increasing school-readiness. The program successfully trained 120 parents yearly for 3 consecutive years.

- In 2004, CNC was funded for and operated several Centers **FOR HISPANIC EDUCATIONAL PROGRESS**; a US Department of Education-funded public information, training, and technical assistance project. The purpose of the **CENTERS** was to assist Hispanic families and students in realizing the benefits of the American educational system. The goal was to provide Hispanic families with the knowledge, the tools, and supportive infrastructure essential to closing the gap in Hispanic educational achievement. The project established Technical Assistance & Family Resource **CENTERS FOR HISPANIC EDUCATIONAL PROGRESS** in the traditional Hispanic settlement states of **FLORIDA** and **NEW JERSEY**. The Centers concentrated on —
  - ▶ Providing culturally effective education, training, and technical assistance on choice and supplemental services provisions of NCLB.
  - ▶ Implementing a public information campaign employing Spanish / English **NCLB ESPAÑOL** HOTLINE and adopted other media strategies to disperse current, actionable information on educational best practices and effective teaching / learning strategies for Hispanics to Hispanic parents of English Language Learners, to educators, and to faith- and community-based organizations;
  - ▶ Counseling Hispanic families with school-age children in relevant elements of No Child Left Behind and other educational policies, assisting them in understanding choice and access to supplemental services provisions of the Act, and helping them to identify qualified providers of Supplemental Services

- ▶ Cultivating a pool of qualified providers of Supplemental Services in each state who employ research-supported teaching / learning strategies proven effective with Hispanic students and others for whom language and culture constitute barriers to educational achievement.
  
- CNC effectively operated one of South Florida Workforce’s more successful Youth Opportunity Centers (YOC) from 2002 to 2005. During the period of our operation, we exceeded all contract performance requirements and in many qualitative program components were among the top three performing YOC’s in the system. Furthermore, from 2004 through 2006, CNC implemented a highly successful Department of Labor / Employment & Training Administration grant for services for In-School and Out-of-School Youth for its ALPHA Program – Academics, Leadership, & Career Prep — in South and Central Florida. Originally funded to serve 300 in and out of school youth with a combination of counseling sessions providing support and assistance to students who were truant, suspended, or expelled, academic, work preparation, work based experiences/job shadowing, paid internships, career guidance, and job placement services, the ALPHA Program exceeded all performance measures. Successful program accomplishments included: total program recruitment and enrollment (500 vs. 300 by contract), and over-performance in student GPA and FCAT test gains, school attendance improvement, work readiness and financial literacy skills for ALPHA high school youth. Successful outcomes included increases in work readiness, industry specific work based experiences, entry into post-secondary education / training, and employment placement for ALPHA Out of School youth. The ALPHA Program had a powerful effect on the academic achievements and career readiness of youth, strong linkage with area employers allowed for industry specific activities and experiences. Among the program’s many success stories, CNC made exceptional progress in closing

the academic achievement gap for participating in-school youth. In Miami-Dade County, GPA's of participants increased an average of 85%, with individual improvements ranging up to a high of 437%.

- For the past ten years, our agency has successfully implemented the Future Bankers' Camp as an industry specific career model in the Banking/Financial Services Industry. The program provides students with various educational enhancement opportunities, OJT, internships, and industry certifications. In partnership with MDC School of Business through the Center for Financial Training (CFT), we provide career focus and individualized training for youth who seek a career with the International Banking & Finance industry. CFT is the educational arm of the American Bankers Association (ABA), and courses are part of a national continuing education curriculum.

### **Program Evaluations**

After School teachers will have communication with Day School homeroom teachers on a weekly basis to ensure that goals and objectives of the school are aligned through homework help. Homework assistance will focus on helping students improve proficiency levels in ELA, Math and Science by 5%. Reading strategies implemented will be graphic organizers and visuals to ensure a broad range of instructional tools are used to address all aspects of learning and learning styles. Math manipulatives will be utilized for hands on-activities. In Science, after school Teachers will utilize technology to reinforce understanding on content and specific assignments. Reading skills will be implemented across all subjects to reinforce students' abilities to increase comprehension of homework assignment while completing their daily responsibilities. The activities in the evaluation will be classroom activities to include individual work, cooperative learning projects, presentation, speeches, monitoring tests, and state exam results. The timeline will begin in July (upon start of program) with a pretest, monitoring of progress monitoring every nine weeks (with report grades), mid-year test in Dec/Jan and

posttest at the end of year in May/June. The data will be collected through i-ready reports, teacher academic grades, attendance and behavior with report cards every 9 weeks. The end results to determine our impact in helping the students of the school achieve a 5% improvement in Math, ELA and Science will be fully determined when the state testing results come in June-July of 2018. These activities will be shared through collaboration with data chats with staff, students and parents. Also, the principal of the school will provide an update of progress of the program to the board of directors and stakeholders of EESAC committee in which our program will participate on and provide additional information on program achievements. Upon gathering all data to be analyzed, the learning gains as well as proficiency levels of the monitoring reports will show an increase. The upward trend of data will examine if the evaluation plan is being implemented with fidelity and if it is impacting the program. The evaluation results will be used to both reinforce weak benchmarks not mastered and challenge those students that have mastered the benchmarks. Also, it will be used to progress monitor students and results.

Our agency has a Quality Assurance department and processes in place to ensure that the accuracy of data being collected complies with Federal, State, and Regional laws, regulations, policies and procedures. Solid quality assurance processes assure all of our funders a strong, consistent, best practice process is in place. Our program operations' focus is on providing opportunities during non-school hours for academic enrichment, including providing tutorial services to help students of Alpha Charter of Excellence (ACE) meet the challenging State academic standards; to offer students a broad array of additional services, programs and activities during non-school hours such as arts, financial literacy programs, mathematics, science, career and technical programs that are designed to reinforce and complement the regular academic program of participating students; and also to offer families of students served opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. In addition, management staff

will conduct daily reviews on the provision of services to ensure valued activities are provided increasing the probability of performance goals met. Attendance records, interim assessment data, report cards and testing scores will all be a part of the analysis and review of the Management Staff along with the IE's reports. The results of these reviews will allow us to identify effectiveness of program, staff and individual progress towards increases in academic achievement by child. All employees will be subject to annual reviews and random monthly quality assurance audits. If at some point, a problem or deficiency is identified, the corrective measures are: (1) verbal warning, (2) written warning, (3) suspension or termination, depending on the reason for reprimand up to and including termination as warranted.

5.5 Partnerships, Collaboration and Sustainability
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**Community Notice** - CNC is an effective user of media, including print, radio, television and social media. As such, the agency has posted its intention to apply for a 21<sup>st</sup> CCLC program on all its social media platforms and posted it on its website. Mass electronic mailing has been released to over 2,000 constituents and community partners registered on our mailing list with the notification of our agency's intent to apply for this grant. Upon submission of the grant application, a message will again be posted with the availability to obtain copies of the application. Furthermore, information will be distributed through flyers to all the constituents our agency currently serves through a variety of programs in our community. In addition, the school site where the program will operate, has agreed to release a direct connect telephone recorded blast message alerting all parents and families of children enrolled at the school site of the intention to apply and the availability of the application upon grant submission. Lastly, the school site where the program will operate has agreed to have flyers on hand for all parents and families visiting the school throughout the summer for enrollment, updating school records, etc. as well as posting the information on all visible areas by families visiting the school.

Upon program award, our agency’s webpage will be updated with the announcement of the 21<sup>st</sup> CCLC Program on our home page and a specific tab with all program information. The program’s page will include calendar of activities, registration information, Program Plan for Academic Enrichment and additional activities, hyperlinks to resources, etc. The web page will be maintained by our network administrator and Program Coordinator. Updates to the web page will be done on a weekly basis on Fridays to ensure updated information is available for the following week. All communications will be provided in the language preferred by the parents and the community.

**Partnerships** - Our organization has a long history of partnering with business, governmental agencies, service providers, and community and faith-based organizations, providing a broad, comprehensive Regional Referral Network of support resources in the community. CNC also has an outstanding Corporate Board of Advisors (CBA), representing many Fortune 500 companies and other corporations that are committed to educational issues. For this specific project, we have secured letters of support as follows:

Partner Name	Specific Contribution to the Program
Alpha Charter of Excellence (ACE)	<p>Low Performing, Title 1 – Charter School Site where the program will be housed</p> <p>Partnering with CNC for program development of all activities ( academic and enrichment)</p> <p>Providing data elements for measuring and tracking program success (data sharing)</p> <p>Ongoing communication on a weekly basis for objective assessment of program’s effectiveness and alignment with school improvement plan and educational goals.</p>
Ford Motor Company Fund	Mentoring and Career Orientation Speakers – aligned with their culturally sensitive campaign “FORD Driving Dreams” with a focus on Reading Literacy.

Pan American Flight Academy	Mentoring and Career Orientation Speakers
UPS	Mentoring and Career Orientation Speakers and UPS Volunteers bringing Physical Fitness Activities to children on a monthly basis.

**Collaboration with the Regular School Day** - Our agency has a very strong collaboration with

the school where the program will operate. Our Agency is located in the same building where the school is located. This is a public building with multiple offices and the school occupies specific floors and areas of the building which are limited in accessibility to students and their families. CNC already offers a variety of services at the school including financial education workshops to the families, employment services for the unemployed, early childhood education services for siblings and chronic disease self-management education to elderly family members of students attending the school. As a result of the strong partnership and collaboration in place with the school, its Principal has been a significant contributor of information and data elements for the development of this application. The consultation with the Principal has also lead to the development of academic enrichment activities and educational enrichment opportunities needed for the students attending the school. Upon program implementation, the school’s faculty and our program staff will meet weekly to ensure alignment with weekly activities and lesson plans. Our program’s academic enrichment activities have been identified by analyzing the school’s improvement plan and assessment data provided by the school Principal. Student data will be made available to our program on as needed basis for specialized individual intervention, and every grading period and testing season per student and school wide. Please refer to the MOU and letter of support clearly describing the partnership and collaboration between ACE and CNC.

**Sustainability-** CNC believes that the 21<sup>st</sup> CCLC program is a perfect fit for our organization’s mission and commitment to the community we serve. CNC will continue to expand a written Resource Development Strategy for future funding from private donors, foundations, corporations and



government grants. The Executive Team will identify a Resource Development Strategy which will break down the financial needs into smaller components so that both large and small grants can be pursued. The CNC Washington DC office and CNC's Corporate Board of Advisors will support all funding efforts by continuing to build strategic alliances that recognize the integrality of CNC programs and the broader role of public-private partnerships in the mobilizations of resources. CNC has an outstanding Corporate Board of Advisors (CBA), representing many Fortune 500 companies and other corporations that are committed to the work that we do. Some CBA current members include, *AT&T, Burger King Corp., Bank of America, The Coca Cola Company, Ford Motor Company Fund, Miller Coors, State Farm Insurance Companies, Univision, UPS, Verizon and Wal-Mart Stores* among others.

## 5.6 Program Plan

**Target Students** - The target population will be students and families in grades K-5. The targeted students reside within the Little Havana area in Miami Dade County. All of the targeted students attend Alpha Charter of Excellence (ACE), a low performing school under a school improvement plan and is a Title 1 school site which further proves the established eligibility of ACE as a 21st CCLC program. All of the targeted population is interested in or in need of an out-of-school program that offers a hands-on project-based learning environment. Over 98% of the students receive free and reduced lunch. Currently there are many risk factors that plague the typical American classroom. However, the targeted demographics have additional needs that have been identified via extensive national and local research, as well as indicated via low benchmark proficiencies in local and state mandated tests. National statistics indicate that children from low income families, children with special needs as well as children with limited English proficiency are among those who struggle and are the hardest to succeed. The aim of the program will be to give priority to students who are currently struggling to meet grade level proficiency or benchmarks. Some of which include students who have grades of C or lower in

core content area classes, and those who come from low income households. Students who meet the priority guidelines will be identified through verification of grades and financial hardship. The intended priority target population to be served will be FSA ELA / Mathematics Level 1 and 2 students and SAT-10 scores in Reading and Math less than 70%.

**Recruitment and Retention** - In an effort to reach and identify the targeted population for enrollment in the 21st CCLC program, CNC will conduct an extensive community awareness plan to attract all students enrolled in the day school site where the program will operate ensuring equitable access to, and participation opportunity for students and families with special needs including students from hard to reach families, regardless of gender, race, national origin, color, disability or age. The program plans to conduct this outreach using a variety of methods. These methods include but are not limited to: posting program information on Facebook; directly notifying the families of the school about the program personally, via email, fax and or telephone; providing informational flyers or brochures to community members and leaders; disseminating information throughout all of CNC's programs in the community and any other means deemed appropriate and feasible to maximize the outreach of the program. All communications will be provided in the language preferred by the parents and the community. CNC will encourage students to remain in the program from the beginning to end of the program, on a daily basis by offering hands-on educationally enriching opportunities that are tailored to ensure students are actively engaged in the learning process. Furthermore, incorporating a variety of activities throughout their participation time gives us the ability to motivate students with culturally enriching, educational activities that extend beyond the traditional classroom setting. Learning is reinforced across activities and experiences every day which may include physical fitness, art, science experiments, and many others. Students will be intrinsically motivated to consistently attend the program by way of positive reinforcements for good attendance. Students who have perfect attendance at the end of the program will also be given special acknowledgement. An additional manner in which students will be motivated and

encouraged to remain in the program for the entire duration of the day/program, will be the sense of pride, and accomplishment that they will have as an intrinsic reward for their hard work. Students will also be active participants engaged in a Micro-society culture that fosters personal growth, achievement and learning. In addition to the positive rewards established to motivate student attendance and active participation, families will be advised that consistent attendance will be a requisite, and participating families will have to sign a promissory note of attendance and participation. This note incorporates an understanding and agreement that the student and the family understand the importance of consistent attendance for academic achievement. Should any student who has been admitted to the program not adhere to the promissory note, a parent conference will be requested. CNC is confident that once students and families begin to reap the rewards of the 21st CCLC program that it will on its own accord ensure recruitment and retention for the duration of the 21st CCLC program.

### **Student Program Activities – Academic Enrichment**

**Homework Help:** The teachers will provide time for students to complete their home learning activities and provide extra assistance. Teachers will be able to sit with each student individually or in small groups to teach concepts that were not understood during school time. Homework assistance will focus on helping students improve proficiency levels in ELA, Math and Science by 5%. Reading strategies implemented will be graphic organizers and visuals to ensure a broad range of instructional tools are used to address all aspects of learning and learning styles. Math manipulatives will be utilized for hands on-activities. The i-Ready evidence/research based diagnostic and instructional curriculum will support these activities in Reading and Mathematics. In Science, after school Teachers will utilize technology to reinforce understanding on content and specific assignments. Science Fusion (Evidence and Research Based Curriculum) will support the Science activities. Reading skills will be implemented across all subjects to reinforce students' abilities to increase comprehension of homework assignment while completing their daily responsibilities. The data will collected through the collaborative

data agreement with the day school, teacher academic grades, attendance and behavior with report cards every 9 weeks. The end results to determine our impact in helping the students of the school achieve a 5% improvement in Math, ELA and Science will be fully determined when the state testing results come in June-July of 2018. These activities will be shared through collaboration with data chats with staff, students and parents. The school's faculty and our program staff will meet weekly to ensure alignment with weekly activities and lesson plans.

### **Other Enrichment Activities**

The enrichment programs will be Art appreciation and Musical talent. Students will be able to express their creative and artistic side while painting, performing drama plays and signing. Microsociety activities will also be implemented during this time. Students will be able to learn marketing their own business and operating it. The students will be engaged in hands-on learning activities that will teach the current benchmark being addressed. STEM projects, scientific experiments and manipulatives will also be evident during this time.

**Imaginary Playground:** Students are able to build imagination, thinking creatively and build self-esteem. The students will be able to make objects from rubber Legos. They will have an opportunity to incorporate dramatic scenarios, settings and be able to play games according to their imagination. This playground is child directed and open ended. It will encourage self-expression through deep, critical thinking and joyful play.

**Adult Family Member Program Activities** - Our Agency will provide adult family member program activities. Parents will be notified in a timely manner of all program activities and they will also be posted on our website. CNC believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in school educational planning and operations. Providing culturally effective education, training, and technical assistance on choice and supplemental services provisions to Hispanic families, our program will help strengthen the educational partnership between School and home. All activities

provided to parents will be addressed in their native language. Childcare will be provided to children of participating parents. Activities will be scheduled on weeknights and/or weekends to accommodate our demographic of working families. Parents will be involved in organized, ongoing and timely events as follows:

<b>Activity name</b>	<b>Frequency</b>	<b>Duration</b>	<b>Who Leads the Activity</b>	<b>Curriculum or Materials as applicable</b>
21 <sup>st</sup> CCLC Program Orientation	Once per year	1 hour	Program Coordinator	Program Registration information and guidelines
Navigating Dadeschools.net Website	Once/mo.	1 hour	Program Coordinator	Computer Lab
Financial Education/Literacy	Once per month	2 hours Evening/weekend	CNC Staff	Credit Smart En Español

**Staffing Plan and Professional Development - CNC** is committed to employing the best qualified administrative personnel and teachers available regardless of race, color creed, sex, national origin, age or handicap. Recruiting Activities include but not limited to:

- Recruitment events with onsite hiring of high qualified candidates;
- Provide presentations to education majors currently doing their student teaching internships at Florida International University and University of Miami;
- Attend education and general career fairs locally, in state and nationally;
- Working through and with our own workforce management offices dedicated to find the most qualified candidates to fill open positions in our community

Determination of the personnel need of the program will be the responsibility of the Program Director. Recommendation to hire a teacher or staff member will not be made until a personal interview with the candidate has been conducted and verification of certification and clearance of fingerprinting and criminal background checks have been made. CNC will not violate the anti-discrimination provisions of 1005.05, Florida Statutes, the Florida Education Equity Act or any other provisions of Federal or state law in its hiring and employment practices. At least two staff

members will be certified in First Aid and CPR.

**Program Director/Coordinator:** The program director will serve as the primary contact for FDOE in all matters related to the program. The director will be responsible for managing and implementing the educational program, hiring personnel and managing the budget. This position will also be responsible for the daily operation, coordination and delivery of services at the site. This person will also be responsible for the timeline of collection and maintenance of the data including attendance and assessment data. This position will have an Education Certification, i.e. CDA, Bachelor's Degree in education or similar or minimum 2 years' experience in administrating an After School Program.

**Program Assistant:** - The Program Assistant will be responsible to maintain and update the calendar of activities, maintain all data elements as instructed by the Director/Coordinator, prepare all reporting data for IE, Day School Staff and Executive leadership, coordinate all program meetings, maintain and reconcile all attendance and all administrative/clerical duties necessary. This position will require a minimum of 45 hours required by DCF for child care settings to ensure familiarity with rules and regulations governing the oversight of children.

**Teachers:** All teachers will have at least a bachelor's degree and be certified or eligible for certification. In the hiring process, preference will be given to those that are certified in subject areas that will aid in a staff that has diversified expertise and experience. Certifications of teachers will be disclosed to parents during student registration for the new school year.

**Teachers' Aides:** All Aides will have a minimum of 45 hours required by DCF for child care settings to ensure familiarity with rules and regulations governing the oversight of children.

**Support Staff:** - Food Attendant – trained and knowledgeable of the USDA Food Program – In Kind provided by CNC

Maintenance Staff: - Trained and knowledgeable of the requirements of cleaning as delineated by the Department of Children and Families.

**Professional Development** - CNC agrees to establish a Professional Development Plan (PDP) for the staff involved in the program. This plan will provide the foundation from which professional development activities is prepared. The PDP will be an opportunity for employees to develop career and educational goals. Faculty and Staff will be eligible to participate in all professional development activities. Typical activities available to faculty and staff include graduate study, professional conferences, equity workshops, technology training, and other applicable in-service opportunities. The Director, Program Coordinator and Staff will participate in a minimum of two professional development sessions with the Day School Staff throughout the school year to ensure alignment with objectives and progress towards meeting them. These PD sessions are separate from the weekly meetings held with school faculty.

**In-Service Training** - Such training may include, but is not limited to the following topics:

- Crisis Intervention, Curriculum Development, Character Development, Assessments and Data Chats, Response to Intervention, Differentiated Instruction, Micro-society Training and other areas as appropriate.

The professional development plan will identify and meet all the curriculum, assessment and strategies that will be implemented in this program. Teachers will also be participating in data training to better understand how to use the data for decisions making and adjustments needed.

**Program Center/Location** - CNC Headquarters is located in the heart of Little Havana. Our Agency is located in the same building where the school is located. This is a public building with multiple offices and the school occupies specific floors and areas of the building which are limited in accessibility to students and their families. CNC already offers a variety of services at the school including financial education workshops to the families, employment services for the unemployed, early childhood education services for siblings and chronic disease self-management education to elderly family members of students attending the school. The facility is located in 1223 SW 4 Street Miami, Florida 33135. We have an MOU in place for CNC to

provide services at the school site which has the physical capacity for up to 412 students. The site has classroom space, cafeteria, Media Room with Library, bathrooms, office space, auditorium and a physical education field. The auditorium will be the space identified for parent meetings and activities. The area can hold up to 150 people at one time. The open field is a green space where students can run, play volleyball, soccer and enjoy other sport related activities. All classrooms have smart boards, desktop computer that can assist students and teachers in the learning process. The Media Room has 16 desktop computers that can be used to for completing projects, research and / or testing online. The Media Room also has a library with a variety of book selection from Kindergarten level all the way to Middle School. Students are able to read books and complete a test of that same book online. The facility is a safe environment where parents and students feel welcomed and secure during the school years. The cafeteria will hold up to 70 students at a time. Lunch and Snack scheduling will be provided in order to meet the needs of the students. It is understood this grant will not allow us to use any of the money for purchasing food. Health, facility, comprehensive inspections have all been passed.

**Safety and Student Transportation** - Most of the students at ACE are from the immediate community and walk / drive with parents to school. Since our program will be operated within the school site, the students will be accessing the program through parent pick up/drop off and no additional arrangements are needed to get students to and from the before/after school program. The summer school and off school days program is also operating at the school site where most students are within walking distance. Staff members will ensure that safety measures of supervision is in place at all times. Entrance and Dismissal procedures will also be supervised by teachers at all times. Staff members implementing the program will be cleared through Level 1 and 2 background clearance checks. Smooth transition procedures will also be in place to allow students to be safe from one activity to the other. A critical response plan will be provided to teachers so they are aware of what to do in case of an emergency. Fire drills,



lock down and safety procedures will be practiced throughout the program. Our agency will make sure any fieldtrip transportation bus is an approved vendor with the appropriate license and safety measures cleared with the school system. CNC will ensure that the license and safety measures are well documented.

**Dissemination Plan - An** extensive community awareness plan to attract all students enrolled at the target school, including students from hard to reach families will be fully launched. The marketing time line is as follows: July 2017 the program will be added to our Agency Facebook Page and Website with all information pertaining to the grant. The website will include 21<sup>st</sup> CCL Purpose, overview, program description and program address, hours of operation, contact information for the site coordinator and director, a copy of the approved grant narrative, target population, services provided and vision of the grant. The website will be completed within the three weeks of the grant being approved. The program activities will also be added to the website. Flyers and communication phone blasts will also be provided to the community. An informational meeting will be held in the school's auditorium before the beginning of the school year. The program overview, calendar, and services will be provided to all parents. The Program Director will ensure parents have a clear understanding of how their children's needs will be met at our program prior to enrollment. All communications will be provided in the language preferred by the parents and the community.