

# Application: Big Ideas after-school and summer programs

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2022-2023 Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Request for Proposals

## Summary

**ID:** 0000000103

## Scope of Work/Narrative Form

**In Progress** - Last edited: May 20 2022

## Scope of Work/Narrative Form

### Project Design/Scope of Work

The proposal must be completed in the online system used by the department. Each section below will appear in the online system. Applicants may work independently on the application or invite others within their agency to collaborate on a single application using the online system. The department encourages applicants to work collaboratively within their agency on each application to build ownership of the program components across the agency and within the local community.

### 3.1 Project Abstract/Summary

#### **Instructions**

Complete a short statement (no more than 100 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; and the components of program service; and an overview of the services to be offered to the adult family members of the students served. Use the template below. Post a statement for each site using the template.

#### **Template Text**

(Agency Name) operates the (Name of the Program) at (Address, City & Zip) of Community Learning Center. (Number of) students are provided programming during the (school year and/or summer) from (start time) to (end time), (days of the week of program operations) beginning (program start date) to (program end date). Program activities include (name of ESSA approved program activities included in application).

*Refer to the RFP for more information.*

Big Ideas Educational Services operates the Big Ideas 21st CCLC Program at Barbara Hawkins Elementary (19010 NW 37th Ave, Miami Gardens, 33056). 80 students are provided programming during the: (1) school year from 2:00pm to 6:00pm, Monday-Friday, beginning August 17, 2022 to June 12, 2026, and (2) summer from 8:00am to 4:00pm, Monday-Friday, beginning June 12, 2023 to July 31, 2026. Program activities include academic enrichment (reading and mathematics); science, technology, engineering, and mathematics (STEM); healthy and active lifestyle activities (physical fitness); well-rounded education and cultural programs (music, dance, and painting); and literacy education for adult family members.

Big Ideas Educational Services operates the Big Ideas 21st CCLC Program at Golden Glades Elementary (16520 NW 28th Ave, Opa-locka, 33054). 80 students are provided programming during the: (1) school year from 2:00pm to 6:00pm, Monday-Friday, beginning August 17, 2022 to June 12, 2026, and (2) summer from 8:00am to 4:00pm, Monday-Friday, beginning June 12, 2023 to July 31, 2026. Program activities include academic enrichment (reading and mathematics); science, technology, engineering, and mathematics (STEM); healthy and active lifestyle activities (physical fitness); well-rounded education and cultural programs (music, dance, and painting); and literacy education for adult family members.

### 3.2a Site-Level Funding Eligibility Upload

#### Instructions

Go to the Know Your Schools portal at <https://edudata.fldoe.org>. Use the search bar to find the school(s) you wish to serve. Determine if the school is eligible by reviewing the School Accountability Summary or LEA-identified support list. If the school has been identified for support, review the Population and Enrollment tab to determine the Student Count. Based on the student count and the other areas that have been identified during the needs assessment, determine how many students are expected to be served at the community learning center site each day. Select the range of students expected to be served for the school year and/or summer for the grant. Note that the maximum funding amount under each proposal should not exceed \$500,000.

*Refer to the RFP for more information.*

Click [here](#) to download the Funding Request Guide.

Click "Upload a file" to upload the Funding Request Guide.

[Funding Request\\_Big Ideas Out of School Programs .xlsx](#)

**Filename:** Funding Request\_Big Ideas Out of School Programs .xlsx **Size:** 14.2 kB

### 3.2b Site-Level Funding Eligibility Upload

	Number of Sites Served	Site(s) Name
	Two (2)	Barbara Hawkins Elementary Golden Glades Elementary

### 3.3a Applicant Capacity

#### Instructions

Use the dropdown menus to indicate the number of years of experience the applicant has providing expanded learning opportunities for students using federal funding and operating a 21<sup>st</sup> CCLC program. If the applicant has operated a 21<sup>st</sup> CCLC program, use the textbox to indicate the dates of operation. If the applicant has provided other types of expanded learning opportunities, use the text box in question 3.3b to describe the opportunity.

*Refer to the RFP for more information.*

	Number of Years	Dates of Operation
21st CCLC	6-9	8/1/2015 - 7/31/2022
Federal Funding	0-3	N/A
Other Types	4-5	8/1/2018 - 7/31/2023

### 3.3b Applicant Capacity

#### Instructions

If the applicant has held other federal funding, use the text box to indicate the name of the programming and the program dates.

*Refer to the RFP for more information.*

--EXPERIENCE WITH EXPANDED LEARNING OPPORTUNITIES--

Big Ideas Educational Services is a cutting-edge organization with a history rooted in providing exceptional after school, summer, and tutorial programs. From 2010 – 2013, Big Ideas founders networked and expanded a tutorial program to underrepresented groups in urban areas. This work impacted over 500 children in Georgia, Texas, and North Carolina under The No Child Left Behind initiative. In 2014, sliding scale out-of-school programs were created, headquartered out of a local community church. Big Ideas independently provided out of school services in communities within Miami-Dade County, leveraging more than 15 years of teaching and program experience throughout the United States, with its programming grounded in quality education, classroom structure, social-emotional learning, and parent engagement. Since the 2020 academic year, BIES has successfully provided quality

after-school and summer services under the guidance of The Miami Children Trust (TCT), the largest funder in Miami-Dade County through: “The Village” grant, awarded in 2020 and “Safe Summer” grant awarded in 2021.

#### --FEDERAL FUNDING EXPERIENCE AND CAPACITY--

Currently funded by the FL 21CCLC program, and the Miami Children’s Trust, Big Ideas has extensive experience in compliance, planning, organizing, and implementing age-appropriate instructional programs in a learning environment that guides and encourages students to develop and fulfill their academic potential. Its two co-founders, who serve as lead staff, have a combined 20 years of experience in education and program delivery; promoting student achievement; cultivating collaborative partnerships with the school district, parents, and students; and developing trusted relationships within the community in Miami.

#### --21st CCLC EXPERIENCE--

Since the 2015-2016 academic year, Big Ideas has successfully provided quality after-school and summer services under the guidance of the 21st Century Community Learning Center (21CCLC). BIES received its first 21 CCLC grant from the Florida Department of Education in 2015. Since the grant’s inception, Big Ideas has created a seamless connection between the elementary schools chosen for afterschool programming, the students, and tenants of the 21CCLC. During the first programmatic year, Big Ideas worked diligently to have 21CCLC criteria in place prior to the first day of school. This served as a successful launching pad for subsequent years.

Big Ideas has the administrative and fiscal capacity to continue operations of a 21st CCLC program, as demonstrated through the implementation of innovative enrichment activities such as Robotics, martial arts and yoga, timely and accurate submissions of progress reports, adherence to policies and procedures outlined by the Florida Department of Education (FLDOE), ability to fiscally and programmatically manage subcontractors, and aptitude to collect and utilize data to support program and community needs. Our organization is familiar with academic performance data used to drive student outcomes and other data that is used to inform programming to ultimately improve life outcomes for students and their families. Big Ideas ensures fidelity in programming outcomes by tracking student outcomes and the effectiveness of data points through pre and post tests and group observation, which are compared against national standards and evidence-based practices. Through its reports, Big Ideas successfully met or exceeded programmatic benchmarks, fully implementing a project- based learning plan that included academic and personal enrichment activities, as based on the objective

rating system set forth by the (FLDOE). Big Ideas has also demonstrated its capacity to manage county-funded programs. As a grant recipient of Miami Children's Trust funding, Big Ideas earned 5-star ratings in 7 out of 8 objectives, indicating that the program met or exceeded an established benchmark and maintained and advancing status under The Children's Trust scale ranging from struggling to mastery (i.e. mastering, advancing, emerging, or struggling).

Due to BIES's due diligence in navigating district, state, local, and school mandates, BIES was prepared for challenges, upheld its projected program timeframes, and students were ready and eager to learn on the first day of school. As a result, Big Ideas built a trusted relationship with families and school administration for quality programming, which continues to grow stronger each year.

## POLICIES AND PROCEDURES

Big Ideas has adopted policies and procedures that employ auditable systems to properly account for the use of public funds and maintains best practices that uphold fiscal and programming accountabilities. Fiscally, it manages its subcontractors through a monthly payment schedule which coincides with submission of monthly deliverables a system in place for financial consequences in the event of non-performance.

## --ADMINISTRATIVE AND FISCAL CAPACITY--

Big Ideas has more than 15 years of experience in planning, organizing, and implementing age-appropriate, instructional programs in a learning environment that fosters development and helps students fulfill their academic potential. As a currently funded 21CCLC, Big Ideas has provided all the required services and met all the requirements of this federally funded program. Its two co-founders, with board oversight, ensures intact organizational fiscal controls, organizational structure, human resources management and culture, diversity and inclusion, and regulates the organization's ability to successfully maintain all systems required for data input and analyses of attendance including SAMIS and EZ-Reports, ADP, and Quick-Books. Each Management tool supports the organization's objectives and goals.

Big Ideas formulates and maintains best practices that uphold fiscal, administrative and program accountability, ensuring that staff and contractors are trained and receive continued professional development to deliver lessons to students and families, have the proper background clearances to work on school sites (clearances are reviewed annually), maintains operations within budget constraints, and meets goals and objectives to ensure continued funding. Through its Continuous Improvement model

(CIM), Big Ideas sustains internal controls to maintain compliance in accounting, human resources, and data collection. The Board has fiduciary responsibility to certify sound financial health and stability of the organization, aligned with generally accepted accounting principles (GAAP). The Board also focuses on strategic planning to ensure community needs are addressed and the viability of the affiliate is secured.

#### EXPERIENCE USING DATA TO DEVELOP AND IMPLEMENT EDUCATIONALLY SUPPORTIVE PROGRAMMING

Big Ideas' program activities are monitored for compliance and effectiveness on an annual basis. At the end of each year, the program undergoes a full and thorough evaluation, conducted by Charles E. Byrd, PhD., President and CEO for the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER), an independent evaluation research firm that specializes in evaluation of federally funded programs, including 21 CCLC program evaluation. Comprehensive data is collected by 21CCLC program staff and analyzed by an external evaluator that has worked with our 21 CCLC project for five years. Data collection follows all state and federal requirements, and reviewed on a quarterly basis by the Executive Director and Program Director, Program Team, and all key stakeholders to determine impact and program changes. A mid-year and end of year internal review of data is conducted by the Advisory Board to determine a strategic plan to improve quality of services. Data Results are shared through the posting of data and reports on The Big Ideas Educational Services website, and distributed to school administration, the Miami-Dade County Public School District, and to key community partners.

#### ACADEMIC PERFORMANCE DATA USED TO DRIVE STUDENT OUTCOMES

BIES implements its Continuous Improvement model to ensure in the collection and usage of a variety of academic performance data. The model focuses on individual student scores, increases/decreases in academic levels, annual assessment data, and statewide tests which are collected and analyzed at the beginning, middle and end of the year. Standards from our Continuous Improvement model creates practices to ensure that assessments are administered in a consistent manner across grade levels and/or content area within the school. Systems are in place to guide incremental changes within ongoing services, interpret data, and adopt ways to improve student learning, discontinue or adapt activities that have limited value, and increase emphasis on program objectives and outcomes.

Big Ideas Continuous Improvement Model has led to incremental success in advancing students from struggling status to mastery status (i.e., mastering, advancing, emerging, or struggling) under this scale. We utilize this scale to drive student outcomes through our funding with The Children's Trust, which earned us a four out of five star rating from this funder in data collection, for our ability to collect, maintain, analyze, and report on our program outcomes.

### 3.4a Building Your Program Team

#### **Instructions**

Use the text box to identify the members of the program team for this application. Describe the rationale for including each team member and the contribution, value or activities they will bring to the community learning center. Secure a signed letter of commitment for each member of the program team for the duration of the project.

*Refer to the RFP for more information.*

#### **--BUILDING THE PROGRAM TEAM --**

**Since 2014, Big Ideas Educational Services has served schools in Miami-Dade County as a member of Educational Excellence School Advisory Councils (EESACs), comprised of parent and teacher representatives intended to assist in the preparation and evaluation of the School Improvement Plan (SIP), review student performance data, determine and prioritize student needs, and recommend strategies to improve areas of need. In addition, as part of prior 21st CCLC grants, Big Ideas Educational Services established and maintained 21st CCLC Advisory Boards at all grant-funded sites, which guide and advise the implementation and improvement of the 21st CLCC programs and activities. These experiences and established practices were expanded and enhanced for the current 21st CCLC proposal, wherein a Program Team was developed and fully engaged to help guide the selection of activities and operations to address student, family, school, and community needs.**

**The 21st CCLC Program Team members were chosen for their deep knowledge of the students and school community, as well as their dedication to the ultimate success of all stakeholders engaged with the proposed program (e.g., students, parents, teachers, and community). The Program Team members were instrumental in the development of the application, the engagement of stakeholders, the determination and assessment of program needs, and the design of program activities. To help plan for this proposal, the Program Team met with Big Ideas administrators throughout the past three months to discuss the 21st CCLC program, associated needs, and desired activities. Individual team members were engaged in multiple discussions designed to increase their comfort and freedom to provide honest and candid feedback as to the needs of students and families, gaps in services in the**



**school and community, and ideas about programming or activities they felt should be included.**

**Not only were Program Team members tremendously important in the design and development of this competitive proposal, but all Program Team members have also committed to continue serving for the next four years to help guide continuous quality improvement, ensure fidelity of the 21st CCLC program, review data to determine impact of the 21st CCLC program on students and families, support the use of data to inform new activities and strategies, and help plan for sustainability by the end of the fourth year. Most definitely, the Program Team is seminal to the overall success of the 21st CCLC program, as these individuals form a critical connection between program staff and program stakeholders. As such, the Program Team has established a general schedule to continue meeting on a quarterly basis for the next four years (if the grant is awarded), thus providing for meaningful and ongoing involvement and feedback with the 21st CCLC program. The following are the current members of the 21st CCLC Program Team.**

#### **DISTRICT ADMINISTRATORS**

**\* Derek Negrón, Administrative Director, Miami-Dade Public Schools**

**RATIONALE: Derek Negrón is the Administrative Director for the Division of Academic Support at Miami Dade County Public Schools. Mr. Negrón's role in M-DCPS is to lead program development and instructional strategies for the district. CONTRIBUTION: Mr. Negrón will recognize schools and neighborhood disparities and connect Big Ideas to new partners so that we may bridge the access gap for students in high-need geographic areas.**

#### **SCHOOL ADMINISTRATORS**

**\* Ms. Rhonda Williams, Principal, Barbara Hawkins Elementary**

**RATIONALE: Rhonda Williams has been the Principal at Barbara Hawkins Elementary for 15 years, Ms. Williams has made consistent academic gains during her tenure. CONTRIBUTION: As a dedicated partner to the BIES after-school and summer program, Ms. Williams contributes her time to reviewing program data, and making critical updates to curriculum, student grouping and program needs to maintain student engagement and academic gains.**

**\* Mr. Jeff Rateau, Principal, Golden Glades Elementary**

**RATIONALE:** Jeff Reteau is Golden Glades Elementary school principal. As Principal, from 2020 -present and former Barbara Hawkins Elementary School Assistant principal form 2017-2020, Jeff is properly embedded in the growth and development of this community. **CONTRIBUTION:** Mr. Rateau was a member of the Big Ideas Barbara Hawkins 21CCLC Advisory board during his tenure at Barbara Hawkins Elementary. As Principal at Golden Glades, this is a natural progression in his partnership with Big Ideas' after-school and summer program. Mr. Rateau is dedicated to parent and student engagement. As a former Big Ideas parent, he is dedicated to the successful alignment of programming and parental needs.

**COMMUNITY PARTNERS**

**\* Mayor Rodney Harris, City of Miami Gardens**

**RATIONALE:** Mayor Rodney Harris and The City of Miami Gardens Mayor's Office will serve as the community representative for the program team. Mayor Rodney Harris is the voice of his constituents. Mayor Harris, advocates for residents, offer free programs, and assist youth and families in the Miami Gardens area. Mayor Rodney Harris considers Barbara Hawkins his second home, attending yearly field trips and partnering with the administration for student support. **CONTRIBUTION:** Mayor Harris is a strategic partner in bridging the gap between students, staff, and parents within his community. As a Miami-Gardens native, Mayor Harris is a significant supporter of his community, his dedication and community ties will support Big Ideas sustainability plan.

**PARENTS/ GUARDIANS AT TARGETED SCHOOLS**

**\* Tondaleau Buck, Parent, Barbara Hawkins Elementary**

**RATIONALE:** Ms. Buck currently has a child that attends Barbara Hawkins Elementary and has actively participated on the Big Ideas Advisory Board for 21CCLC programming since 2015. Her role is to serve as voice to parents in Miami Gardens, helping to bring exciting and innovative enrichment opportunities to students and provide wraparound support to parents and community members. **CONTRIBUTION:** As a parent advocate, Tondaleau Buck will enthusiastically provide support to Big Ideas, serving as a program planning member throughout the duration of the project

## POST-SECONDARY INSTITUTION REPRESENTATIVE

\* **Romulo Espinosa, AP Carol City**

**RATIONALE:** Romulo Espinosa, assistant principal at Carol City Middle School will serve as the post-secondary team member. Romulo Espinosa was appointed assistant principal in 2019. Prior to his experience, he served as a Curriculum Support Specialist, at the Miami-Dade County Public School District's Education Transformation Office making him an intricate part of the data development and program implementation. **CONTRIBUTION:** As assistant principal of the Carol City Middle School, Mr. Espinosa is uniquely positioned as support within the feeder pattern school for Barbara Hawkins, Crestview and Parkview Elementary Schools. The postsecondary representative will support or efforts in bridging the gap for 5th grade students graduating to middle school.

### 3.4b Letters of Commitment Upload

Click "Upload a file" to upload Letters of Commitment.

[BHE\\_GGE\\_LOC\\_Program\\_Team\\_.pdf](#)

**Filename: BHE\_GGE\_LOC\_Program\_Team\_.pdf Size: 536.6 kB**

### 3.5 Engaging Stakeholders

#### Instructions

Use the text box to describe stakeholder engagement in the community learning center. Describe the types of stakeholders engaged during the development of the application. Describe the plan for the frequency and method of engagement during the project period and the topics in which stakeholders will be engaged during the implementation of the 21<sup>st</sup> CCLC program. Describe how the community learning center will receive feedback from the stakeholders and how that feedback will be implemented in the development of the program activities. Survey the stakeholders to determine what is needed in a community learning center.

*Refer to the RFP for more information.*

## --ENGAGING STAKEHOLDERS--

Big Ideas used a grassroots approach to identify a Program Team consisting of qualified individuals with a vested interest in the school and the community. Through these efforts, the Program Team, became a vital part of identifying stakeholders for engagement within the proposed 21st CCLC program. The Program Team focused on engaging stakeholders prior to identifying needs, determining goals, and selecting activities. This process started at the heart of the school community, where Big Ideas conducted a lunch and learn event for school administration, counselors, teachers, teacher aids, cafeteria, and custodial staff. These efforts ensured that we create a foundation of communication to support the partnership between day-school and after-school and identify best practices for communication among stakeholders. The Program Team decided on the following stakeholders as the primary focus of the proposed 21st CCLC program, with each of these stakeholders engaged during the development of this proposal:

**STUDENTS:** Big Ideas' mission is to support the academic and personal development of students who are creative, explorative, and life-long learners. In order to ensure that we achieve this goal, our students are identified as our primary stakeholder and we want to guarantee that Big Ideas develops 21st CCLC programming that is FUN and focused. Within this focus, the Program Team identified strategies to ensure the student voice is considered when implementing and refining the 21st CCLC program by asking students frequently on their feedback through various forms of communication. Big Ideas teachers will facilitate brief monthly feedback where elementary students will be able to share their experiences aloud with each other and through Kahoot!, a game-based learning platform where students respond to questions and answers on cell phone/tablet devices. Students can share whether they like or dislike the learning activities, whether technology activities are fun; and respond to what activities they want more of or less of; etc.). Quarterly surveys will also be used to determine the program's impact and activities will be planned based on student interests expressed through these surveys. Lastly, there will be an anonymous comment box where afterschool students can ask any question or make a comment without feeling embarrassed. Big Ideas staff will read and respond to the comments at the monthly basis. The Program Team understands that students must be heard in order to maximize their engagement and commitment to program activities and interventions, which will ultimately improve their academic and personal outcomes.

**PARENTS/GUARDIANS:** As the primary advocates for our students, parent/guardian needs are at the forefront of the program development and will encourage two-way communication in as many spaces as possible. In order to identify family needs, an Advisory Board Meeting was conducted with current

participating parents and parent/guardian surveys were completed through a “Cookie-and-QR Code” campaign conducted at parent events and school dismissals where cookies with the parent survey codes were attached. At this event, campaign current and prospective parents were able to ask probing questions about program services and express any outlining program needs. Big Ideas took notes about their needs and interests and also captured written needs and interests through survey results. Big Ideas and the Program Team identifies the importance of on-going communication with parents, especially when implementing Adult Family Members services that target their expressed needs.

Big Ideas will maintain regular communication newsletters, flyers and social media campaigns using Big Ideas’ internal “Air, Land and Sea” Process. Air is word of mouth and telephone robot-calls, Land is flyers, publications, and banners, and Sea is sent through all forms of technology, such as website and social media. We have also determined that text communication is very effective. This method has reached and engaged all groups and age ranges, from new moms to grandparents and will used to remind parents about program offerings and family events. Since the population of each proposed site includes a culturally diverse mix of Black parents, that includes African American and Caribbean, and Hispanic and Latin American parents, written publications and information pertaining to the program is translated in Spanish, Haitian Creole, as well as other languages, as needed. Big Ideas and the Program Team will also establish an anonymous comment box for adults where parents and guardians can ask questions and make comments without feeling embarrassed and staff will respond to questions and comments at the event/activity. The Program Team also consists of a parent member to encourage leadership among other parents. As a member of the program team, the parent will encourage parents to be engaged through social media posts, such as commenting, liking, and sharing posts. Meeting and event reminders be advertised through social media “stories”, where Big Ideas is able to track who has “seen” or interacted with each post. Big Ideas will also encourage members from the Program Team (community members, school administrators, and parents) to create their own posts, stories to invite their peers and encourage members to participate in community events.

**REGULAR-DAY CERTIFIED TEACHERS AND STAFF:** Certified teachers and staff are the backbone of the Big Ideas program. These stakeholders mirror the surrounding community and add valuable information to the day-to-day needs and perspective of the school community. We will garner support and engagement of school teachers and staff by maintaining communication about individual student needs, as well as the needs of specific teachers. When we have the chance to coordinate learning, Big Ideas will utilize the school administration (who is a member of the Program Team) to assist with supporting teachers. For example, a teacher may desire support in helping students understand an art concept that can be incorporated into the program’s art education activities).

**SCHOOL ADMINISTRATORS:** One of the most important partners in this mission is the school's administration. With this group being intimately involved with the creation of this grant application. Not only did this group provide substantial support in developing the proposed project, but they have committed to being involved in the project moving forward, especially related to sharing information to their school communities. This commitment was fortified with the school administrator sitting on the Program Team. In order to ensure meaningful collaboration with administration, Big Ideas will conduct monthly meetings with the school's principal and program site manager to address any needed improvements and suggested changes, which will also be shared with the entire Program Team. In order to ensure fidelity, it is imperative to Big Ideas that quality of the program is monitored. School administration is encouraged to conduct in-formal observations of student and parent activities to confirm that Big Ideas staff is implementing 21CCLC components. Using the Big Ideas Continuous Improvement Model (CIM), formal observations will also be conducted to monitor the effectiveness of program delivery and provision of services, at which school administration will be invited to attend. Observation will be discussed during monthly meetings and reviewed in Program Team meetings.

#### **COMMUNITY AND BUSINESS PARTNER**

Engaging community partners is important to the daily operations of the 21 CCLC program, helping us to promote fun and engaging activities, enhance services and achieve sustainability after funding ends. Big Ideas rely on community and business partners who provide specific support to the program and are located in the surrounding areas. Members from the Program Team, who represent local area community members, school district personnel and liaisons, and business community have shared their commitments to help develop sustainability strategies and connect Big Ideas with additional community partners and opportunities. The Program Team believes community partners are best engaged through ongoing communication with Big Ideas through newsletters, social media platforms (Big Ideas Facebook and Twitter accounts), and word of mouth. Big Ideas will also encourage Program Team partners to place program information on their website and reach out to their business community groups. In addition, Big Ideas out-of-school information is shared by Miami-Dade County's local 211 information system.

#### **--ENGAGEMENT PLAN AND FREQUENCY--**

Engagement of stakeholders was a paramount focus during the development of the 21 CCLC proposal. The Program Team developed a plan that would help ensure ongoing and meaningful engagement after the grant is awarded (and throughout the four years of the project). The engagement plan contains two primary layers: (1) engaging in regular communication with stakeholders and (2) obtaining and utilizing feedback from stakeholders.

**COMMUNICATION AND FEEDBACK:** Continuous communication with stakeholders is the foundation to engaging our school community for meaningful two-way communication that informs and allows for us to obtain meaningful feedback from stakeholders. Feedback allows us to enhance program operations, improve program activities, support student and family engagement, and ensure achievement of academic and personal enrichment goals for the project.

In order to maintain awareness of the services provided through the grant, stakeholders will receive information through the following methods of communication: 1) Posts of recent information about the 21st CCLC program on the Big Ideas webpage, Facebook, Twitter and YouTube accounts (Monthly); 2) Share reminders and pertinent information through EZTexting (Weekly), which in our past experience has been highly effective; 3) Create and distribute a monthly newsletter about program activities and successes to the entire school community (Monthly) The 21 CCLC newsletters contain a variety of information, such as overviews of academic and personal enrichment activity, highlights STAR student of the month, provide calendar reminders, and information on upcoming family night events. Newsletters are posted at the school location and emailed through ConstantContact. 4) Further engage the community and invite involvement in the program (as participants or partners), informational flyers will be distributed to community locations (e.g., local churches and business), school guidance counselors, parent liaisons, and sent home with students in their Backpacks.

**STUDENT AND PARENT FEEDBACK (QUARTERLY AND MONTHLY):** Student surveys will be used to gauge the interests of the students at the beginning of the school year and re-evaluated quarterly to maintain the interest and engagement of the students. Allowing students to explore various academic enrichment activities opens the door to new experiences that keep students involved. The selection of personal enrichment activities and offerings will be planned based on student interests expressed through these surveys. On a monthly basis, 21 CCLC teachers will facilitate brief feedback where elementary students will be able to share their experiences aloud with each other and through Kahoot!, where students respond to questions and answers on cell phone/tablet devices. The anonymous comment box will also be offered for students and parents to ask any question or make comments.

**ESAC MEETINGS (QUARTERLY):** The 21st CCLC program coordinator will attend all Educational School Advisory Council (ESAC) Committee meetings held during the academic year. The coordinator will present on the 21st CLCC program at the first meeting of the year, and then attend all future meetings to obtain feedback from the ESAC specific to the services of the 21st CCLC program. Feedback from the ESAC will be used to drive conversations and feedback from other stakeholders with more direct connection to the 21st CCLC program (e.g., parents).

**SCHOOL ADMINISTRATIVE MEETINGS (MONTHLY):** The 21st CCLC site manager will meet monthly with the School Principal and/or other assigned school administrator to support the 21st CCLC program. These meetings will communicate program operations and activities to the administrators, while also allowing an opportunity for the school administrators to provide feedback to the 21st CCLC site coordinator about program operations, any unexpected challenges needing to be addressed, and any new needs where the 21st CCLC program can support participating students.

**TEACHER MEETINGS (MONTHLY):** The 21st CCLC site manager, will meet regularly with school day teachers about individual students and how the program can best support each student. These meetings allow teachers to provide regular feedback about the 21st CCLC program and how the program can be enhanced to better meet student needs (e.g., homework progress, reading progress, needs for added attention). This meeting will be held within the first week of student enrollment (for new students) and then monthly thereafter.

**PROGRAM TEAM MEETINGS (QUARTERLY):** One of the most important feedback components is the quarterly Program Team meetings. While the Program Team serves an important function to process feedback and make recommendations for improvements, they are also knowledgeable of the school, communities, and students impacted by the program. Ultimately, Program Team members will be able to provide formal feedback regarding issues presented before the Team.

**TOPICS FOR MEANINGFUL FEEDBACK:** Through a two-way communication and feedback process, the 21st CCLC program will collect feedback on a variety of topics: (1) general operating functions (e.g., times, dates, staffing); (2) engagement and satisfaction of specific activities; (3) improvements strategies and student interests in academics and program offerings; and (4) questions or comments about specific activities and services. With the feedback from stakeholders on these topics, the 21st CCLC site coordinator and district administrators will utilize the feedback to help continuously improve the program through modifications of schedules, activities, and staffing (as necessary). The Program Team will meet quarterly to review the feedback from stakeholders, consider recommendations for improvement or adjustment, and make final recommendations to Big Ideas for implementation.

--STAKEHOLDER SURVEY RESULTS--

At Barbara Hawkins and Golden Glades Elementary Schools, meaningful surveys were conducted with the teacher, student/parent and partner population.

**TEACHER SURVEYS:** At Barbara Hawkins Elementary, there was a total of 39 staff members that



completed the teacher/staff survey. There were 19 teachers that completed the survey, representing 100% of the 19 teachers and 20 support staff employed at Barbara Hawkins Elementary. Survey results indicated that 100% of the teachers believe the students need a free afterschool and summer program and 95% of the support staff believe the students need a free afterschool and program.

At Golden Glades Elementary, there was a total of 30 staff members that completed the teacher/staff survey. There were 17 teachers that completed the survey, representing 100% of the 17 teachers and 20 support staff employed at Golden Glades Elementary. Survey results indicated that 100% of the teachers believe the students need a free afterschool and summer program and 100% of the support staff believe the students need a free afterschool and program.

**PARENTS SURVEYS:** At Barbara Hawkins Elementary, a total of 31 parent surveys were received representing 12.4% of the 250 students attending Barbara Hawkins Elementary (12.4% of all targeted students). Survey results indicated that 67% of parents reported their children were in need an afterschool program, and 99% were in need of a summer program. If such a program were NOT free, 65% of parents responding stated they would not be able to afford any type of fee-based out-of-school program without financial assistance and even if they were able to pay, 83% of parents noted that openings in out-of-school programs are hard to find in the surrounding community.

At Golden Glades Elementary, a total of 20 parent surveys were received representing 12% of the 165 students attending Golden Glades Elementary (12.4% of all targeted students). Survey results indicated that 95% of parents reported their children were in need an afterschool program, and 65% were in need of a summer program. If such a program were NOT free, 75% of parents responding stated they would not be able to afford any type of fee-based out-of-school program without financial assistance and even if they were able to pay, 80% of parents noted that openings in out-of-school programs are hard to find in the surrounding community.

**PARTNER SURVEYS:** The Program Team collected surveys from six community partners and received qualitative feedback community partners. These partners are community agencies that support the targeted school, its families and neighbors through academics, arts/music and culture, fitness and nutrition. Each partner was asked to provide feedback regarding the needs of students and families in these communities, as well as the importance of a structured out-of-school program to support these needs. Ultimately, all the partners (100%) believed students need both school year and summer programming to support the academic and personal enrichment of the students. Furthermore, 83% of partners believe the programs needed to be free, and only 17% of partnering agencies believe that families could afford to pay school-year programming.

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## 3.6 Assessing Program Needs

### Instructions

Use the Know Your Schools portal to review the school-level data for the target school(s) under the following areas:

- Assessments-Academic Achievement, Growth, and Participation
- Assessments-English Language Learners
- Acceleration
- Discipline and Attendance
- Graduation and Postsecondary

Use the text box below to summarize the trends found in the school-level data and the results of the surveys of the teachers, parents and communities. Identify the issues and trends that need to be addressed. Describe the activities that the survey respondents would like to see in the community learning center. Identify any assets that already exist in the community to focus on those needs identified above and assets that do not yet exist which are needed to meet the needs.

*Refer to the RFP for more information.*

--ASSESSING PROGRAM NEEDS--

Since 2014, Big Ideas Educational Services (BIES) has been addressing the needs of low-income and at-risk elementary students, families, schools, and communities through afterschool and summer services. Big Ideas, as an agency, has focused efforts on identifying and addressing the specific needs of schools and communities in which services are provided. In fact, the Big Ideas Program Director has been collaborating with the principals at both Barbara Hawkins Elementary (BHE) and Golden Glades Elementary (GGE) since before the 21st CCLC RFP was released to ensure the 21st CCLC program was appropriate for the enrolled students and surrounding community.

Ultimately, Big Ideas worked with the 21st CCLC Program Team and conducted a needs assessment that examined academic achievement, neighborhood barriers and supports, conversations with school administration, community engagement through school surveys, and participation in parent school

advisory boards, BIES recognized a critical need to continue its 21st Century Community Learning Center (21st CCLC) program that began six years ago, with enhancements in areas such as Adult Family Services. Data gathered from additional sources to assist with the needs assessment for BHE and GGE, include (1) individual Miami Dade County Public Schools M-DCPS 2021-2022 School Improvement Plans; (2) Florida Department of Education's School Report Card (Know Your Schools Portal); and (3) Big Ideas stakeholder surveys. Big Ideas also cast a wider net within the school and community and conducted an electronic 21st CCLC Need Assessment survey. Surveys were distributed to each school's administration, teachers, parents, students, and community partners. The purpose of these surveys was to collect stakeholder opinions as to the needs of students, families, schools, and communities that could be addressed through the 21st CCLC program. All data and survey results were presented to the Project Team and district administrators to determine the underlying needs to be addressed by the 21st CCLC program, along with the specific academic and personal enrichment activities to be included during the afterschool and summer components.

#### --TARGETED SCHOOLS --

Barbara Hawkins Elementary (BHE) is a Title 1 school identified for Targeted Support & Improvement (TS&I) and is in a low socioeconomic area in the Miami-Gardens area of Miami-Dade County. The student population at BHE consists of 250 students where 90.8% are economically disadvantaged, nearly the entire school population are minorities: 89.2% are Black/African American, 8.4% are Hispanic, and 2.4% are other races or ethnicities. There are 13.6% of students at this school with disabilities, and 4% are English Language Learners. Approximately 56.8% of the students are female and 43.2% of the students are male. Within BHE, 44% of students have chronic absenteeism.

Golden Glades Elementary (GGE) is also a Title 1 school identified for Targeted Support & Improvement (TS&I) and is in a low socioeconomic area in the Opa-Locka area of Miami-Dade County, a neighboring city of Miami-Gardens. The student population at GGE consists of 165 students where 93.3% are economically disadvantaged, 100% are minorities: 87.9% are Black/African American, 12.1% are Hispanic, 13.9% are students with disabilities. Approximately 45.5% of the students are female and 54.5% of the students are male. Within GGE, 50.3% of students have chronic absenteeism.

#### -- DATA-BASED PERFORMANCE AND ACHIEVEMENT NEEDS --

During the 2020-2021 academic year, statewide testing results for the Florida Standard Assessment (FSA) and Next Generation Sunshine State Standards Assessment (NGSSS) demonstrated a significant academic need for students at our targeted schools at Barbara Hawkins Elementary and Golden Glades

Elementary. This need is evident in all core academic subjects, where students performed significantly below the statewide levels of students scoring at proficiency in English Language Arts (Reading), Mathematics, and Science.

Data retrieved from the Florida Department of Education (Know Your Schools Portal) for Barbara Hawkins Elementary captured that only 27.3% of students were proficient (scoring at a Level 3 or more on the FL Statewide Assessments) in ELA/reading (compared to 55.7% Miami Dade County and 52.8% statewide); 27% were proficient in mathematics (compared to 46.0% Miami Dade County and 48.4% statewide); and 22.9% were proficient in Science (compared to 49.2% Miami Dade County and 52.1% statewide).

According to Barbara Hawkins School Improvement Plan (SIP) there is a troubling trend. In 2019: The lower 25th percentile, subgroup of students increased in both ELA and Mathematics, but in 2021, all ELA Subgroups overall, learning gains decreased across all grade levels; ELA proficiency decreased by 31% of proficient students in grades in 3-5. All Math subgroups overall, learning gains decreased across all grade levels; Math decreased by 38% of proficient students in grades 3-5. In the School Improvement Plan, when asked what strategies will need to be implemented in order to accelerate learning, Barbara Hawkins Elementary noted Differentiated Instruction, Extended Learning Opportunities, Hands-on Learning, Instructional Support/Coaching, Student Engagement, Technology Integration, which is what Big Ideas proposes in its 21CCLC programming.

Golden Glades Elementary proficiency levels were slightly higher with 37.8% of students were proficient (scoring at a Level 3 or more on the FL Statewide Assessments) in ELA/reading (compared to 55.7% Miami Dade and 52.8% statewide); 36.5% were proficient in mathematics (compared to 46.0% Miami Dade County and 48.4% statewide); and 38.5% were proficient in Science (compared to 49.2% Miami Dade and 52.1% statewide). According to Golden Glades Elementary SIP, there was also a downward trend, when comparing the current 2021 ELA FSA data of 38% proficiency to the 2019 FSA ELA proficiency of 45%. Over the last two years, proficiency dropped 7 percentage points.

#### -- GAPS IN PERFORMANCE AND ACHIEVEMENT (STUDENT SUBGROUPS) --

ENGLISH LANGUAGE ARTS: During the 2020-2021 academic year, a total of 243 students at Barbara Hawkins Elementary and 163 students at Golden Glades Elementary took the FSA Reading. As an entire student body, 27.3% of Barbara Hawkins Elementary students demonstrated reading proficiency. There are slight gaps in subgroups whereas, 22.7% of economically disadvantaged students demonstrated reading proficiency, and 20% of English Language Learners demonstrated reading proficiency. According to the School Improvement Plan, 63 students had a substantial reading deficiency and 6 students were retained two or more times for the 2021-22 academic year. For Golden Glades

Elementary, because the student demographics mirror its economically disadvantage population, there were no significant gaps in performance--37.8% of students demonstrated proficiency on the FSA Reading, and 37% of economically disadvantaged students demonstrated reading proficiency. According to the School Improvement Plan, 47 students had a substantial reading deficiency and 2 students were retained for the 2021-22 academic year.

**MATHEMATICS:** As per data retrieved from the Florida Department of Education (Know Your Schools Portal), at Barbara Hawkins Elementary, 27% of all students demonstrated mathematics proficiency, with 56.6% of students scoring at a Level 1. The proficiency rates in Math for economically disadvantaged students were the same at 27.5%, but lower than the county (39.5%) and statewide (37.6%) averages. Only 20% of students with disabilities demonstrating mathematics proficiency, compared to 26.3% in Miami-Dade and 25.7% statewide. At Golden Glades Elementary, 36.5% of students demonstrated mathematics proficiency. The proficiency rates in Math for economically disadvantaged students were nearly the same at 35.6%, and slightly lower than the county (39.5%) and statewide (37.6%) averages. Only 13.6% of students with disabilities demonstrated mathematics proficiency, compared to 26.3% in Miami-Dade and 25.7% statewide.

**SCIENCE:** As per data retrieved from the Florida Department of Education (Know Your Schools Portal), at Barbara Hawkins Elementary, 22.7% of all students demonstrated Science proficiency, compared to 49.2% in Miami-Dade and 52.1% statewide. The proficiency rates in Science for economically disadvantaged students were the same at 22.7%, but lower than the county (43.3%) and statewide (40.8%) averages. At Golden Glades Elementary, 38.5% of students demonstrated Science proficiency, compared to 49.2% in Miami-Dade and 52.1% statewide. The proficiency rates in Science for economically disadvantaged students were slightly lower at 36%, but lower than the county (43.3%) and statewide (40.8%) averages.

**ATTENDANCE AND DISCIPLINE:** Data from the Know Your Schools Portal establishes absenteeism. Barbara Hawkins Elementary reported 111 students as chronically absent in the 2020-2021 academic year, which is 44% of the school population. Of the 111 students chronically absent, 17.1% were students with disabilities and 4.5% were English Language Learners. Golden Glades Elementary reported 83 students as chronically absent in the 2020-2021 academic year, which is 50.3% of the school population. Of the 83 students chronically absent, 11% were students with disabilities. Absenteeism, late arrivals, and early dismissal are barriers to student learning and contributing to significant learning gaps in certain content area. Past programming identified that structured and engaging out-of-school have improved student attendance during the regular school day improves motivation and dedication developed as part of the engaging and hands-on learning environment provided in out-of-school.

There were no in school or out of school suspensions reported for either school. Barbara Hawkins reported 0.7 incidents as compared to other schools across the state. Based on SIP data, the school has 4% of students with referrals, as compared to the district with 3%. Golden Glades, reported 0.6 in incidents as compared to other schools across the state.

ACCELERATION, GRADUATION AND POSTSECONDARY: This proposal is focused on providing services to two elementary school sites. There are no acceleration data or graduation or postsecondary data available for the specific schools through the Know Your Schools Portal, as these metrics are primarily reserved for high schools.

#### -- STUDENT NUMBERS--

There is a continued need for services in each school and it is the hope of the school administration of both sites, as well as parents, that this highly impactful programming continues. Through feedback from parent surveys, parent nights, and PTA participation. The total number of students to be served from the target populations is 160, serving 80 students at each school. Currently there are 65 students served at BHE and GGE would be an addition to 21CCLC programming. The number of proposed students is aligned with administrators' expressed needs. Each principal requested the inclusion of pre-k students at BHE, which is 7% of the student population and at GGE, engagement of 2nd-5th grade, which is 58% of GGE's population.

As we propose to continue Barbara Hawkins and add Golden Glades as 21st CCLC sites, Big Ideas analyzed achievement levels on state assessments in ELA, Math, Science, which are significantly lower than county and state proficiency percentages. Low achievement levels were examined by reviewing data such as School Improvement Plans and Know Your School Portal and state proficiency percentages for both schools and high chronic absenteeism rates. The remaining information will demonstrate students' need based on survey results regarding engagement and hope and will discuss the availability of accessible and affordable community agencies providing out-of-school time programming in the surrounding communities.

#### --STAKEHOLDER SURVEY RESULTS--

##### TEACHER SURVEYS

At Barbara Hawkins Elementary, there were a total of 39 staff members that completed the teacher/staff survey. There were 19 teachers that completed the survey, representing 100% of the 19 teachers and 20

support staff employed at Barbara Hawkins Elementary. Survey results indicated that 100% of the teachers believe the students need a free afterschool and summer program and 95% of the support staff believe the students need a free afterschool and program. The "free" aspect is important, as 100% of teachers and 75% of the support staff surveyed do not believe most families could afford to pay for these services at this school. Teachers and support staff believe that structured extended learning opportunities are needed due to student struggles in the following areas: completing assigned homework (69%); reading at grade level (54%); behaving well in class (53%); staying out of trouble in school (53%); getting along with other students (41%); understanding math concepts (38%); and understanding science concepts (38%). Teachers and support staff also stated they believed that extended learning opportunities (21CCLC programs) should include the following: homework help (100%); reading help (76%); mathematics help (66%); and fitness activities (58%); technology education (53%); and career exploration (38%). Moreover, teachers and support staff believe the 21st CCLC program will improve the following areas: reading skills (94%); mathematics skills (94%); student behavior in class (79%); homework completion (69%); and student engagement with school (43%).

At Golden Glades Elementary, there were a total of 30 staff members that completed the teacher/staff survey. There were 17 teachers that completed the survey, representing 100% of the 17 teachers and 20 support staff employed at Golden Glades Elementary. Survey results indicated that 100% of the teachers believe the students need a free afterschool and summer program and 100% of the support staff believe the students need a free afterschool and program. The "free" aspect is important, as 95% of teachers and 93% of the support staff surveyed do not believe most families could afford to pay for these services at this school. Teachers and support staff believe that structured extended learning opportunities are needed due to student struggles in the following areas: reading at grade level (86%); understanding math concepts (66%); behaving well in class (63%); staying out of trouble in school (53%); completing assigned homework (50%); understanding science concepts (43%); and getting along with other students (40%). Teachers and support staff elaborated that they believed that extended learning opportunities (21CCLC programs) should include the following: homework help (93%); reading help (90%); mathematics help (83%); science and engineering (60%); character education and social skills (60%); and fitness activities (63%). Moreover, teachers and support staff believe the 21st CCLC program will improve the following areas: reading skills (93%); mathematics skills (93%); homework completion (93%); student engagement with school (86%); and student behavior in class (86%).

#### PARENT SURVEYS

At Barbara Hawkins Elementary, a total of 31 parent surveys were received representing 12.4% of the 250 students attending Barbara Hawkins Elementary (12.4% of all targeted students). Survey results indicated that 67% of parents reported their children were in need an afterschool program, and 99%

were in need of a summer program. If such a program were NOT free, 65% of parents responding stated they would not be able to afford any type of fee-based out-of-school program without financial assistance and, even if they were able to pay, 83% of parents noted that openings in out-of-school programs are hard to find in the surrounding community. Ultimately, 65% of parents that stated that if the program is not free, their children would not be able to attend an afterschool or summer learning program. Parents were asked if their students were not able to attend the program due to costs, what would the alternatives be for afterschool/summer learning. Parents reported the following responses: 39% of children would be left with adult supervision sometimes; 29% of parents reported that they did not know; 16% of children would be left with siblings, without adult supervision; 10% of children would be left alone, without adult supervision; and 6% of children would sometimes be left with siblings, without adult supervision. Barbara Hawkins Elementary parents indicated that the following activities were the most needed by their children in an out-of-school/summer program such as, 21CCLC programs: homework help (93%); nutritious meals (84%); reading assistance (80%); math assistance (77%); art/music education (45%); fitness programs (39%); and behavioral improvement interventions (26%).

At Golden Glades Elementary, a total of 20 parent surveys were received representing 12% of the 165 students attending Golden Glades Elementary (12.4% of all targeted students). Survey results indicated that 95% of parents reported their children were in need an afterschool program, and 65% were in need of a summer program. If such a program were NOT free, 75% of parents responding stated they would not be able to afford any type of fee-based out-of-school program without financial assistance and, even if they were able to pay, 80% of parents noted that openings in out-of-school programs are hard to find in the surrounding community. Ultimately, 75% of parents that stated that if the program is not free, their children would not be able to attend an afterschool or summer learning program. Parents were asked if their students were not able to attend the program due to costs, what would the alternatives be for afterschool/summer learning. Parents reported the following responses: 50% of children would be left with adult supervision sometimes; 20% of children would be left with siblings, without adult supervision; 15% of parents reported that they did not know; 10% of children would be left alone, without adult supervision; and 5% of children would sometimes be left with siblings, without adult supervision. Golden Glades Elementary parents indicated that the following activities were the most needed by their children in an out-of-school/summer program such as, 21CCLC programs: homework help (95%); reading assistance (90%); math assistance (80%); nutritious meals (70%); art/music education (65%); behavioral improvement interventions (60%); and fitness programs (55%).

#### PARTNER SURVEYS

The Program Team also collected six (6) surveys for qualitative feedback from community partners. These partners are community agencies that support the targeted school, its families and neighborhoods



through academics, arts/music, culture, fitness and nutrition. Each partner was asked to provide feedback regarding the needs of students and families in these communities, as well as the importance of a structured out-of-school program to support these needs. Ultimately, all the partners (100%) believed students need both school year and summer programming to support the academic and personal enrichment of the students. Furthermore, 83% of partners believe the programs needed to be free, as only 17% of partnering agencies believe that families could afford to pay school-year programming. Big Ideas also asked partners about statements related to students in the targeted school and their greatest struggles. Survey participants identified with the following statements by agree, disagree, or neutral. Results are as follows: (1) The school and community have a positive bond (80% agree; 20% neutral); (2) Student behavior impacts achievement (60% agree; 40% disagree); (3) The school and surrounding community have a variety of free enrichment activities: (60% neutral; 20% agree; 20% disagree); and (4) The school need assistance in engaging parents in community activities: (80% agree; 20% disagree). In order to help address these needs, partners suggested the program include the following activities: Project-based activities (80%); homework assistance (40%); parental Involvement (40%); reading (20%); and counseling services (20%).

#### -- ACTIVITIES REQUESTED BY STAKEHOLDERS --

Through the needs assessment examining academic achievement, neighborhood barriers and supports, conversations with school administration, community engagement through school surveys, and participation in parent school advisory boards, the 21st CCLC Program Team realized an explicit need for this community to have free out-of-school programs during the school year and summer so that children are able to thrive academically and personally. After review of school performance data, stakeholder surveys, and feedback from meetings and discussions, the 21st CCLC Program Team recommended including reading support activities, mathematics activities, hands-on science projects, computer-based learning, physical fitness, performing arts, and enhanced adult family members literacy activities.

#### --EXISTING COMMUNITY ASSETS AND GAPS--

For the 2022-2023 school year, in each of the geographic locations, there are very few out of school options and youth/family engagement programs for our targeted students, leaving elementary-aged children out on the streets. Through our needs assessment we found that if 21CCLC is not funded, there are no other on-site school options. Parents would likely have to travel outside of their neighborhoods and bus students to and from nearby programs. There are also very few, affordable out-of-school options for families in these communities, and none of the options will provide the same structure and academic-focused programming as that offered by a 21st CCLC program.

BIES examined Miami Children's Trust-funded programs (leading funder in Miami-Dade County) within a 2-mile radius of each school location and recognized there were fewer than 10 youth development programs to serve students in afterschool and/or youth enrichment programming in the targeted neighborhoods, but may be slated to serve designated students in other neighboring schools. Additional after school and summer programming is primarily offered at the local parks. The YMCA is a 21 CLCC provider at 8 locations in Miami Dade County. However, services are primarily located in Homestead (South Dade), and are not in a location conveniently accessible to students in our geographic areas. Miami-Dade County Public Schools provide STEM services at surrounding schools, but these services are specifically for the students at those schools and not available to our targeted students. Miami Parks and Recreation Department also offer various programs at parks throughout the city including: adult basketball league, aqua fit, baseball, basketball, line dancing, football and cheerleading, swimming, after school programming, summer camp, tennis, track and field and senior club. However, these opportunities are limited and often seasonal leaving many children unserved.

Due to socioeconomic barriers, accessibility to these paid programs has traditionally been a significant issue for the families in these communities. BIES recognizes that poverty levels have a direct relationship to academic performance, with both schools demonstrated consistently lower rates in overall school readiness, compared to Miami-Dade County and the state of Florida.

Research has shown that students learn best when their basic physical, mental, and emotional needs are met. A 21st CCLC program will provide academic support and personal enrichment in a safe and caring atmosphere. This support should provide the foundation and encouragement for these students to maintain daily attendance and engagement throughout the academic year. Big Ideas is specifically designed to provide high interest, engaging, and fun academic and personal enrichment activities that bolster self-esteem and commitment to the educational process.

Students at our targeted schools struggle academically as referenced earlier regarding state testing results. For these families, access and availability to free, structured, and academic focused programs is a necessity. Our 21CCLC programming will help close the gap between those who can afford a community program and those who cannot by providing entirely free expended learning opportunities. These 21st CCLC sites will provide structure and support to positively impact academic results. Indeed, without these programs, there may be no escape from the suffocating socioeconomic conditions facing students and their families.

Through the development of Big Ideas Educational Services prides itself on developing and maintaining

partnerships with school districts, school administration, community partners and families. The BIES-OOS program is enhanced through partnerships M-DCPS in support in access student data, access to a well-lit and air-conditioned facility, access to the computer lab to support technology implementation, access to classrooms equipped with promethean boards to deliver technology driven instruction, custodial support to ensure students are greeted daily with a clean and hazarded free environment, and security support to guarantee that students, staff and visitors are safe during out of school hours. School administration has pledged support in recruiting and retaining students and families in the after school and summer services by sending out Call-Them-All's at the start of each recruitment year and twice throughout each service season to support retention efforts. Both schools have offered staff referral to ensure appropriate and quality staff are hired to address school population.

### 3.7a Intentionally Designing Activities

#### Instructions

Upload a completed site profile worksheet for each site proposed. Create a schedule for each program component that includes the start and end time for each activity and which activity will be offered in each time block.

*Refer to the RFP for more information*

Click [here](#) to download and complete the Site Profile Worksheet.

Click "Upload a file" to upload completed Site Profile Worksheet(s) and Schedule(s).

[Site Profile\\_BHE.pdf](#)

**Filename:** Site Profile\_BHE.pdf **Size:** 276.1 kB

[Site Profile\\_GGE.pdf](#)

**Filename:** Site Profile\_GGE.pdf **Size:** 276.0 kB

[Schedules.pdf](#)

**Filename:** Schedules.pdf **Size:** 408.7 kB

### 3.7b Intentionally Designing Activities

#### Instructions

Use the text box to submit a narrative that outlines how the activities in the proposed schedule address the needs identified in the program needs assessment. Describe how the community learning center will implement each activity on the schedule. Identify the interventions the program staff will use for each activity and their levels of evidence. Provide references for the evidence levels.

Describe the program's recruitment strategy. Outline the communication strategy the program will use to recruit and retain students and families. Describe how families will be selected for participation and encouraged to attend program activities. Identify any enrollment priorities and how they will be carried out.

*Refer to the RFP for more information.*

#### --OPERATIONAL PLANNING--

Big Ideas is positioned within the Barbara Hawkins and Golden Glades school communities in Miami Gardens to provide quality and consistent out-of-school services for students and families during vulnerable afterschool and summer hours. When determining time and frequency of the program's engagement; BIES needs assessment considered several important factors. School day attendance totals, percentage of tardy families, and the percentage of late pick-ups were all considered when choosing program times. As a result of the needs assessment for each school, Big Ideas Afterschool and Summer program will operate beginning August 2022, serving a total of 160 students annually, with 80 students at each school location. Enrollment will include at least 15% students with disabilities. Services will be provided for a total of 4 hours per day for Pre-Kindergarten through 5th Grade students, operating Monday through Friday, for 180 days each school year. The summer component will operate for 8 hours per day, Monday through Friday for 34 days, serving 80 students at each site. The community needs, interests, and strengths are intertwined; these factors are what make Big Ideas a beneficial program for the community. More than 90% of students in these communities qualify for free and reduced lunch and more than 90% of households were defined by the Florida Department of Education as "economically disadvantaged". Because of the economic conditions of the communities, priority of student enrollment is need-based; students will be treated equally, as it is very likely that parents would not be able to afford paid after-school or out-of-school providers. Big Ideas will work with each school location, as indicated in the school partner letter of commitment, to ensure the safety of students and families during afterschool and summer hours through existing school security personnel. At this time, transportation will not be provided to students, as the schools are within walking distance of students' homes. Transportation will be evaluated on a yearly basis to determine if and when a need arises.

#### -- STUDENT ACTIVITIES FOR ACADEMIC ENRICHMENT --

Big Ideas will utilize a variety of proven and evidence-based curricula to impact the academic performance of 21st CCLC students. As recommended by the 21st CCLC Program Team, core academic subjects will be supported with: (1) Learning A-Z curriculum; (2) Headsprout programming; and (3) MindWorks project-based learning curriculum. All academic activities are led by certified teachers and aligned, aligned with ESSA tiers for evidence-based interventions and recommendations, and aligned to Florida B.E.S.T. Standards and the Next Generation Sunshine State Standards for Science. The following provide explanations and evidence for the selected academic-based curricula.

#### ACADEMIC ENRICHMENT (READING)

##### DIFFERENTIATED LEARNING INSTRUCTION: LEARNING A-Z AND HEADSPROUTS

DESCRIPTION: Through Differentiated Learning Instruction (DLI), students are supported on three learning platforms: 1) students who are exceling and on grade level-mastery; 2) students who are progressing towards grade level-instructional; and 3) students who are not on grade level-frustrational readers. Differentiated Learning Instruction is small group instruction for readers identified as frustrational on the pre, mid, and post oral reading fluency assessment. Differentiated learning instruction in alphabets, fluency, and vocabulary for students is conducted so that students identified receive a total of 90 minutes a week in three 30-minute reading blocks. This targeted instruction foundational reading skills to students in pre-kindergarten through third grade. Led by a certified teacher, Big Ideas will provide Differentiated Learning instruction (DLI) group learning to students in grades Pre-K to 5 in a ratio of 1 teacher per 5 students, augmented by computer-based learning.

In addition, utilizing the LEARNING A-Z curriculum, Big Ideas provides whole group learning to students, led by a certified teacher in a ratio of 1 teacher per 15 students. The curriculum is a remedial literacy curriculum designed for struggling readers, with lessons that build from segmenting, blending, decoding, to word reading, sentence and story reading for comprehension. There are 100 sequenced lessons for early reading level (pre K-2), 50 lessons for reading comprehension and 50 lessons for advanced reading comprehension (grades 3-5). Early literacy components include phonological awareness instruction that focuses on the sounds of language, sound at the word, rhyme, syllable, and phoneme levels. Phonics builds onto phonemic awareness instruction, where Big Ideas will provide appropriate grade and skill-level instruction on letters associated with the phonemes (sound units), letter symbol association, and manipulation of sounds within words by using their knowledge of sound/symbol relations. Decoding skills (phonics) is a direct instruction approach to teaching phonics content. Developing phonemic awareness in struggling readers is important to build readers' fluency, a key component of comprehension.

Big Ideas also utilizes “Headsprout”, computer-based extension of Learning A-Z, designed to tailor instruction to the individual needs and learning pace of every student. It consists of 80 online lessons where students put sounds together, hear sounds slowly blended, say sounds slowly blended, hear the sounds said quickly together as whole words, and eventually say the words quickly themselves. Students learn that words can begin or end with the same sound and that words can be broken down into onsets and rhymes. Students discover that some sounds can have other sounds inside them and that sound units can be combined to make new sounds.

**FREQUENCY:** All students will receive whole group instruction 60 minutes, 3 times per week - and frustrational-readers will receive an additional 30 minutes of literacy instruction for a total of 90 mins, 3 times a week. For summer activities, Reading will be provided 60 mins every day, with an additional 30 mins of instruction for frustrational students (90 mins each day).

**FOCUS OF ACTIVITY:** Academic Enrichment (Reading)

**ALIGNMENT TO STUDENT/FAMILY NEEDS:** As detailed in the needs assessment, reading is a critical need for targeted students – evidenced both by performance on statewide standardized assessments and feedback from stakeholder surveys. Teachers, parents, and students requested assistance with reading performance and skills among the targeted student population. As such, the 21st CCLC Program Team recommended a multi-layered reading intervention for all students, particularly those with the greatest struggles (e.g., frustrational readers).

**EXPECTED YIELD OF IMPROVEMENT:** DLI and Learning A-Z curriculum ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Learning A-Z’s reading resources are informed by the best practices identified in research on teaching foundational skills and aligned with state and national guidelines for ELA learning.

**EVIDENCE BASE (WHAT WORKS CLEARINGHOUSE):** DLI and Learning A-Z align with Tier 1 and Tier 2 ESSA strategies, as each curriculum teaches students to decode words, analyze word parts, and write and recognize words. Utilizing ESSA guidelines, the curriculum aligns with:

---TIER 1 EVIDENCE (strong evidence) to teach a set of academic vocabulary intensively across several days using a variety of instructional activities. Using the WWC recommendation of teaching techniques academic vocabulary in depth using multiple modalities, Learning A-Z curriculum and Big Ideas instructors incorporate writing, speaking, and listening into Whole Group Instruction to help students gain a deeper understanding of target words.

---TIER 2 EVIDENCE (moderate evidence) to: (1) Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy; and (2) Use available assessment information to identify student who demonstrate persistent struggles with language and literacy development (identified as frustrational readers). Big Ideas carries out recommended practices by Differentiated Learning Instruction support WWC recommendations of small-group instruction to target students' identified needs, consisting of up to 5 students, who receive basic foundational reading skills, and as recommended by WWC. Learning A-Z curricula utilizes strategies that create provisions for enhancing core instructional programming to ensure that supplemental instruction is prioritized for those students who continue to struggle after having received appropriate opportunities to learn language and literacy skills.

---TIER 3 EVIDENCE (promising evidence): to provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

---TIER 4 EVIDENCE (has rationale) to integrate oral and written instruction into content-area teaching by strategically using instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content. Instruction includes short video clips and visuals—such as pictures, demonstrations, and 3-D models to anchor content instruction in a common shared experience.

US Department of Education. "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School" What Works Clearinghouse Institute of Education Sciences Practice Guide. National Center for Education Evaluation and Regional Assistance.

EVIDENCE BASE (ADDITIONAL EVIDENCE): Headsprout, the program developer of Learning A-Z conducted independent evaluations of its program's evidence base and in several studies concluded that students who used Headsprout had higher scores across all the measures used to assess early reading skills compared to students in the control condition. In one study, using randomized controlled trial design, students in the Headsprout group completed Headsprout episodes for up to 45 minutes each school day for eight months. During that time, students in the control group completed semi-structured activities of their choice, which included literacy, math, and general problem-solving activities. There were statistically significant differences in the experimental group's reading accuracy and word recognition, measured by: The Diagnostic Reading Analysis, the Oral Reading Fluency (ORF) subtest of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the Word Recognition and Phonic Skills (WRaPS)

assessment were used as pre- and posttests.

Tyler, E. J., Hughes, J. C., Beverley, M., & Hastings, R. P. (2015). Improving early reading skills for beginning readers using an online programme as supplementary instruction. *European Journal of Psychology of Education*, 30(3), 281-294.

Headsprout also cites its curricula's evidence-base utilizing Differentiated Learning Instruction. Using a randomized controlled trial design, specialized literacy instruction was provided to students ages 6-9. All participants received free school meals had lower phonological awareness scores than expected for their age. The study concluded that there were statistically significant positive effects for students who used Headsprout, with results indicating significantly better word recognition and sentence reading skills than students who received the school's supplementary literacy instruction.

Storey, C., McDowell, C., & Leslie, J. C. (2019). Headsprout Early Reading for specific literacy difficulty: A comparison study. *Journal of Behavioral Education*. Advance online publication. doi:10.1007/s10864-019-09336-7

Additional evidence base includes a study of 350 students in grades K-3 of an elementary school serving predominantly minority students and low-income students in Illinois, almost all who were African-American and 99% of students came from low income homes and 11% of the students needing special education services. After students began using Headsprout, approximately half of the student scores on DIBELS had reached grade level. In third grade, the percentage of students meeting or exceeding standard in the Illinois Standards Achievement Test (ISAT) grew from 46% to 73%.

Learning A-Z (revised 2016, May). Anna R. Langford Community Academy, Chicago, IL: Test scores soar with Headsprout reading programs. Tucson, AZ: Author.

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ACADEMIC ENRICHMENT (READING, MATH, SCIENCE)

MINDWORKS PROJECT-BASED LEARNING

DESCRIPTION: MindWorks Resources uses the 21st CCLC model as the basis for its lessons. Principles key to the 21st CCLC Model and integrated into MindWorks enrichment include: (1) Authentic learning - learning from real world problems and questions; (2) Mental model building - using physical and virtual models to refine understanding; (3) Internal motivation - identifying and employing positive emotional connections in learning; (4) Multi-modal learning - applying multiple learning methods for diverse



learning styles; (5) Social learning - using the power of social interaction to improve learning impact; and (6) International learning - using the world around you to improve teaching and learning skills. consist of hands-on learning that consists of Reading, Math and Science simultaneously. Activities are aligned to Common Core standards and allow students to enhance foundational mathematic concepts. Establishes their ability to analyze, compare, create, and compose shapes and patterns.

Content and Skills Standards for Reading and English Language Arts: Ask and answer questions about details in a text read aloud or in information presented orally or through other media; Recount stories including fables, folktales, and myths; Analyze how visual and multimedia elements contribute to the meaning or tone of a text; Come to understand other perspectives and cultures through reading, listening and collaboration; Write narratives to develop real or imagined experiences or events using details and clear event sequences; Demonstrate command of the conventions of standard English including capitalization, punctuation and spelling when writing; Use technology including the internet to present the relationships between information and ideas efficiently.

Content and Skills Standards for Math: Analyze, compare, create, and compose shapes; Describe and compare measurable attributes; Measure lengths indirectly and by iterating length units; Represent and interpret data; Generate and analyze patterns; Model with mathematics.

Math-based comprehensive PBL lessons directly tied to common core standards used during the Academic Enrichment block 30 minutes a day and is embedded into fun and engaging afterschool activities, ensuring content, processes, and concepts that 1) encourage problem solving; 2) develop and support math talk; and 3) emphasize working together.

Content and Skills Standards for Science: Ask questions, make observations, and gather information; Make predictions; Know that events have causes that generate observable patterns; Develop a simple sketch, drawing, or physical model to illustrate observations; Use materials to design a solution; Plan and carry out fair tests

MindWorks carefully balances both teacher-directed and student-initiated learning, with an emphasis on responding to students' learning styles and building on their strengths and interests. "Students in well-designed and managed learning projects produce artifacts-reports, presentations, videos, podcasts, models, simulations, inventions, etc.—as part of their projects work" (Bialik, Maya, et. Al (2015). Skills for the 21st Century: What Should Students Learn? Center for Curriculum Redesign). MindWorks Resources curriculum includes social learning—using the power of social interaction to improve learning impact and integrates the following best practices into daily, hands-on lessons to promote the development of: critical thinking; creative thinking; collaboration; communication; social skills; productivity; and

leadership. Activities are aligned to Florida's standards to develop fundamental science ideas.

**FREQUENCY:** Whole group instruction is implemented to every student from Pre-K-5, with lessons taking place in a 1-15 ratio with a certified teacher for 3 days, 60 mins, each week of reading; 1 day 60 mins each week of math, and 1 day 60mins, each week of science using the MindWorks curriculum. Summer activities will consist of reading, math, science at 60 mins for each day of summer.

**FOCUS OF ACTIVITY:** Academic Enrichment | Science, Technology, Engineering and Math (STEM)

**ALIGNMENT TO STUDENT/FAMILY NEEDS:** The 21st CCLC Program Team recommended the inclusion of project-based learning (PBL) within the afterschool and summer components based on significant student needs for reading, math, and science support and intervention. PBL lessons are hands-on learning that can provide Reading, Math, and Science lessons simultaneously through a single theme or topic. PBL lessons assist in developing adequate gains among proficient and high performing students and challenges low performing students.

**EXPECTED YIELD OF IMPROVEMENT:** Lessons enhance literacy learning by allowing students to explore higher order vocabulary, higher depth of knowledge questions and develop reflections and revision techniques, which are all ELA knowledge-acquisition skills, and directly aligned with state and national standards and guidelines for ELA, math and science.

**EVIDENCE BASE (WHAT WORKS CLEARINGHOUSE):** Big Ideas PBL activity is based on WWC's recommendation: Teaching academic vocabulary in the context of other reading activities. Introduce students to academic vocabulary that is relevant in many subject areas, including words or grammatical rules that support content that students are reading or learning. Activities that support deeper understanding allow students to make connections between a new vocabulary word and other known words, relate the word to their own experiences, differentiate between correct and incorrect uses of the word, and generate and answer questions that include the word (The Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide from the What Works Clearinghouse (WWC).

**---TIER 1 EVIDENCE (strong evidence):** Teach students to decode words analyze word parts, and write and recognize words. MindWorks include mental model building to reinforce reading and literacy skills throughout STEM and PBL activities. This coincides with WWC evidence, the more words students read and the more they learn sound and word parts (letters strong evidence or combinations of letters that appear in multiple words and hold a specific meaning, the more they will be able to recognize words in

both familiar and unfamiliar contexts.

---TIER 2 EVIDENCE (moderate evidence):

1. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. PBL activities incorporate multi-modal learning through information, media, and technology to enhance literacy skills and ensure that text supports accuracy, fluency and comprehension.
2. Teaching number and operations using a developmental progression. WWC identifies early experiences with number and operations is fundamental for acquiring more complex math concepts and skills, moving from basic number skills to operations. MindWorks lessons allow students to explore math through real-world concepts, using mental models (physical and virtual models to refine understanding). These concepts follow WWC Tier 2 strategies to carry out recommendations of providing students with opportunities to correctly determine the number of objects in a small collection to help them learn more complex skills, including counting larger collections and eventually adding and subtracting; promoting accurate one-to-one counting as a means of identifying the total number of items in a collection; and providing opportunities for children to use number words and counting to compare quantities.

---TIER 4 EVIDENCE (has rationale): Teaching children to view and describe their world mathematically. By exploring their environment and interacting with manipulatives, children can begin to apply their math knowledge. This incorporates PBL concepts as students' learning knowledge to tackle realistic problems as they would be solved in the real world; increases student control over his or her learning; and providing teachers to serve as coaches and facilitators of inquiry and reflection.

US Department of Education. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade." What Works Clearinghouse Institute of Education Sciences Practice Guide. National Center for Education Evaluation and Regional Assistance

US Department of Education. "Teaching Math to Young Children." What Works Clearinghouse Institute of Education Sciences Practice Guide. National Center for Education Evaluation and Regional Assistance.

EVIDENCE BASE (ADDITIONAL): MindWorks Resources uses the comprehensive research into the structure of the 21st Century Learning Model, compelling evidence behind Project Based Learning (PBL), and the decades of research behind Common Core and state standards for education as its framework. MindWorks Resources uses the 21st Century Learning Model as the basis for all its lessons, using five types of skills: communication, collaboration, creativity, critical thinking, and information literacy in order to produce students who will do well in life, have digital literacy skills, and be well-respected as

responsible citizens.

Saucerman et al., 2017; Osler and Starkey, 2018. 21st Century Learning of History and Citizenship Values: A Conceptual Paper. *International Journal of Academic Research in Business and Social Sciences*.

Over 80 years of educational research into multi-sensory learning has proven that in order to fully understand something, people must experience it using a combination of auditory, visual, and kinesthetic means. Multi-sensory learning was first developed in the 1930's by Orton-Gillingham to specifically help students with learning disabilities, but soon became recognized as a highly effective learning approach for individuals who do not have learning differences. In the mid-20th century, researcher Edgar Dale theorized that learners retain more information by using a multisensory approach, such as Orton-Gillingham, rather than just what is heard, read, or observed. His research led to the development of the Cone of Experience (also called the Cone of Learning). The research behind the development of the cone as well modern-day research into learning styles and childhood development are at the crux of MindWorks' enrichment products. Each and every lesson we create incorporates extensively studied approaches and techniques in the field of multisensory learning and provides an opportunity for all students, regardless of learning style, to thrive. Through the implementation of multisensory learning, students are immersed in a variety of materials and mediums that maximize their learning experiences and result in academic gains (2022). MindWorks Resources Evidence & Research Based Enrichment).

Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes toward learning. PBL can also provide an effective model for whole-school reform.

Strobel & van Barneveld, 2009; Walker & Leary, 2009. When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms. *Interdisciplinary Journal of Problem-Based Learning*. Vol 3, Iss.1.

Leverett, Larry. National Clearinghouse for Comprehensive School Reform. *Beyond the Emperor's New Clothes: The Role of the Central Office in Systemwide Instructional Improvement*. Benchmark. Volume 5, Issue 3, Summer 2004.

Researchers from Michigan State University and the University of Michigan used a randomized control

trial of 2,371 third-grade students in 46 schools who were randomly assigned to a business-as-usual control group or a treatment group. The schools selected for the study were diverse: 62 percent of the schools' student bodies qualified for free or reduced-price lunch, and 58 percent were students of color. Third graders in ML-PBL classrooms performed 8 percentage points better on the science assessment as compared with students in the control group classrooms. Overall, participants increased their reading abilities and also had significant and positive effects in their social and emotional learning related to science learning.

Krajcik, Joseph, et. Al., Project-Based Learning Increases Science Achievement in Elementary School and Advances Social and Emotional Learning. Lucas Education Research. George Lucas Educational Foundation.

A 2016 MDRC/Lucas Education Research literature review found that the design principles most commonly used in PBL align well with the goals of preparing students for deeper learning, higher-level thinking skills, and intra/interpersonal skills.

Condliffe, B., Visher, M. G., Bangser, M. R., Drohojowska, S., & Saco, L. (2016). Project-Based Learning: A Literature Review.

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## SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

### SNAPOLOGY ROBOTICS

DESCRIPTION: Snapology Robotics will support the implementation of STEM-based instruction to students in Pre-K through 5th grade. Students will complete weekly, hands-on Lego robotics, wherein students will be exposed to engineering at an intermediate level and construction of robots using Lego brick materials. Students will learn a variety of topics, such as gear ratios, locomotion, and energy as they construct robots with WEDO and/or Mindstorms Lego technologies. Students will also be immersed in mathematic fluency, imbedded in the STEM Curriculum to support the development of mental math. As related to science, students will ask questions, make observations, and gather information about a situation to define a simple problem that can be solved through the development of a new or improved object or tool. Students will develop an understanding of mechanical robotics building and programming, learning about various simple machines, such as pulleys, wheels and axles, and levers. Students will also learn to develop a simple sketch, drawing, or physics model to illustrate how the shape of an object helps it function as needed to solve a given product.

FREQUENCY: Whole group instruction is implemented to every student from Pre-K-5. Lessons will take place in a 1-15 ratio with certified enrichment teacher 30 minutes each week after school and 1 hour each week, during the summer. Activities include small groups and peer partners.

FOCUS OF ACTIVITY: Science, Technology, Engineering and Math (STEM)

ALIGNMENT TO STUDENT/FAMILY NEEDS: There is considerable evidence that out-of-school time provides a critical pathway for engaging and interesting all students in the STEM fields of science, technology, engineering, and mathematics. This is a particularly effective strategy for engaging females and minorities, groups with the lowest levels of participation in the STEM fields. The 21st CCLC Program Team reviewed data from 5th grader performance on the statewide science assessment, as well as stakeholder surveys from teachers, parents, and students. Based on these data, the Program Team recommended the inclusion of robotics to support the STEM engagement of students in the program.

EXPECTED YIELD OF IMPROVEMENT: Students will be able to understand how to build robotic models; students will be able to solve problems when they arise in robotics building and programming; and students will be able to follow detailed instructions which is aligned with state and national standards and guidelines for math and science.

EVIDENCE BASE (WHAT WORKS CLEARINGHOUSE):

---TIER 1 EVIDENCE (strong evidence): Integrate oral and written instruction into content-area teaching by strategically using instructional tools. Visuals, such as pictures, demonstrations, and 3-D models to anchor content instruction in a common shared experience resulted in positive impacts on content-area acquisition measures in science or social studies.

---TIER 2 EVIDENCE: Provide additional instruction in small groups consisting of three to five students to students. Robotics activities allow students to work within small groups or team to complete a given task. This provides elementary students with skills to follow basic classroom rules and procedures and detailed instructions.

---TIER 4 EVIDENCE (has rationale): Teaching children to view and describe their world mathematically. One learning objective is to ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. By exploring their environment and interacting with manipulatives, children can begin to apply their math knowledge. This incorporates PBL concepts as students' learning

knowledge to tackle realistic problems as they would be solved in the real world; increases student control over his or her learning; and providing teachers to serve as coaches and facilitators of inquiry and reflection.

(US Department of Education. "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School" What Works Clearinghouse Institute of Education Sciences Practice Guide. National Center for Education Evaluation and Regional Assistance.

#### EVIDENCE BASE (ADDITIONAL):

The inclusion of Science, Technology, Engineering, and Math in early education provides a strong motivation and a great improvement in learning speed, learning robots programming also becomes an opportunity for elementary-aged students to develop their vocabulary and logic skills. The LEGO Education WeDo was specifically cited as an easy-to-use robotics platform that introduces young students to hands-on learning through LEGO bricks and a simple way to get younger students exposed to basic engineering concepts at an early age. The use of LEGO Education WeDo provides a hands-on learning experience that actively engages children's creative thinking, teamwork, and problem-solving skills. LEGO Education WeDo was examined using a hands-on platform that primary school students can use to build simple robotics applications driven by a personal computer with a simplified version of LabVIEW. By combining the intuitive and interactive interface of LEGO Education WeDo software with the physical experience of building models out of LEGO bricks, it was observed that students could bridge the physical and virtual worlds to provide the ultimate hands-on, minds-on learning experience. Teachers of observed classes stated positive differences in educational results, compared with other classes not involved in the project.

David Scaradozzia, Laura Sorbia, Anna Pedalea, Mariantonietta Valzanoc, Cinzia Verginec. (2015) Robotics at the primary school: An innovative approach. *Procedia-Social and Behavioral Sciences* 174: 3838-3846.

LabVIEW Graphical System Design - From Kindergarten to Rocket Science, <http://www.ni.com/newsletter/50596/en/> K. Mayerová (2012).

Pilot Activities: LEGO WeDo at Primary School. *Proceedings of 3rd International Workshop Teaching Robotics, Teaching with Robotics*. 2012. p. 32-39. E. Romero, A. Lopez & O. Hernandez (2012).

A pilot study of robotics in elementary education. 10th Latin American and Caribbean Conference for Engineering and Technology, Panama City, Panama. 2012.

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-- STUDENT ACTIVITIES FOR PERSONAL ENRICHMENT --

In addition to academic activities, the 21st CCLC Program Team recommended the final design include elements of physical fitness and art experiences (music, dance, and visual arts). As such, based on these recommendations and needs identified by stakeholder surveys, these personal enrichment activities were included in the final 21st CCLC program design. The following provide explanations and evidence for the selected personal enrichment activities.

## HEALTH AND WELLNESS

### SPARK PE

DESCRIPTION: All 21st CCLC students will receive daily physical health and wellness activities that are aligned to student needs and Florida's Standards for Physical Education, as adopted by the Florida State Board of Education. To best address student needs, Big Ideas Educational Services will purchase and implement the research-based SPARK-PE curriculum (Sports, Play and Active Recreation for Kids). SPARK provides a collection of research-based physical education programs emphasizing a highly active curriculum, on-site staff development, and significant follow-up support. To ensure all students are fully engaged, SPARK features both diverse instructional and diverse curricular models that embody the HOPE model (Health Optimizing Physical Education) and are aligned to both state and national standards. SPARK is specifically designed to provide activities outside the school day which are aligned to school-day fitness lessons and activities. Specifically, SPARK offers over 200 lessons that emphasize cardiovascular health, cooperation, character development, and academic connections (primarily with STEM subjects). All lessons include age, space, and ability adaptations so all students can fully participate in developmentally appropriate, organized, and high-quality physical activities. There are four components to the SPARK-PE activity selected for the Big Ideas 21st CCLC program: (1) group fitness activities (e.g., basketball, soccer) to improve cardiovascular fitness and positive social traits; (2) fitness circuit activities that infuse cooperative strategies, peer coaching, turn-taking protocols, and self-practice of previously taught skills and movements; (3) endurance games (e.g., walking, jogging) to promote aerobic and cardiovascular fitness; and (4) personal fitness activities to promote fitness goal-setting and life-long wellness commitment among students.

FREQUENCY: The SPARK components will be provided for 30 minutes each day throughout the academic year (180 days after school), as well as 1 hours each day throughout the summer. Students will engage



in SPARK-PE activities with the Teacher Assistants, all of whom will be directly trained in providing the SPARK-PE curriculum.

**FOCUS OF ACTIVITY:** Healthy and Active Lifestyle

**ALIGNMENT TO STUDENT/FAMILY NEEDS:** Based on need assessment data, primarily that obtained from the Project Team meetings and stakeholder surveys, there was a significant need for overall wellness among the students targeted by this 21st CCLC program. While some fitness is provided during the school day, as per Florida Statutes, there remains a significant need for added fitness and health to best support students and their overall academic performance. Moreover, according to the Florida Department of Health, more than 32.5% of low-income school children living in Miami Dade County are either overweight or obese (Florida Department of Health, 2021). The goal of the 21st CCLC program Health and Wellness Activity (through SPARK-PE Curriculum) is to improve personal and physical wellness through structured activities that foster healthy lifestyles. Students will also learn how to work well with others, build and foster good sportsmanship, and explore ways to incorporate personal fitness into their everyday lives.

**EXPECTED YIELD OF IMPROVEMENT:** Overall, the SPARK activities and lessons are selected and designed to provide high-yield, research-based, and comprehensive health-based interventions for students in grades K-5 during the afterschool and summer components of the proposed 21st CCLC program. As noted above, the components for the SPARK activities were selected to best impact cardiovascular fitness, cooperation and social skills, and sportsmanship among actively participating 21st CCLC students. All activity components and selected curriculum are directly based on research-based interventions that are directly and intentionally aligned with both Florida and National standards and guidelines for physical education and health-based learning.

**EVIDENCE BASE:** While the “What Works Clearinghouse” (WWC) does not include interventions in health and wellness, the needs assessment clearly indicates the importance of providing health and wellness activities within the proposed 21st CCLC program. Fortunately, the WWC outlines the type of research and sample sizes needed for each “tier” of evidence-based interventions – with Tier 1 interventions and recommendations requiring research totaling at least 300 participants. In this light, many research studies have been conducted to determine whether physical wellness is connected to academic performance (with academic performance being the primary goal of this 21st CCLC program). For instance, deGreeff and colleagues (2014) studied 544 students and found cardiovascular fitness was significant predictors of student academic performance in both mathematics and English Language Arts (primary spelling scores). Research by Van Dusen and colleagues (2011) utilized data from 254,743

students and found physical fitness levels were positively related to academic performance, with cardiovascular fitness showing the largest association independent of socio-demographic variables (e.g., age and gender) (Van Dusen, Kelder, Kohl, Ranjit, & Perry, 2011). Both of these students would meet requirements for “Tier 1” evidence under the What Works Clearinghouse (if the Clearinghouse included non-academic interventions). More specific to Florida, research conducted with 132 elementary school students in Florida found a significant relationship between physical fitness and academic performance, as measured by Florida statewide assessments (Wingfield, Graziano, McNamera, & Janicke, 2011). Finally, through a systematic review of 26 peer-reviewed research studies, researchers found an association between increased physical fitness and improved academic performance and executive function (Salas Sánchez, et al., 2022), with the researchers calling for increased hours of physical education to “more effectively develop the cognitive aspects” of children in elementary school.

In addition to research showing the clear connection between physical health and academic performance among elementary school students, the SPARK curriculum specifically has been thoroughly researched. SPARK programs were initially funded by the NIH as two separate elementary and middle school intervention studies, though this 21st CCLC program will only utilize the elementary school version of the SPARK-PE curriculum. In a seminal study by Sallis and colleagues (1997), the SPARK curriculum was applied in seven schools to 955 elementary school students using a quasi-experimental design (sufficient for Tier 1 What Works Clearinghouse evidence). Ultimately, compared to control groups, students receiving SPARK curriculum had better abdominal strength, endurance, and cardiorespiratory health after two years. The researchers concluded that SPARK can effectively benefit 97% of elementary school students (Sallis, McKenzie, Alcaraz, Kolody, Faucette, & Hovell, 1997). The same research group continued researching SPARK applied with 759 children over 2 years and found the SPARK curriculum has “favorable effects” on student academic achievement, particularly reading, language, and basic skills batteries (Sallis, McKenzie, Kolody, Lewis, Marshall, & Rosengard, 1999). More recent research has continued to show positive impacts of using the SPARK-PE curriculum. Herrick et al. (2012) used a quasi-experimental controlled study with three intervention and three control elementary schools. These researchers found students reported higher activity levels than students receiving other physical education curriculum (Herrick, Thompson, Kinder & Madsen, 2012). Researchers have also demonstrated that the specific procedures used in SPARK can serve as models for others interested in researching and disseminating evidence-based physical education and physical activity programs (McKenzie, Sallis, Rosengard, & Ballard, 2016).

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Wingfield, R. J., Graziano, P.A., McNamara, J.P.H., & Janicke, D.M. (2011). Is there a Relationship between Body Mass Index, Fitness, and Academic Performance? Mixed Results from Students in a Southeastern United States Elementary School. *Current Issues in Education* (Tempe, Ariz.), 14(2).

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CULTURAL PROGRAMS

VISUAL AND PERFORMING ARTS

**DESCRIPTION:** Big Ideas cultural activities consist of music, dance, and painting. These art-education programs are age-appropriate and engage students' interests; augment reading skills that develop vocabulary; are taught by trained staff in partnership with local artists; incorporate time and space available for sustained, hands-on activities; make connections to other subjects; utilize a process of creating, presenting, and reflecting; and include public demonstrations of work that engage families and the community.

**MUSIC (COLORFUL VIOLIN):** Big Ideas engages students in music by utilizing the Colorful Violin curriculum to teach students how to play the violin. The Colorful Violin Method is based on a music notation system that uses a combination of shapes and colors to create a pattern-based music notation grid used to simplify music note reading for early learners. The Colorful Violin Method emphasizes of basic function of building a strong music reading foundation, establishes routines that fosters the acquisition of new learning concepts, encourages proper modeling of playing and resting positions, which all encourage growth and development in music. Student participants learn how to play the violin in an ensemble and individually, and they learn how to identify musical notes through sound and sight. This practice will strengthen hand-eye coordination and increase their vocabulary through music.

**DANCE/STEP:** Dance/STEP are dance and step lessons provided as performing arts education lessons and encourage movement and physical fitness. Dance and STEP are also supporting activities for parent engagement, where families are encouraged to learn the latest dance steps and STEP moves. Dance activities utilize contemporary and expressive forms of dance, combining the techniques of modern dance, ballet, and jazz. The curriculum is guided by Florida State Standards for Arts Education using the following dance skills and techniques benchmarks: Students identifies and demonstrates movement elements in performing dance; Students perform movement with kinesthetic awareness; Students understands choreographic principles, processes, and structures; Students understands how gestures and movement communicate meaning. STEP is a dance form combines chanting, singing, and dancing to tell a story and provide a connection to history. STEP aligns with Florida State Standards for Arts Education Under Standard: Dance Cultural and Historical Connections: The student demonstrates and the student understands dance in various cultures and historical periods; Student explores movement in response to the sounds and music that reflect a specific culture.

**VISUAL ART (PAINTING):** Students receive visual art lessons in water painting and canvas painting through hands-on activities. Students will be provided canvas sets, brushes, paint, smocks, and other art supplies to practice at home. Art instruction will consist of participating in the process of analyzing works of art to understand the elements or art, such as color, form, line, shape, size, space, texture and value;

exploring and developing skills using art materials, tools and techniques; creating art work that expresses ideas, feelings and experiences about self, family, community and the world; and exploring connections between the visual arts and other content areas. Big Ideas' Art instruction aligns with the following Florida State Standards for Arts Education Under Visual Arts: Students understands and applies media, techniques, and processes; and Student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.

**FREQUENCY:** Students rotate to different cultural arts activities; providing students with one subject for 60 mins a day, 5 days per week. During the summer, the schedule will remain the same.

**FOCUS OF ACTIVITIES:** Cultural Arts | Well-Rounded Education Activities

**ALIGNMENT TO STUDENT/FAMILY NEEDS:** Based on need assessment data, primarily that obtained from the Project Team meetings and stakeholder feedback, activities were designed to meet the demographics that Big Ideas serve and the cultural interests of students and community. Nationally, there is a trend that fewer students are receiving arts education in schools, and schools with higher percentages of minority students are more likely to experience decreases in time spent on arts education.

**TYPE OF IMPROVEMENTS YIELDED FOR STUDENTS AND FAMILIES:** Each curriculum selected for cultural and personal enrichment were selected as evidence-based or evidence-informed activities, aligned state and national standards for music and art education. The overall outcomes of art learning enhancements will 1) help students grow and develop their creativity, fine motor skills, problem solving ability, and communication skills; 2) expose youth to hands on activities and learning concepts that may be outside of their comfort zone; 3) encourage youth and their families to engage in hobbies that promote physical movement and healthy lifestyles; and 4) build students' resiliency, promoting self-awareness, self-management, social awareness, express motivation and joy, and become more supportive and caring of other students.

**EVIDENCE OUTLINED WITH WHAT WORKS CLEARINGHOUSE (WWC):** Although there is no explicit intervention in WWC that directly ties arts and culture a WWC tier strategy, there are indications that the significance in students' participation impact participants overall academic performance and social efficacy. Cultural activities designed for this 21st CCLC program are aligned with WWC's Tier 4 strategy (has rationale) as each activity integrates oral and written instruction into content-area teaching by strategically using instructional tools—such as short videos, visuals, and/or graphic organizers—to anchor instruction and help students make sense of content. Instruction includes short video clips and visuals—

such as pictures, demonstrations, and 3-D models to anchor content instruction in a common shared experience (US Department of Education. "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School" What Works Clearinghouse Institute of Education Sciences Practice Guide. National Center for Education Evaluation and Regional Assistance).

**EVIDENCE BASE OF CULTURAL PROGRAMS (MUSIC, DANCE, VISUAL ART):** There is an extensive body of research that identifies high-quality, evidence-based studies that document student learning outcomes associated with education and music and visual arts. There is evidence that participation in music boosts reading and English language arts (ELA) skills. Studies have shown that young children who take music instrument lessons have greater abstract reasoning abilities than their peers, and these abilities improve over time with sustained training in music (Rauschenberg, 2000). In a further study, middle school students who studied music surpassed non-music students in assessments of writing, using information resources, reading and responding, and proofreading, with their gains in achievement, compared to non-music students increased over time (Baker, 2011; Catterall, 1998). Music also improves math processes as the same parts of the brain used in processing math are strengthened through practice in music. One study suggests that students who participated in music in middle school score significantly higher on math assessments than their non-music counterparts, as their brains are already accustomed to performing the processes used in math. Studies have shown that young children who take music lessons have greater abstract reasoning abilities than their peers, and these abilities improve over time with sustained training in music.

Neville, H. J., Andersson, A., Bagdade, O., Bell, T., Currin, J., Fanning, J., Klein, S., Lauinger, B., Pakulak, E., Paulsen, D., Sabourin, L., Stevens, C., Sundborg, S., & Yamada, Y. (2008). Effects of music training on brain and cognitive development in under-privileged 3- to 5-year-old children: Preliminary results. C. Asbury, & B. Rich (Eds.), *Learning, Arts, and the Brain: The Dana Consortium Report on Arts and Cognition* (pp. 105-116). (Report on Progress in Brain Research). Dana Press.

<http://www.dana.org/news/publications/detail.aspx?id=10752>

Artistic experiences create capabilities, connections, interests, and motivations that often manifest in other areas. Studies show that there is a relationship shown between drawing, visualization, artistic reasoning and visual arts instruction and organizational skills in writing, interpreting texts, reasoning and reading readiness. Similar studies have also shown that involvement and instruction in the visual arts positively impacts the willingness of students to use their skills, interest in learning activities, and engagement in tasks. Incorporating the arts into the classroom can help students make connections to the common core standards through enhancing creativity, increasing self-confidence and promoting collaboration along with offering alternative ways to teach concepts and assess learning. One can

incorporate the arts by introducing art vocabulary, which allows students to connect spoken words with visual models.

Mathieson, Erica M. (2015). The Impact of Creating Visual Arts on Reading Comprehension in Third Grade Students. Retrieved from Sophia, the St. Catherine University repository website:

<https://sophia.stkate.edu/maed/125>

In a recent study, the City of Houston conducted large-scale, randomized controlled trial of 42 elementary and middle schools with over 10,000 third- through eighth-grade students. The study examined the effects of a sustained reinvigoration of school wide arts education. The study implemented a lottery to randomly assign schools, in which half of these schools received substantial influxes of funding earmarked to provide students with a vast array of arts educational experiences throughout the school year. Participating schools were required to commit a monetary match to provide arts experiences. Including matched funds from the Houston Endowment, schools in the treatment group had an average of \$14.67 annually per student to facilitate and enhance partnerships with arts organizations and institutions. In addition to arts education professional development for school leaders and teachers, students at the 21 treatment schools received, on average, 10 enriching arts educational experiences across dance, music, theater, and visual arts disciplines. Schools partnered with cultural organizations and institutions that provided arts learning opportunities through before- and after-school programs, field trips, in-school performances from professional artists, and teaching-artist residencies. As a result, there were substantial increases in arts educational experiences that had remarkable impacts on students' academic, social, and emotional outcomes. Relative to students assigned to the control group, treatment school students experienced a 3.6 percentage point reduction in disciplinary infractions, an improvement of 13 percent of a standard deviation in standardized writing scores, and an increase of 8 percent of a standard deviation in their compassion for others. In terms of our measure of compassion for others, students who received more arts education experiences are more interested in how other people feel and more likely to want to help people who are treated badly.

These findings provide strong evidence that arts educational experiences can produce significant positive impacts on academic and social development, improving students' resiliency. Engagement in arts education can improve school climate, empower students with a sense of purpose and ownership, and enhance mutual respect for their teachers and peers.

Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Art Access Initiative. Feb 12, 2019. Rice Kinder Institute for Urban Research Accessed:

<https://kinder.rice.edu/research/investigating-causal-effects-arts-education-experiences-experimental->

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--ADULT FAMILY MEMBER ACTIVITIES--

The academic year will begin with a 21st CCLC Parent Night to “kick-off” the program and to collect survey data about the immediate needs of parents and families. All parent materials will be provided in English, Spanish, and Creole. An open line of communication between adult family members and Big Ideas Educational Services Program staff is paramount in staying abreast of the unmet needs of any family. Program staff, along with the schools’ community liaisons will work closely to formally assess family needs and offer corresponding services. These family member services will directly align with the parent feedback provided in the needs assessment. Each site will offer activities to encourage parents of participating students to become more involved in their child's educational and developmental process. Families will be offered literacy and related educational development that helps families assist their student with their academic goals. These activities will include family literacy activities which include parent and child together (PACT) time for reading and learning, cooking demonstrations to learn about nutrition, and adult-centered activities that focus on financial literacy, budgeting, investment planning, and first-time home buying. Big Ideas will partner with local banks to provide financial literacy activities and help parents develop a plan of action. All of our family activities will be conducted twice on scheduled days in order to accommodate the varying work schedules of parents and caregivers. Morning activities are scheduled to correlate with student day-school arrival between 8:30am and 9:30am. The afternoon activities are scheduled to correlate with after-school dismissal times, 5:30pm until 6:30pm. All events are scheduled in advance and flyers are sent through BIES internal “Air, Land and Sea” Process. Air is word of mouth and telephone robot-calls. Land is flyers, publications, and banners. Sea is sent through all forms of technology such as website and social media.

-- RECRUITMENT AND RETENTION --

Big Ideas’ student recruitment and retention plan focuses on (1) families of participating 21st CCLC students; (2) the school community (parents, teachers, staff); and (3) the larger community and stakeholders (e.g., partners). Big Ideas Educational Services will build on existing relationships with the school principals and PTA to recruit participants into the program. Big Ideas has ongoing communication with principals to discuss programming and application procedures to parents, teachers, and other key school staff members such as counselors and social workers. One of the most important partners is the school administration and faculty, with both groups being intimately involved in program recruitment.



Building on existing relationships, new school partnerships, and assistance from community members in our Program Team, Big Ideas will market to parents, caregivers, students, schools, and neighborhood residents by presenting information at parent (ESSAC and PTA) meetings, scheduled four times annually to update community organizations regarding the work of the school. To harness the relationship between school and community, BIES has joined forces with The Together for Children Coalition (TFC). TFC aligns the focus of community members with anchor institutions, to break the cycle of youth violence. TFC represents 24 / 57 members of government, education, business, law enforcement, justice and funding entities working together to do their homework, to improve gaps in services, and to identify possible funding sources to align and expand programs.

Specific methods for recruitment and retention will include programmatic flyers, newsletters, and calendars provided to families and the school community, as well as periodic meetings, briefings and updates with internal school staff, parents, project partners, and external community interest groups to ensure objectives and accomplishments are communicated and understood. Information is also presented at each school's ESSAC meeting, scheduled four times annually to update community organizations regarding the work of the target elementary schools. Big Ideas staff will also use texts/calls as reminders for family engagement activities and use online communication, which is maintained through social media platforms. Email campaigns will be sent to past, present and prospective participants.

Big Ideas will utilize its website, Facebook and Instagram pages to update participants about new and existing program offerings. Big Ideas will encourage each target school and partners, such as the Mayor of Miami Gardens to place program information on their website and parent-community communication materials. In addition, BIES's out-of-school information is shared by Miami-Dade County's local 211 information system. 211 will continue to share information with parents regarding the program in terms of location, hours of operation, contact information, and registration.

#### -- ENROLLMENT PRIORITIES --

To ensure that underserved families are targeted administrators will be given initial selections. To maintain appropriate ratios, approximately 15 students from each grade will be served. Big Ideas will reflect the student population and maintain demographics that are similar to the school. Enrollment will include at least 15% students with disabilities.

#### -- RETENTION --

Big Ideas will maintain program information on the current [www.Bigideased.com](http://www.Bigideased.com) website. The Big Ideas website is maintained through a contracted web-designing service and website contains all pertinent information such as, contact numbers, online registration forms, program calendars, flyers, and parent handbooks. The Program Director is responsible for updating the organization’s website in July for afterschool services and April for summer services. The Big Ideas website will be updated as needed to highlight new program offerings. Social media postings and campaigns are linked to the website as well, to create a unified front. Social media posts will be used a form of recruitment and retention, as Big Ideas post content of students and parents interacting within the program (with approved parental permission), parents will be encouraged to like, comment and share posts. Meeting and event reminders be advertised through social media “stories”, where Big Ideas is able to track who has “seen” or interacted with each post. Big Ideas will also encourage members from the Program Team (community members, school administrators, and parents) to create their own posts, stories to invite their peers and encourage members to participate in community events.

#### -- IDENTIFICATION AND SELECTION OF PARTNERS --

Big Ideas’ community partners are uniquely positioned to add to the overall quality of each proposed 21CCLC. The Partners Table Upload includes a Districted Affiliated Agreement from Miami Dade County Public Schools, letter of commitment from each school administrator from the target school and letters of support from each partner, describing their tangible contribution and frequency. Partners include the following:

#### --DISTRICT AND SCHOOL-BASED PARTNERS--

1. Miami-Dade County Public Schools (M-DCPS). The lead agency will provide an affiliated agreement that ensures that Big Ideas may work within each of the selected schools; have access and support for daily afterschool snacks coordinated and provided by M-DCPC Department of Food and Nutrition; and a data sharing partnership agreement for afterschool participants that includes grades, attendance records, FSA and iReady assessment scores and end of the year assessments. The MOU Districted Affiliated Agreement guarantees district—level support for implementation of 21 CCLC program in identified afterschool locations. The Department of Food and Nutrition agreement guarantees for 100% of regularly participating students to increase focus and concentration through a healthy meal.

2. Barbara Hawkins Elementary and Golden Glades Elementary will serve as a physical location and provide facility support for student and parent education and engagement activities. Support includes

facilities, equipment, and staff support needed to implement and run the 21 CCLC program, which include access to classrooms equipped appropriate resources to deliver technology-driven instruction, security and custodial support to ensure that students, staff and visitors are safe.

--NON-MONETARY PARTNERS--

3. Florida International University Reading Explorers is a Children's Trust funded organization, offering students in grades K-5 with afterschool literacy coaching and consultation to Big Ideas staff during afterschool and summer programming. They will provide free curriculum support and small group intervention support to struggling readers at each school location site.

4. Project RISE, Nova Southeastern University, College of Psychology offers Children's Trust-funded Youth After-school Programs with training and technical support in program outcomes and youth development strategies. They will provide free staff development and onsite monitoring and training to all staff to ensure program fidelity.

5. Fit2Lead is a park-based afterschool resilience program will provide high school volunteers to assist Big Ideas with program delivery and serve as role-models to young elementary students. Fit2Lead recruits and secures volunteers, paid by Miami Dade County Department of Parks, Recreation and Open Spaces (MDPROS). In return, Big Ideas provides student volunteers with workplace skills.

6. University of Florida/Institute of Food and Agricultural Sciences (UF/IFAS) Extension Family Nutrition Program (FNP): Through its local branch in Miami, the University provides free nutrition resources to promote healthy eating and physical activity. During Family Engagement Activities, UF will provide students and parents with virtual and in-person sessions that include cooking demonstrations and topics about meal planning, grocery shopping on a budget, understanding nutrition fact labels and food safety.

7. Vintage Financial Services, LLC As in-kind support, will host free financial education classes to 21 CCLC parents and community members that include financial literacy, investment planning, and first-time home buying classes.

8. Miami Children's Trust is the lead funder in Miami, the Trust will assist Big Ideas in developing sustainability strategies and connecting Big Ideas with available funding opportunities. The Trust provides funding, training and technical assistance to Big Ideas at Lakeview and Crestview Elementary Schools through an additional funding stream.

9. Jack and Jill of America, Inc. South Miami Chapter will assist Big Ideas in developing sustainability strategies and connecting Big Ideas with available opportunities.

10. PSWAP Mentorship and Swim Organization provides resources to underserved children who would not have the opportunity to learn to swim. PSWAP also provides students with mentorships from professionals within the community. PSWAP will provide water safety classes for students and their families in summer programming.

--PARTNERS PROVIDING SUBSTANTIALLY REDUCED COSTS--

The following partners are providing their services at a significantly discounted rate to support the needs of the 21st CCLC program and the attending students:

1. Mindwork Resources- Utilizes whole group curriculum for Project Based Lessons (PBL) to reinforce Reading, Math, and Science. They will provide training and technical assistance to Certified teachers to successfully deliver PBL lessons.

2. Headsprout Learning A-Z is publisher of literacy-based curriculum and resources for K-6 English Language Arts and Science and provides resources, for use with their after school programs. They will provide discounted online reading curriculum at after school locations and provide additional support for parent night presentations.

### 3.7c Intentionally Designing Activities

#### Instructions

Upload a completed Partners Table and the letters of support including a letter from school district executive leadership (Superintendent or Assistant Superintendent) and an administrator from the target school. For other partners, describe the tangible contribution of the partner and the frequency of the contribution to the program.

*Refer to the RFP for more information.*

Click [here](#) to download the Partners Table.

**Click "Upload a file" to upload Partners Table and Letters of Support.**

[Partners Table LOS.pdf](#)

**Filename:** Partners Table\_LOS.pdf **Size:** 1.3 MB

### 3.8a Recruiting and Retaining High Quality Staff

#### Instructions

Use the text box to describe the staffing structure of the community learning center. Outline the positions that will be hired in the community learning center. Discuss how the staffing structure interfaces with the scheduled activities in the previous section.

*Refer to the RFP for more information.*

--STAFFING STRUCTURE--

Big Ideas After-school and Summer program at Barbara Hawkins and Golden Glades Staffing structure focuses on recruiting and retaining qualified staff with extensive childcare and/ or teaching experiences for educating and building relationships with the students served. Big Ideas staff is comprised of certified instructors and DCF credentialed adults. The staffing model will maintain a 1/10 ratio for all core academic activities and 1/15 ratio for all enrichment activities. Big Ideas sites include a Program Director, Program Coordinator, Site Manager, Certified Instructors, Teacher Assistants, and security and custodial personnel. All Big Ideas' employees and volunteers are expected to comply with certain standards: (1) Adhere to good safety procedures; (2) Follow federal, state, and local applicable regulations; (3)

Complete Level-2 background clearances through The Florida Background Screening Clearinghouse and Miami Dade County Public Schools; and (4) Conduct themselves in accordance with Big Ideas guiding principles.

--ENSURING FIDELITY AND QUALITY THROUGH STAFFING--

BIES identifies teacher recruitment as an organizational priority, which drives decision-making around staffing and allocation of resources. As a result, the following approach has been implemented as a highly systematic and productive approach to staff recruitment: (1) Program Coordinator is assigned to continuously recruit teachers and maintain teacher/ support staff in the pipeline; (2) Program Coordinator will communicate with leadership frequently to determine needs; (3) Casting a Wide Net for Candidates using traditional and nontraditional outreach strategies; (4) Rigorous Evaluation and Selection - Using a thorough process to assess a candidate's fit within the BIES organization. Experiential interview and general interview questions are designed to draw out a candidate's personality, style, and pedagogical approach. By hiring mission-aligned individuals from the beginning, BIES can maximize resources for students via staff.

--21st CCLC PROGRAM STAFF MEMBERS--

**PROGRAM DIRECTOR:** The Program Director serves as the main contact to interface with the department about the community learning center project. This individual maintains the organization's daily business affairs, evaluates and makes strategic decisions to support the organizations sustainability plan and is tasked with maintaining all relevant Human Resources paperwork and handling all vendor relationships. He or she also oversees the implementation of the program's budget, creates and submits monthly reimbursements with all supporting documentation, reviews independent contractor deliverables for accuracy and payment, manages the organization's relationships with outside service providers and monitors expenditures as outlined by the 21st CCLC. The Program Director is a full-time position and is not counted within student daily ratios.

**PROGRAM COORDINATOR:** The Program Coordinator collaborates with the target school and community to find resources to provide enrichment to students and families in the program along with professional development, and training. This individual is responsible for the presentation of data, evaluations, and curriculum to the program team for strategic planning and manages all state and local reporting portals, specifically maintaining and monitoring EZReports, data reporting on the 21APR system and Stakeholder Surveys. The Program Coordinator will visit program sites and conduct formal monthly observations to verify effective program delivery and quality of services. This includes reviewing student attendance and

parent feedback to ensure instruction is taking place according to the lesson plans and program calendar. This individual also develops and maintains the organization's internal database for reporting staff, participant and all partnering agencies service frequency. The Program Coordinator is a full-time position, not counted within student daily ratios.

**SITE MANAGER (COORDINATOR):** The Site Manager is a part-time position (30 hours per week), and is counted within student whole group 1/20 daily activities. The Site manager is responsible for all program logistics including the implementation of daily, weekly, and monthly quality checks (e.g., site checks, attendance calls, fire and safety drills). He/she is the primary point of contact for the day-school staff liaisons with day-school teachers about student behavior, home-learning and teacher/parent needs as well as being the on-site point of contact for The Department of Children and Family (DCF). This position will directly supervise all site staff, including certified teachers, teacher assistants, independent contractors, security, and custodial staff. The Site Manager works directly with the Program Director and Program Coordinator to ensure the quality and safety of the program and the effective implementation of day-to-day 21CCLC operations. They will conduct formal and informal observations of all Direct Staff and report findings to the Program Coordinator. Site managers are responsible for ensuring student safety and implementing effective discipline in accordance with M-DCPS board standards. He/she will also coordinate student reports, program evaluations, and attendance reports as well as manage daily snack distribution and complete all meal orders forms and district meal observations.

**TEACHER ASSISTANT:** Teacher Assistant (TA) is a part-time position, counted within student whole group 1/20 ratio and core component 1/10 ratios. As the student's primary contact throughout the day, TA's are an integral part of the BIES model. TA's lead both indoor and outdoor activities, including team projects and attend field trips. TA's are responsible for the daily administration of their classes, (e.g., Attendance, head-counts, and record keeping), leading and supplementing the detailed activity plans as appropriate, and ensuring the quality and safety of the experience for the students in the program. During academic components, TA's assist Certified Instructors in all teacher duties, follow teacher instructions, prep all materials to be utilized in lessons, and follow basic lesson plans. TA's will command control of the classroom and provide direct supervision of students.

**CERTIFIED TEACHERS:** Certified Teachers are the backbone of the Big Ideas program. They work 2 hours per day in the after-school program and 4 hours per day in the summer program. Certified teachers are counted in student core component ratios of 1/10. All academic programming is facilitated by the certified teacher with an emphasis on assigning teachers within their content and current instructional area: primary teachers to Pre K - 2nd grade, secondary teachers to grades 3-5, and Reading Endorsed teachers to DLI groups for frustrational reading groups. The primary responsibilities of our Certified

Instructors is to provide an engaging Pre K-5 learning environment conducive to student success, maintain direct supervision at all times to ensure student safety, and actively build strong relationships with parents and families that foster trust, collaboration, and communication. They will also assign students to the appropriate instructional groups based student assessment data and work with Program Coordinator to develop instructional maps for daily instruction to review with staff and parents.

**SECURITY:** The Security position is counted within student whole group dismissal ratios of 1/20. He/she will monitor and authorize entrance and departure of students, employees, visitors, and other persons to guard against theft and maintain security of premises. Security Patrols School premises to prevent and detect signs of intrusion and ensures security of doors, windows, and gates, answers alarms, investigates disturbances, and calls police or fire departments in cases of emergency, such as fire or presence of unauthorized persons. As the primary in-person point of contact; Security must also be available to answer parents' questions and concerns about their child in a pleasant and accommodating demeanor

**CUSTODIAN:** The Custodian position is Part-time, not counted within student ratios. Custodians perform all the necessary duties to ensure that the school building and school grounds are cleaned and disinfected throughout the after-school and summer day. He/she performs moderately manual work and janitorial service for the maintenance of building facilities. Custodial duties include cleaning bathrooms, floors, cleaning before and after events, keep grounds clean and safe, and may assist with fire drills and evacuation routes

#### --PROFESSIONAL DEVELOPMENT AND TRAINING--

Big Ideas believes that its instructors and volunteers are the greatest assets to implementing a high-quality program for students and adult family members. As such, the organization provides comprehensive training to all staff providing services under the grant. Organization-wide professional development opportunities are conducted annually before the start of the afterschool and summer program, as well as throughout the academic year. In partnership with Project Rise, individual professional development is conducted as needed.

Topics covered in professional development training will include:

- \* Overview of Big Ideas, its mission and administrative staff
- \* Review of the after school program and its components (includes a review of the weekly class schedule and enrichment materials)
- \* Effective Behavior Management and Inclusion; embedded programs
- \* Review of after school childcare quality standards



- \* Review of School Board policies related to after care employees
- \* Review of the operational procedures to be followed during the out of school day with an special emphasis on emergency procedures
- \* Review of the safety and emergency plans
- \* Rules and requirements of program; staff evaluation process
- \* CPR and First Aid training
- \* Child Abuse training
- \* Tour of the school faculty and review of site-specific procedures

Staff development opportunities are provided over the course of the school year at least once quarterly. Staff attendance at training programs is mandatory. Staff will participate in a minimum of 10 hours of professional development yearly. Supervision and training will be provided consistent with DCF standards for licensure and the Project Rise for program continuity.

**PERFORMANCE EVALUATIONS:** Big Ideas management staff is responsible for developing the staff effectively and ensuring they receive performance evaluations twice every academic year and once during the summer. These evaluations clearly state expected work standards and ensure training and development opportunities are identified, facilitated, and evaluated. Performance evaluations are conducted by the program coordinator or program director. Evaluations are recorded with dates, times, and findings, noting agreed actions, endorsed by both parties and placed into the employee's personnel file.

**QUALIFICATIONS OF TRAINERS:** All contracted presenters and trainers will demonstrate qualifications in their specific area of expertise. Prospective training services will provide organizational history, experience, and provide references to service history before entering a memorandum of understanding.

### 3.8b Recruiting and Retaining High Quality Staff

#### **Instructions**

Upload sample job descriptions for each position mentioned above that include the qualifications and the duties of each position.

*Refer to the RFP for more information.*

**Click "Upload the file" to upload Sample Job Descriptions.**

[Job Descriptions.pdf](#)

**Filename: Job Descriptions.pdf Size: 680.9 kB**

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### 3.8c Recruiting and Retaining High Quality Staff

#### **Instructions**

Provide a schedule of training for the community learning center staff.

*Refer to the RFP for more information.*

**Click "Upload a file" to upload Schedule of Training.**

[Training Schedule .pdf](#)

**Filename: Training Schedule .pdf Size: 345.3 kB**

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### 3.9 Implementing with Fidelity

#### **Instructions**

Use the text box to describe the program strategy for ensuring that the activities proposed in this application are implemented with fidelity. Include the methods the community learning center leadership will use to ensure that the number of days and hours of programming are provided and that the programming is delivered with rigor. Identify the data points to be used to determine if the program is effective and how the community learning center staff will collect those data points. Explain how the data points will be used to revise, adapt or eliminate programming and the frequency of that process.

*Refer to the RFP for more information.*

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## --IMPLEMENTING WITH FIDELITY--

In accordance with ESEA Sec. 4205(b), the Big Ideas 21st CCLC program will meet the Measures of Effectiveness by (1) basing all activities on evidence-based research or best-practices for afterschool programs to impact student achievement; (2) ensuring all activities are aligned to need-based objectives; and (3) ensuring all objectives are measured with performance indicators to assess student success and achievement. To achieve compliance with these federal expectations, the Big Ideas 21st CCLC program has established a fidelity plan that fully supports the needs of students and parents, faculty and staff, the Florida Department of Education (FLDOE), and the United States Department of Education (USED).

### FIDELITY PLAN AND ACTIVITIES

The fidelity and implementation plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, fidelity and implementation checks will include three connected elements to help ensure the program being implemented is effective, efficient, and sustainable: (1) continuous improvement, (2) process evaluation (fidelity checks), and (3) annual outcome analyses. Ongoing fidelity and implementation checks will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal techniques (e.g., course grades, performance data, surveys) and informal techniques (e.g., meetings, feedback systems) to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The 21st CCLC program will be supported by in-kind Big Ideas staff and school staff in collecting and analyzing data at least quarterly by comparing data using within-subject methods to determine individual impacts among participating students.

The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. The program will be supported by Big Ideas administrators in utilizing CIM to help guide any immediate operational changes necessary to provide high-quality programming, including in such areas as staffing changes, learning plan adjustments, or increased resources to specific projects or subject areas. The fidelity check process will provide a structure for (1) generating quantitative data and qualitative

information necessary for ongoing program refinement, (2) assessing progress in meeting specific outcomes, (3) documenting and analyzing how the program design and operations work in practice, and (4) documenting and analyzing changes in student actions, knowledge, and performance.

The “fidelity check” process will include coordination with program staff, students, family members, and other stakeholders. The Big Ideas 21st CCLC program director will coordinate with site staff to allow them to help decide when to give pre-mid-post assessments (within the testing windows presented under the data collection timeline) and how best to administer the assessments for their students. Program staff will also be provided training by the site coordinator on how to administer assessments, how to use the evaluation findings to inform decisions at the classroom and site levels, and how to use ongoing data assessments to drive differentiated instruction within the broader lesson plans and curriculum. Program staff input into these processes is critical and will be elicited during staff trainings throughout the year. Students, parents, and other stakeholders will also be integral to the overall “fidelity check” plan and ongoing continuous improvement model. In fact, students, parents/caregivers, and other stakeholders (e.g., principals, administrators, partners), will be invited to take part on the 21st CCLC Program Team to help inform program content that drives the assessment of program processes and impacts. These stakeholders will not only help inform activities, but they will also be integral in helping address any findings and recommendations from the fidelity checking processes.

#### DATA POINTS TO DETERMINE SUCCESS

Big Ideas has data sharing agreements with the Miami-Dade County Public Schools and individual schools to obtain all necessary data to complete the state and federal reporting requirements. Data will be fully provided and available to the FLDOE to ensure accuracy, consistency, and transparency. The program director and teachers have direct access to student data using master student databases and dashboards maintained by Miami-Dade County Public Schools, thus allowing an outstanding connection to the school day, but also providing for necessary data to engage in the Continuous Improvement Model and fidelity checking processes. Data will be collected within three general categories: (1) student performance and demographics data; (2) program operations and implementation data; and (3) stakeholder data on program satisfaction, observations, and outcomes.

(1) Student-based data data will include all student demographics, state standardized tests (from prior and current years), student report card grades, district diagnostic results on all students, student attendance during the school day, and any additional data deemed useful to guide outcome assessment and implementation checks.

(2) Program data will include (A) student attendance (daily) and enrollment status, (B) demographics not available from the district (e.g., single-parent family status), (C) program operational information (e.g., hours, activities, facilities, staffing, and partners), (D) adult family member data (e.g., attendance logs to adult events), and (E) student pre-mid-post assessment data for all personal enrichment activities (e.g., fitness and nutrition). All assessments proposed allow for quantitative baseline data at the beginning of the program year, quantitative change at the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs.

(3) Stakeholder data will be collected through teacher surveys, parent surveys, and student surveys through the procedures developed by FLDOE and enhanced with a strong connection between the program staff, student parents, and certified teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program. Response rates will be improved through a number of methods: (1) the principals will assist in encouraging survey completion; (2) surveys will be distributed equally to teachers, when possible (to avoid overburdening any one teacher); and (3) teachers will be provided incentives from program partners to encourage participation (e.g., gift card).

Periodic Assessment: One of the more important elements of program fidelity checks is ensuring program-specific data are collected within timelines that allow for timely review, feedback, and program revisions. While most performance data are managed by the school district and obtained by the program, some data are collected and managed directly by the program – primarily pre-mid-post personal enrichment assessment data. In order to ensure timely data collection and consistency across all program staff, the program will utilize three “testing windows” for the pre-mid-post assessments: (1) Pre-Test data will be collected from all students attending the program from the first day of operation through November 30; (2) Mid-Test data will be collected from all students attending the program from December 1 to February 29; and (3) Post-Test data will be collected from all students attending the program from March 1 to May 30. Students with any attendance during these “windows” should receive the respective assessment.

#### METHODS TO ENSURE IMPLEMENTATION FIDELITY

Effective Implementation of daily programming is at the core of the Big Ideas vision. The ultimate purpose of designing a high-quality and well-rounded program is to recruit, retain, and serve students and their adult family members. Consistent, planned, and purposeful communication ensures student needs are not lost due to constant modifications and/or deviations to the program. As required under federal law, the Big Ideas 21st CCLC program is firmly rooted in providing supports and activities that

impact the academic performance of regularly participating students, particularly in English language arts, mathematics, and science. As such, most of the metrics and outcomes are understandably measured with academic data and student academic performance. However, to help further enhance student performance, additional goals are included for personal enrichment and adult family member activities. Regardless of the program goal, all assessments proposed within this grant measure change in student or family member performance during the entire course of the program year.

A process summary will be completed at mid-year and end-of-year and provided to all stakeholder groups for review and feedback. The process summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. The purpose of the summaries is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summaries will include program operation, activities, attendance, academic performance, survey results, staff information, and partnership development successes/challenges. Focus will be placed on (1) evidence of program quality; (2) student attendance trends; and (3) progress towards the performance metrics. Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess fidelity, with additional recommendations coming from stakeholder group meetings.

--REVISE, ADAPT, OR ELIMINATE INEFFECTIVE PROGRAMMING--

The process for sharing and distributing information is an integral part of the fidelity and implementation plan. Distribution of fidelity and process review findings and recommendations will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the site coordinator, principal, assistant principals, instructional coaches, and any other staff wishing to participate. During these meetings, data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Florida's Afterschool Standards. Data will be used by the site coordinator and program teachers during weekly meetings to help tailor the program to the needs and progress of individual students. The aforementioned process summaries will help guide the program in understanding and refining any identified concerns within the complex and evolving system of the 21st CCLC program. The "fidelity check" process is designed to: (1) engage staff in addressing challenges; (2) promote "buy-in" into fidelity review and implementation as a "living" process; and (3) promote discussion, cross-training, and support. All 21st CCLC staff will be debriefed and engaged in addressing challenges identified through the "fidelity check" activities. Finally, process reviews and findings will be shared electronically, such that the program can share reports with all stakeholders (e.g., school administrators, parents, students, and partners) to share information about the program and encourage feedback about ways to improve.

The Big Ideas 21st CCLC program believes all stakeholders are part of the extended learning community. In order to help ensure the community receives and understands results, the process reviews will be uploaded to the 21st CCLC website. In addition, should any member of the community wish to review the reviews in person, a hard copy will be provided at the Big Ideas office. One of the most important methods of informing parents and stakeholders within the community is through the Program Team meetings and Adult Literacy Events. Following fidelity reviews and summaries, the findings and recommendations will be presented to the Program Team for comment and feedback. In addition, the findings and recommendations will be presented during one of the adult literacy events immediately following the Program Team meeting. Ultimately, following feedback and public comment, the Program Team will issue recommendations for each of the identified activities: (1) maintain the activity, as it is being implemented with fidelity and appears to be having the desired impact; (2) refine or enhance the activity, as it is being implemented with fidelity, but is not having the desired level of impact; (3) supplement the activity with additional high-yield and evidence-based activities, as the activity is being implemented with fidelity, but it is not having the desired level of impact; (4) “reboot” and restart the activity as designed, as it is not being implemented with fidelity and outcomes cannot be reliably assessed; or (5) discontinue and replace the activity, as it is not able to be implemented with fidelity and/or is not having sufficient impact.

#### --TIMELINE AND FREQUENCY OF FIDELITY PLAN--

The following provides a timeline for the types of data to be collected to assess project objectives and performance. Each type of data is followed by the estimated frequency the data will be collected. Details about measures specific to objectives are provided in the objectives table (attached to the application). Data collection will include: (1) student attendance (daily); (2) average daily attendance and student enrollment (Monthly); (3) State Standardized Assessments in Reading, Math, and Science (three times per year based on new Florida progress-monitoring testing system); (4) student course grades in Reading/ELA, Math, and Science (Quarterly); (5) school records on student absences from regular school day (Monthly); (6) Pre-mid-post curriculum-based assessments for personal enrichment activities (tri-annually); (7) Staff surveys of professional development to effectively provide 21st CCLC activities (Annually); (8) student surveys on program impact and satisfaction (Annually); (9) Attendance logs from parent events (Quarterly; By Event); and (10) FLDOE Student and Parent Satisfaction and Impact Surveys (Annual). The following activities also support the ongoing plan for ensuring fidelity, with the following aspects providing for transparency across stakeholders and a “checks and balances” approach to stakeholder reporting and feedback:

**STUDENT FEEDBACK SURVEYS (QUARTERLY):** Student surveys will be used to gauge the interests of the students at the beginning of the school year and re-evaluated quarterly to maintain the interest and engagement of the students. Allowing student voices to be heard and allowing students to select potential topics that interest them through their personal or academic enrichment activities will further support student engagement and retention. The selection of personal enrichment activities and offerings will be planned, in part, based on student interests expressed through quarterly interest surveys.

**EDUCATIONAL EXCELLENCE SCHOOL ADVISORY COUNCIL (QUARTERLY):** The 21st CCLC site coordinator will attend all EESAC meetings held during the academic year. The coordinator will present on the 21st CLCC program at the first meeting of the year, and then attend all future meetings to obtain feedback from the EESAC specific to the services of the 21st CCLC program. Feedback from the EESAC will be used to drive conversations with other stakeholders with direct connection to the 21st CCLC program (e.g., parents).

**SCHOOL ADMINISTRATIVE MEETINGS (MONTHLY):** The 21st CCLC site coordinator will meet at least monthly with the School Principal and/or other assigned school administrator to support the 21st CCLC program. These meetings will communicate program operations and activities to the administrators, while also allowing an opportunity for the school administrators to provide feedback to the 21st CCLC site coordinator about program operations, any unexpected challenges needing to be addressed, and any new needs where the 21st CCLC program can support participating students.

**AGENCY ADMINISTRATOR MEETINGS (QUARTERLY):** The Big Ideas Program Director also holds quarterly meetings with school district liaisons and school leadership. The purpose of the meeting is to inform all stakeholders of the status of the program, to address any needed improvements, and to discuss the specific resources provided by the partnership along with any suggested changes. During these meetings, the Program Director also addresses issues, if any, regarding any resources previously agreed upon in the MOU. Aside from these quarterly meetings, the Program Director sends monthly updates to the school district liaison and the school administrative contacts, providing them with additional information and encouraging any suggestions for program improvement.

**TEACHER MEETINGS (MONTHLY):** The 21st CCLC site coordinator, as a full-time employee, will have time to meet regularly with school day teachers about individual students and how the program can best support each student. These meetings allow teachers to provide regular feedback about the 21st CCLC program and how the program can be enhanced to better meet student needs (e.g., homework progress, reading progress, needs for added attention). This meeting will be held within the first week of student enrollment (for new students) and then monthly thereafter.



OPEN HOUSES (QUARTERLY): The 21st CCLC program will hold quarterly (at least) open houses, where partners, community members, parents/guardians, teachers, and administrators will all be invited to participate. The open houses will include opportunities for the 21st CCLC Site Coordinator to present fidelity and impact findings to parents/guardians, partners, and community members.

PROGRAM TEAM MEETINGS (QUARTERLY): One of the most important accountability elements is the quarterly Program Team meeting. While the Program Team serves an important function to process feedback and make recommendations for improvements, they are also expected to ensure the 21st CCLC program is implemented with fidelity and in accordance with the proposal they helped design. If the Program Team finds the program is not being implemented with fidelity and/or is not having the intended outcomes, then they will make necessary recommendations to modify program operations, activities, or other elements necessary to achieve success. The inclusion of school and district administrators helps ensure the Program Team has the necessary power to ensure recommendations are followed.

### 3.10 Project Budget

#### Instructions

Complete and upload the DOE 101S Budget Narrative Form. For applicants that use the Red Book, please complete the function and object codes for the expenditures. For all other applicants, please enter the account codes from the agency's general ledger in the object code column. In the Account Title and Narrative column, enter the name of the expenditure, a description of the expenditure and a funding calculation that shows how the total amount of the expenditure was derived. In the amount column, enter the total amount for that line item. Include any administrative costs percentages so as to not exceed the maximum percentage.

*Refer to the RFP for more information.*

Click [here](#) to download the DOE 101S Budget Narrative Form.

Click "Upload a file" to upload the DOE 101S Budget Narrative Form.

[BIES BUDGET\\_FINAL\\_FINAL.pdf](#)

**Filename:** BIES BUDGET\_FINAL\_FINAL.pdf **Size:** 366.9 kB

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### 3.11 Plan for Sustainability

#### Instructions

Use the text box to describe the agency's strategic planning process for continued sustainability of the 21<sup>st</sup> CCLC program. Describe outreach and advocacy strategies the program team will use to develop continued support after the funding ends. Explain how you will document progress towards sustainability within your progress plan.

*Refer to the RFP for more information.*

--SUSTAINABILITY--

Big Ideas has long engaged in sustainability planning as a grassroots, minority-led, woman-led, small business enterprise (SBE) focused on elementary school children in the lowest income, most at-risk communities in South Florida. Big Ideas engages donors and potential donors early in the program development process to sustain programming beyond the grant funding period. The Executive Director's primary purpose is to raise funds to support Big Ideas' programs so that they remain free and accessible

to students and their families. This is done by building relationships with donors and raising awareness. Tapping into the talent of our team, the Executive Director enlists Big Ideas' program team (comprised of planning committee members and volunteers from the community) to raise funds through individual donations and foundations. The program team reports to the Executive Director any outcomes. Big Ideas, along with the program team, works on developing sustainability throughout the program lifecycle, by asking existing donors and partners to provide resources for potential funding sources. This is for the purpose of providing updates on program outcomes, celebrations, invitations to events, and site observations.

The following details Big Ideas' four-year strategic plan for sustainability, identifies activities for each year, and delineates how partnerships will be leveraged to ensure that the primary goals of securing additional funding and creating a high quality are sustainable and attainable. The ultimate goal is to sustain a high-quality program with positive community impacts that approaches the quality of programming provided through the 21st CCLC grant. This is a priority area of focus for Big Ideas, as investments are often prematurely divested in our communities.

#### --THE 21st CCLC PROGRAM TEAM AND SUSTAINABILITY--

As detailed in Section 3.4a of this proposal (Building Your Program Team), Big Ideas developed a 21st CCLC Program Team to help guide the development of this proposal, obtain feedback from stakeholders, and begin the process of providing substantial consultation and recommendations for continuous improvement and enhanced impacts on students, families, and schools. The primary Program Team consists of a district administrator, school leadership, a community partner, a parent, and representative from higher education. All Program Team members have agreed to serve on the Program Team for the next four years of the project, though they will be replaced with a similar member should they need to end their commitment early. The Program Team will also be expanded with new members should the Team desire added members (e.g., additional community members, potential funding partners, etc.). Ultimately, one of the primary tasks of the Program Team is to support the sustainability of the 21st CCLC program after federal funding ends. Under the direction and guidance of the Program Team, the 21st CCLC Site Coordinator will complete most of the "leg work" to fulfill the Program Team's recommendations.

The Program Team will have at least FOUR (4) MEETINGS PER YEAR (quarterly). These meetings will be scheduled to focus on current and future needs and concerns, program fidelity results, program operations and processes, and active recruitment of resources to implement the sustainability plan. Each meeting will be documented with an agenda, recorded attendance, and meeting minutes. The 21st CCLC

Program Directors, Site Coordinator, and any interested stakeholders will be invited and welcome to attend the Program Team meeting and provide added input to support sustainability and continuous improvement of the 21st CCLC program. Stakeholders will be invited to join the 21st CCLC Program Team to help ensure high-quality programming and sustainability by reviewing and guiding the design, implementation, fidelity, and expansion of resources and partnerships.

## STRATEGIES AND PROGRESS INDICATORS TO ACHIEVE SUSTAINABILITY

### -- STRATEGY 1 (Years 1-4) --

Leverage resources from The Miami Children's Trust and other public funders.

Background/Past Successes: Big Ideas has historically received funding from The Children's Trust, the largest public-funder in Miami-Dade County. It is a dedicated source of revenue derived from property taxes established by a voter referendum in 2002 and provides \$160M a year in grant funding. As a Children's Trust funded organization this not only allows us to apply for future funding with them, it also supports our capacity. The Trust provides technical assistance opportunities and connections to additional regional grantmaking institutions. In addition to being funded by the Children's Trust, Big Ideas has solidified relationships with donors and community organizations who support our mission throughout the county, which also gives Big Ideas the opportunities to apply for additional opportunities, receive technical assistance to increase donor pool, and ask for introductions to additional regional funders.

Action Items: 1) Apply for and secure additional funding through The Children's Trust (TCT) Request for Proposals as a primary recipient or subcontractor; 2) Utilize TCT staff to leverage partnerships with new funders such as United Way of Miami Dade; 3) Invite TCT staff and donors to Big Ideas events; and 4) Participate in special out-of-school task-forces/initiatives led by TCT to remain engaged and giving a greater voice for Big Ideas.

Persons Responsible: Executive Director and Program Director

Progress Indicators: 1) Communicate on a quarterly basis with The Children's Trust Contract Manager for funding forecasts or potential partners; 2) Apply to Requests for Proposals; 3) Make contact with United Way; and 4) Develop a relationship with the United Way for funding opportunities.

-- STRATEGY 2 (Years 1-4) --

Secure local and national funding through grants and sponsorships such as the State Farm Neighborhood Assist, Walmart Community Grants, and Key Biscayne Foundation.

Background/Past Successes: Big Ideas consistently applies for grants to support 21CCLC programming. Successful grants include the Miami Foundation, Walmart Foundation, and a new partnership with the Jack and Jill Foundation. To ensure sustainability, the Big Ideas Program Team will create a grant calendar to identify new grant opportunities and maintain existing grants. The Office of Miami Gardens Mayor has been instrumental in advocating for Big Ideas. As such, Big Ideas was awarded the Safe Summer Grant during the previous mayor's tenure in 2021. The current Mayor, Mr. Rodney Harris, has agreed to participate as a planning committee community member, and this office has first contact for local funding sources as this partnership is vital to local funding.

Action Items: 1) Utilize Calendly to track new and repeat funding opportunities; 2) Work collaboratively with planning committee team members to identify funds from local foundations and businesses; and 3) Explore new funding opportunities with existing partnerships with the Jack and Jill Foundation, Miami Foundation, and PNC Bank.

Persons Responsible: The Executive Director will be responsible for managing calendar deadlines and a grant writer for grant proposals. The program team members (Office of Miami Gardens Mayor and Ms. Terry Rutherford) will lead efforts to promote the program and engage new donors.

Progress Indicators: 1) A grants calendar will be established complete with a list of actionable items for funding opportunities and new funders. The calendar will be monitored monthly; and 2) One to two new funders per year.

-- STRATEGY 3 (Years 1-4) --

Develop a strategy to increase individual gifts and for building a donor list through Give Miami Day.

Background/Past Successes: Give Miami Day takes place yearly in November. This 24-hour giving event is the greatest day of giving in Miami. Nonprofits that have a physical presence in Miami Dade, raise funds from individuals online. Last year, the one-day event, raised \$33M and helped to increase local philanthropy and community engagement opportunities. Big Ideas will participate in the 2022 Give Miami Day and will utilize its planning committee team members to maximize revenue earned from

participation.

Action Items: 1) Build a potential donor list for Give Miami Day; 2) Develop marketing and language to promote the day of giving; 3) Create a fundraising goal and secure pledges prior to the day of the event; 4) Thank donors and keep them engaged through email and/or social media; and 5) Solicit annually for participation.

Persons Responsible: Ms. Terry /Liberty City - Ms. Buck/ Barbara Hawkins + Golden Glades and TBD/ Parkview+ Crestview.

Progress Indicators: Set and meet Give Miami Day fundraising goal. Increase goal each year by 5%.

-- STRATEGY 4 (Years 1-4) -

Leverage and publicize in-kind support

Background/Past Successes: Throughout the years, Big Ideas received support for its afterschool sites through in-kind security, a meal partnership with Miami Dade County Public Schools Department of Food and Nutrition, and in-kind programming, professional development, and training from partners such as Headsprout and financial literacy classes.

Action Items: 1) Publicize school and organizational partnerships on website and social media platforms; 2) Work with partners to apply for joint funding opportunities; and 3) Partner with school administration and community-based organizations to secure continued in-kind commitments after funding ends.

Persons Responsible: All program team members and Big Ideas Program Director

Progress Indicators: 1) The program team members will publicize its in-kind support; 2) Apply for joint funding opportunities with schools and/or communities.

-- STRATEGY 5 (Years 1-4) -

Build board participation with multi-year funding commitments.

Background/Past Successes: (Martha to detail board activity)

Action Items: 1) Create a plan for each board member to give or increase their annual gifts; 2) Increase the number of advisory members by recruiting 1-2 members per year' and 3) Create a plan for board members to host events/engagement activities to expand donor pool.

Persons Responsible: Executive Director and program team

Progress Indicators: 1) Increase board membership; 2) Have 100% board participation in giving annually; and 3) By years 3-4, secure board hosted fundraising events.

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#### TIMELINE (4-YEAR PLAN)

\*\* Annually--Jan-March 2023; Jan-March 2024; Jan-March 2025; Jan-March 2026: Assess continuing needs of 21 CCLC participants and families.

\*\* Annually-- Feb-April 2023; Feb-April 2024; Feb-April 2025; Feb-April 2026: Apply to Miami Foundation Community grants

\*\* June 2023: Secure additional board member(s).

\*\* Annually--July 2023; July 2024; July 2025; July 2026: Create a yearly grants calendar of new and renewed funding opportunities. Apply to local foundations such as Health Foundation of South Florida and Key Biscayne Foundation, Bank of America, and State Farm. Track opportunities and create an updated calendar each year.

\*\* Annually--Sept-Nov 2023; Sept-Nov 2024; Sept-Nov 2025; Sept-Nov 2026: Prep for Give Miami Day Fundraising

\*\* Annually--Oct-Dec 2023; Oct-Dec 2024; Oct-Dec 2025: Apply to Walmart foundation, make appeals to local Walmart locations for joint applications for schools and program activities.

\*\* Oct-Dec 2023; Oct-Dec 2024; Oct-Dec 2025: Create end of the year funding drive with 100% advisory board participation in giving annually

\*\* Annually--Dec 2023; Dec 2024; Dec 2025; Dec 2026: Share program outcomes (evaluation report) to

stakeholders (school, partners, funders); assess the continuing need of the program; assess existing partners and news partnerships needed

\*\* June 2025; June 2026: Secure board hosted fundraising events.

\*\* Bi-annually: Reach out to funding partners such as Jack and Jill Foundation and Vintage Financial Services, LLC to share program successes and challenges; ask about funding inquiries

\*\* Monthly: Monitor new opportunities for funding through The Children's Trust Grant Announcements and email RFP notifications

--DOCUMENTING PROGRESS TOWARDS SUSTAINABILITY --

Big Ideas will document and assess progress towards accomplishing the sustainability plan on a quarterly basis. The Program Team will meet with Big Ideas 21st CCLC staff (e.g., Program Director and Site Coordinator) at least once per quarter, in part to discuss sustainability and progress towards sustainability (the Program Team will also discuss data, fidelity, operations, and activities). These meetings will be documented with sign-in sheets, agendas, and minutes. Within these meetings, the Site Coordinator will gather ideas about potential new partners identified by the Program Team, which will then be contacted by the Site Coordinator and Program Director.

The Site Coordinator and Program Directors will keep standardized communication logs to indicate which partners were contacted, when they were contacted, how they were contacted, what was discussed with the partner, and the outcomes of the communication efforts. These logs will help demonstrate to the Program Team progress towards partnership engagement, as well as outcomes of these efforts. Both existing partners and new partners will be engaged through this process. The logs will be aggregated and reported to the Program Team on a quarterly basis, as well as annual reports of progress and efforts.

For partners providing support and tangible contributions, a formal "receipt" and thank you letter will be provided throughout the year (as contributions are made). These "receipts" will document actual contributions made by each partner (some partners might receive multiple "receipts" and letter throughout the year). Not only does this provide documentation to the partners of their efforts, but it also documents the contributions for Big Ideas and for reporting to stakeholders. At least twice per year, the "receipts" will be tallied and aggregated for reporting to the Program Team and inclusion in the newsletter.



Ultimately, Big Ideas believes the four-year plan maximizes the chances for sustaining the 21st CCLC program after the end of federal funding in four years. Big Ideas has a demonstrated commitment to providing high-quality out-of-school programs with a keen focus on providing these programs at minimal cost to the families. With the support of partners and stakeholders, the 21st CCLC program will be an outstanding resource for the surrounding community.

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:  
B) DOE Assigned Project Number:  
C) TAPS Number:

Big Ideas Educational Services, Inc.  
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23B030

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY	Administrative Salaries	Contracted
6200	200	<p><b>Salaries: Program Director</b> Salaried position in which duties include developing enrichment, plan program for school year and summer, Develop monthly reimbursement and invoices, completes monthly deliverables, seek community partners, oversee program coordinator, site managers, instructors, finance department, recruit, evaluate, and hire staff, data collection. Oversee mandates set forth by DCF, M-DCPS and all state and local funding sources.</p> <p>100% Program Director Salary: \$2,500.00 bi-weekly pay periods x 26 pay periods= \$65,000 38% 21st CCLC allocated amount: \$65,000 x 80% FTE= \$25,000 62% Other funding sources: \$65,000 x 20% FTE= \$40,000</p> <p>Reasonable Wages Justification: The projected 21st CCLC Program Director salary portion is 46.7% less than the median salary for a comparable position (Program Director, \$97,605) commensurate with experience in the same geographical area (Source: <a href="https://www.salary.com/tools/salary-calculator/program-director-social-service/miami-fl">https://www.salary.com/tools/salary-calculator/program-director-social-service/miami-fl</a>). This represents a \$45,605 salary savings to the 21st CCLC grant.</p>	0.8	\$ 25,000	38%				\$ 25,000	Contracted
6200	200	<p><b>Fringe Benefits: Program Director Benefits:</b> FICA</p> <p>100% Program Allocated Program Director FICA: \$65,000.00 x 7.65%= \$4,972.50 38% 21 CCLC Allocated amount: \$25,000 x 7.65% = \$1,912.00 62% Other funding sources: \$13,000.00 x 7.65% = \$3,060.50</p>	0.8	\$ 1,912	38%				\$ 1,912	
6200	200	<p><b>Salaries: Program Coordinator</b> Salaried position in which duties include overseeing daily implementation of enrichment activities, plan and implement educational curriculum, plan daily lesson plans to align to day school curriculum, monitor daily implementation of effective learning experience for students and adult family members. Foster relationships with members of the school community to ensure that students have adequate learning opportunities, collect reporting data, meets with day school teachers to monitor curriculum needs for school year and summer, monitor site managers to ensure students are engaged, oversee implementation of Adult family member activities at both sites, provide weekly onsite visits to program sites, supervise site managers daily data input system, instructors, and independent contractors, Supports Program Director in recruiting, evaluating, hiring staff, and training staff.</p> <p>Program Coordinator Salary: \$1,730.76/biweekly pay periods x 26 pay periods= \$45,000.00 100% Program Allocated Program Coordinator: \$1,730.76 x 26 pay periods= \$45,000.00 45% 21st CCLC Allocation: \$45,000x 80% FTE= \$20,000 55% Other funding source: \$45,000 x 17% FTE= \$25,000</p> <p>Reasonable Wages Justification: The projected 21st CCLC Program Coordinator salary portion is 42.7% less than the median salary for comparable position (Non-Profit Program Coordinator, \$62,852) with commensurate experience in the same geographical area (Source: <a href="https://www.salary.com/tools/salary-calculator/non-profit-program-coordinator/miami-fl">https://www.salary.com/tools/salary-calculator/non-profit-program-coordinator/miami-fl</a>). This represents a \$26,852 salary savings to the 21st CCLC grant.</p>	0.8	\$ 20,000	45%				\$ 20,000	
6200	200	<p><b>Fringe Benefits: Program Coordinator Benefits:</b> FICA</p> <p>100% Program Allocated Program Coordinator FICA: \$45,000.00 x 7.65%= \$3,442.50. 45% 21 CCLC Allocated amount: \$36,000 x 7.65%= \$1,530.00 55% Other funding sources: \$9,000.00 x 7.65% = \$1,912.50</p>		\$ 1,530	45%				\$ 1,530	
6200	200	<p><b>DIRECT SUPPORT- Staff Salaries: Site Coordinator (2), \$1,791</b> Direct staff position that Maintain/monitor Student attendance reporting daily software, attendance, testing. Supervise daily activities, site staff, program logistics, lunch, snacks, and field trips. liaison with day school staff to ensure program fidelity. Work closely with day-school administration on day to programmatic needs</p> <p>100% 21CCLC Allocation Site 1: (\$29,000.00) AS: \$20.00/hr x 6hrs/day x 180days = \$21,600 Summer: \$20.00/hr x 9hrs/day x 34 days = \$6,120.00 Training: \$20.00/hr x 8hrs/day x 8 days = \$1,280.00</p> <p>100% 21CCLC Allocation Site 2: (\$29,000.00) AS: \$20.00/hr x 6hrs/day x 180days = \$21,600 Summer: \$20.00/hr x 9hrs/day x 34 days = \$6,120.00 Training: \$20.00/hr x 8hrs/day x 8 days = \$1,280.00</p> <p>Reasonable Wages Justification: The projected 21st CCLC Site Manager salary position is 66.7% less than the median salary for a comparable position (Education Manager, \$76,474) with commensurate experience in the same geographical area (Source: <a href="https://www.salary.com/tools/salary-calculator/education-manager/miami-fl">https://www.salary.com/tools/salary-calculator/education-manager/miami-fl</a>). This represents a \$102,148 (2 positions) salary savings to the 21st CCLC grant.</p>	1.1	\$ 58,000	100%					
6200	200	<p><b>Fringe Benefits: Site Manager:</b> FICA: \$58,000.00 x 7.65% = \$4,437.00</p>		\$ 4,437	100%					

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY	Administrative Salaries	Contracted
6200	200	<p><b>Direct Support Staff: Salaries: Teacher Assistants</b></p> <p>Assist certified teachers in all teacher duties, follow teacher instructions, prep all materials to be used in lessons. Leads the Implementation of Physical fitness component that focuses on fitness and condition training. Provides Home-Learning assistance, implements SEL components imbedded in all topics. Leads snack distribution, Supports the set up and shut down of school site.</p> <p><b>100% 21CCLC Allocation Site 1 (\$58,410.00)</b>  AS: 3 assistants x \$15/hr x 4.5 hrs/day x 180 days = \$36,450.00  Summer: 4 assistants @ \$15/hr x 9 hrs/day x 34 days = \$18,360.00  AS: Training/planning: 3 assistants @ \$15/hr x 8 hrs/day x 6 days = 2,160.00  Summer: Training/planning: 4 assistants @ \$15/hr x 8 hrs/day x 3 days = \$1,440</p> <p><b>100% 21CCLC Allocation Site (58,410.00)</b>  AS: 3 assistants x \$15/hr x 4.5 hrs/day x 180 days = \$36,450.00  Summer: 4 assistants @ \$15/hr x 9 hrs/day x 34 days = \$18,360.00  AS: Training/planning: 3 assistants @ \$15/hr x 8 hrs/day x 6 days = 2,160.00  Summer: Training/planning: 4 assistants @ \$15/hr x 8 hrs/day x 3 days = \$1,440  Reasonable Wages Justification: The projected annual 21st CCLC Teacher Assistant salary is \$16,340 (AS-\$10,800; Summer-\$4,590; AS Training/planning-\$600; Summer Training/planning-\$350). Compared to the median salary of a comparable position (Daycare Teacher Assistant, \$27,954) with commensurate experience in the same geographical area, the proposed salary of the Teacher Assistant is 41.5% less (Source: <a href="https://www.salary.com/tools/salary-calculator/non-profit-program-coordinator/miami-fl">https://www.salary.com/tools/salary-calculator/non-profit-program-coordinator/miami-fl</a>)</p>	2.84	\$ 116,820	100%					
6200	200	<p><b>Fringe Benefits: Teacher Assistants</b></p> <p>FICA  \$116,820.00 x 7.65% = \$8,936.00.</p>		\$ 8,936	100%					
4311	900	<p><b>EXEMPTED Contracted Services: Instructors (Certified teachers)</b></p> <p>Duties include daily instruction, enrichment, administer curriculum, tests, and monitor student comprehension of curriculum.</p> <p><b>100% 21CCLC Allocation Site 1: (\$41,184)-180 AS days/34 summer days</b>  AS: 2 Teachers @ \$26/hr x 2 hrs/day x 180 days = \$18,720.00  Summer: 6 Teachers @ \$26/hr x 4 hrs/days x 34 days = \$21,216.00  Training: 2 Teachers @ \$26/hr x 4 hrs/day x 3 days= \$624.00  Training: 6 summer teacher @ \$26/hr x 4 hrs/day x 1 days= \$624.00</p> <p><b>100% 21CCLC Allocation Site 2: (\$41,184)-180 AS days/34 summer days</b>  AS: 2 Teachers @ \$26/hr x 2 hrs/day x 180 days = \$18,720.00  Summer: 6 Teachers @ \$26/hr x 4 hrs/days x 34 days = \$21,216.00  Training: 2 Teachers @ \$26/hr x 4 hrs/day x 3 days= \$624.00  Training: 6 summer teacher @ \$26/hr x 4 hrs/day x 1 days= \$624.00</p>	1.58	\$ 82,368	100%					
6200	200	<p><b>Direct Support Staff: Salaries: Security Guard:</b></p> <p>Ensures the safety of students after school has closed. Rotating the permitters of school, monitor check in and our of students, Monitor hallways. Security is Mandated by M-DCPS 1 guard per Site location.</p> <p><b>100% 21CCLC Allocation Site 1: (\$10,872.00)</b>  After school: 1 guards x 3 hours/day x 180 days x \$12/hour = \$7,200.00.  Summer: 1 guard x 9 hours per day x 34 days x \$12/hour = \$3,672.00</p> <p><b>100% 21CCLC Allocation Site 1: (10,872.00)</b>  After school: 1 guards x 3 hours/day x 180 days x \$12/hour = \$7,200.00.  Summer: 1 guard x 9 hours per day x 34 days x \$12/hour = \$3,672.00</p>	0.74	\$ 21,744	100%					
6200	200	<p><b>Fringe Benefits: Security Guard</b></p> <p>FICA  \$21,744.00 x 7.65% = \$1,552.00.</p>		\$ 1,663	100%					
4311	900	<p><b>EXEMPTED-Contracted Services: Custodial Cleaning Services:</b></p> <p>to protect the spread of all dease, in guidance with CDC, DCF and M-DCPS; custodian will clean all program areas including restrooms, classrooms, cafeteria and entry and exit points. To maintain a clean enviroment custodians will be utilized during program hours to studet</p> <p>After-School: \$13.54/hr x 2hrs/per-day X 180 days x 2 sites = \$9,748.80  Summer: \$13.52hr. x 7 hrs./per day x 34 days x 2 sites = \$6,435.52</p> <p><b>100% - 21CCLC funding = \$16,184</b></p>		\$16,184	80%					
6300	300	<p><b>EXEMPTED Contracted Services: Travel: Field Trip Transportation</b></p> <p>Field trip buses will pick-up 21st CCLC participants at school sites to scheduled field trip location and return to site locations. Field trips will clearly support the approved goals and objectives of the 21st CCLC program, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state and local rules and regulations governing field trips. Bus cost is flat fee and includes driver wages, driver benefits, fuel/milage and maintenance/repair.  * Bus quotes are quoted based on current gas inflation  After-School: N/A  Summer: 4 buses per week x 7 weeks at \$350 each bus for fieldtrips = \$9,800.00</p>		\$ 9,800	100%					

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY	Administrative Salaries	Contracted
4311	900	<b>PROFESSIONAL DEVELOPMENT: Travel- Staff 21CCLC Conference</b> <b>Justification/Calculations:</b> Expense of 2 staff to travel to Orlando for kick-off meeting and training. - <b>Registration:</b> 1 Administrator + 1 Staff = \$250.00 x 2= \$500.00 - <b>Hotel stay</b> \$175.00 x 2 staff x 2 nights = \$700.00 - <b>Food Per Diem</b> \$36 day x 2 days 2 staff=\$ 144.00 <b>Daily Parking</b> \$10 day x 3 days x 1 cars = \$30.00 <b>Rental Car</b> - 1 rental cars x \$20/per day x 4 days = \$80.00 Total = \$1,454.00		\$ 1,454	100%					
6300	350	<b>PROFESSIONAL DEVELOPMENT: Staff Training</b> <b>Justification/Calculations:</b> Training and professional development for staff will be provided throughout the year to support new program components and meet inaugural requirements and benchmarks. <b>Training topics to include:</b> <b>Project Rise</b> <b>Required DCF Staff Training:</b> After-School: \$500.00 /CPR Training x 2 sites + \$500.00 Summer: x 2 sites = 2,000.00 <b>90% Program Allocation:</b> In-kind Service provided through Project Rise <b>10% 21CCLC Allocation:</b> \$1,000.00 DCF in-person mandate		\$ 2,000	100%					

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY	Administrative Salaries	Contracted
4515	800	<p><b>Curriculum Supplies</b> Selected curriculum uses a proven-effective, gradual-release model that ensures students get the modeled and guided instruction they need to build confidence and mastery of the LAFS for students in grades pre-k-5: listed components will be purchased to address each area of definitizes. All material are for the exclusive use of the 21st CCLC actively participating students and will be used exclusively during 21st CCLC program operating hours.</p> <p><b>Head Sprouts:</b> Interactive online episodes to teach Pre-K-5 students the reading fundamentals and comprehension skills they need to become successful readers. computer curriculum= 540.00/per school site x 2 schools = \$1,080.00 <b>Learning A-Z: For differentiated Learning (DLI)</b> After-School and Summer: book/online access \$540.00 per school site (2 teacher access per site) x 2 school sites = \$1,080.00 <b>Reading Whole gorug instruction MindWorks:</b> A comprehensive enrichment curriculum designed to support the dynamic needs of out-of-school programs. MindWorks Resources is an all-inclusive, evidence-based program which promotes the 21st Century Learning Model and follows best practices for the education of children. After-School: Curriculum (12 week program) = \$2,500.00 x 2 sets X 2 sites = 10,000.00</p>		\$ 12,160	100%					
4515	800	<p><b>Consumables</b> To purchase and replace consumables such as: paper for photocopies, printing, folders, pencils, crayons, glue, scissors,erasers, sharpeners, Markers, Notebooks - Conucnables supplies arer for the sole use of 21st CCLC actively participating students and will be used exclusively during 21st CCLC program operating hours.</p> <p><b>Afterschool:</b> \$20.00x 160 students = \$3,200.00 <b>Summer:</b> (Supply replacement) \$20:00 x 160 students = \$3,200.00</p>		\$ 6,400	100%					
4515	800	<p><b>Curriculum: Physical Educaion:</b> SPARKS Curriculum Justification Curriculum designed specifically for Pre-Kindergartners through 5th graders. Included manual has 10 instructional units with daily lesson plans designed in a scope and sequence format. Over 400 corresponding activities enhance daily lessons and engage students. The manual also has implementation tips that focus on literacy, videos, and skill cards. All material are for the exclusive use of the 21st CCLC actively participating students and will be used exclusively during 21st CCLC program operating hours. <b>SPARK Physical Fitness Curriculum Manual</b> \$60.50 x 2 school locations = \$121.00 <b>SPARK Physical Fitness Curriculum online portal</b> \$160.50 x 2 school locations = \$321.00 <b>AS- SPARK PE Basic Class Plus After - school Equipment Package</b> = \$1,750.00 x 2 school locations = \$3,500.00 <b>SUMMER : SPARK PE Basic Class Plus After - school Equipment Package</b> = \$1,750.00 x 2 school locations = \$3,500.00</p>		\$ 7,442	100%					
4515	800	<p><b>DIRECT SERVICES_ Adult Family Services: Nutrition Education</b> <b>Cooking Nutrition Essentials Adult Family Services. Tutorial/class.Hourly rate includes instructor and all material/supplies needed. All food items will be raw ingredients</b></p> <p><b>Cooking Nutricion Essentials tutorial/class</b> <b>After-School: \$475.00 per hour x 1 hours each session x 6 sessions unit/across 2 sites = \$2,850</b> <b>Summer: \$475.00 per hour x 1 hours each session x 6 sessions unit/across 2 sites = \$2,850</b> <b>100% Contracted Services: \$5,700.00</b> <b>10% - 21CCLC funding = \$70.00.</b> <b>90% - In-kind Services University of Florida = \$5,130</b> <b>Additional Adult family Serices_ TPOICS TO INCLUDE</b> <b>Financial Planning tutorial/class</b> <b>After-School: \$475.00 per hour x 1 hours each session x 6 sessions unit/across 2 sites = \$2,850</b> <b>Summer: \$475.00 per hour x 1 hours each session x 6 sessions unit/across 2 sites = \$2,850</b> <b>100% Contracted Services: \$5,700.00</b> <b>10% - 21CCLC funding = \$70.00.</b> <b>90% - In-kind Services Suntrust Bank = \$5,130</b></p>		\$ 1,140	100%					
4311	900	<p><b>Contracted Services: Science Enrichment</b> Science enrichment will support the implementation of STEM based instruction to students in grades Pre-kindergarten through 5th grade. This proposed partnership will fulfill the organizations STEAM program requirements through the implementation of weekly hands on Lego robotics where students will be exposed to engineering and an intermediate level and construction of robots using Lego brick equipment. Students will learn topic such as, gear ratios, locomotion, and energy as they construct robots with VEDO and/or mindstorms Lego technologies. Student will also be immersed in mathematic fluency, imbedded in the STEAM Curriculum to support the development of mental math. - To ensure fidelity in programming outcomes, Science Instructors will tracks student progress and effectiveness through pre and post test data as well as through group standard-based assessments and qualitative observations monitoring student problem solving skills, teamwork, and student ability to grasp large concepts.</p> <p>- Rates include instructor and all material/supplies needed to deliver instruction. Weekly collaboration with site manager and subcontractor is encouraged to manage student needs. Subcontractors will submit monthly deliverables as proof of program implementation. Monthly deliverables submitted to the program coordinator will include: Student work samples, lesson plans, service invoice outlining services provided. The program director will review BIES online timecards for invoice accuracy. BIES management will review deliverables for monthly payment submission. Financial consequences shall apply for non-performance of services deliverables, deliverable deemed unsatisfactory include: timesheet/invoice discrepancies, and Late or non-submission of monthly lesson plans and student work samples. Contractor shall re-perform the deliverable as needed for submittal of a satisfactory deliverable, at no additional cost to Big Ideas.</p> <p>- Contracted Services for all music education program that focuses on music production. Services will be exclusively for actively participating 21 CCLC students during program operating hours. <b>After School:</b> 20 students/session (45 minutes) x \$3.00/student x 2 sessions/week x 34 weeks x 2 sites = \$8,160 <b>Summer:</b> 20 students/session (60 minutes) x \$5.00/student x 2 sessions/week x 7 weeks x 2 sites = \$2,800 <b>100% Contracted Services:= \$10,960</b></p>		\$ 10,960	100%					\$ 10,960

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY	Administrative Salaries	Contracted
4311	900	<p><b>Contracted Services: Music Education</b></p> <p>Music Education is being implement to support the project's art and culture objective. Students will have the opportunity to learn about music production, performance, radio and audio web design. Classes will be conducted 1.5 hrs per day held once a week for 40 weeks (34 weeks during the after-school year and 6 weeks during summer program)</p> <p>-To ensure fidelity in programming outcomes, music instructors will track student progress and effectiveness through pre and post test data as well as through group standard-based assessments and qualitative observations measured against national music education standards. Through these periodic assessments; instructors observe how students increase in maturity, in their ability to lead and follow, manage their time, focus their energy, display greater confidence in their performances, and increase academic and practical understanding of general music</p> <p>- Rates include instructor and all material/supplies needed to deliver instruction. Weekly collaboration with site manager and subcontractor is encouraged to manage student needs. Subcontractors will submit monthly deliverables as proof of program implementation. Monthly deliverables submitted to the program coordinator will include; Student work samples, lesson plans, service invoice outlining services provided. The program director will review BIES online timecards for invoice accuracy. BIES management will review deliverables for monthly payment submission. Financial consequences shall apply for non-performance of services deliverables, deliverable deemed unsatisfactory include; timesheet/invoice discrepancies, and Late or non-submission of monthly lesson plans and student work samples. Contractor shall re-perform the deliverable as needed for submittal of a satisfactory deliverable, at no additional cost to Big Ideas.</p> <p>- Contracted Services for all music education program that focuses on music production. Services will be exclusively for actively participating 21 CCLC students during program operating hours</p> <p><b>AS:</b> 20 students/session (45 minutes) x \$3.75/student x 2 sessions/week x 34 weeks x 2 sites = \$10,200.00  <b>Summer:</b> 20 students/session (60 minutes) x \$5.357/student x 2 sessions/week x 7 weeks x 2 sites = \$3,000  100% Contracted Services:= \$13,200</p>		\$ 13,200	100%					\$ 13,200
4311	900	<p><b>Contracted Services: Arts and Culture</b></p> <p>Contracted Services for art education that focuses on Art classes that help students grow and develop their creativity, fine motor skills, problem solving ability.</p> <p>- To ensure fidelity in programming outcomes, Art instructors will track student progress and effectiveness through pre and post test data as well as through group standard-based assessments and qualitative observations monitoring student dexterity and agility, enhancement of fine motor skills and general improvement of artistic skills, and speed</p> <p>- Rates include instructor and all material/supplies needed to deliver instruction. Weekly collaboration with site manager and subcontractor is encouraged to manage student needs. Subcontractors will submit monthly deliverables as proof of program implementation. Monthly deliverables submitted to the program coordinator will include; Student work samples, lesson plans, service invoice outlining services provided. The program director will review BIES online timecards for invoice accuracy. BIES management will review deliverables for monthly payment submission. Financial consequences shall apply for non-performance of services deliverables, deliverable deemed unsatisfactory include; timesheet/invoice discrepancies, and Late or non-submission of monthly lesson plans and student work samples. Contractor shall re-perform the deliverable as needed for submittal of a satisfactory deliverable, at no additional cost to Big Ideas.</p> <p>- Contracted Services for all music education program that focuses on music production. Services will be exclusively for actively participating 21 CCLC students during program operating hours</p> <p><b>After School:</b> 20 students/session (45 minutes) x \$3.1875/student x 2 sessions/week x 34 weeks x 2 sites = \$8,670  <b>Summer:</b> 20 students/session (60 minutes) x \$5.3125/student x 2 sessions/week x 7 weeks x 2 sites = \$2,975  100% 100%Contracted Services:= \$11,645.00</p>		\$ 11,645	100%					\$ 11,645
4311	900	<p><b>Contracted Services: Martial Arts:</b></p> <p>Contracted Services for Martial Arts educations. Martial arts teaches confidence and self-discipline while providing engaging physical activity.</p> <p>Students will have the opportunity to build stamina and endurance during Martial Arts training in our youth program. Results in natural weight loss and an improvement in overall physical and mental health.</p> <p>- To ensure fidelity in programming outcomes, Martial Arts nstructors will track student progress and effectiveness through pre and post test data as well as through observational data in monitoring student coordination, physical fitness, mental strength and social skill</p> <p>- Rates include instructor and all material/supplies needed to deliver instruction. Weekly collaboration with site manager and subcontractor is encouraged to manage student needs. Subcontractors will submit monthly deliverables as proof of program implementation. Monthly deliverables submitted to the program coordinator will include; Student work samples, lesson plans, service invoice outlining services provided. The program director will review BIES online timecards for invoice accuracy. BIES management will review deliverables for monthly payment submission. Financial consequences shall apply for non-performance of services deliverables, deliverable deemed unsatisfactory include; timesheet/invoice discrepancies, and Late or non-submission of monthly lesson plans and student work samples. Contractor shall re-perform the deliverable as needed for submittal of a satisfactory deliverable, at no additional cost to Big Ideas.</p> <p>- Contracted Services for all music education program that focuses on music production. Services will be exclusively for actively participating 21 CCLC students during program operating hours</p> <p><b>After School:</b> 20 students/session (45 minutes) x \$2.25/student x 2 sessions/week x 34 weeks x 2 sites = \$6,120  <b>Summer:</b> 20 students/session (60 minutes) x \$3.75/student x 2 sessions/week x 7 weeks x 2 sites = \$2,100  100% Contracted Services:= \$8,220.00</p>		\$ 8,220	100%					\$ 8,200

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY	Administrative Salaries	Contracted
4311	900	<p><b>Contracted Services: Dance Education</b></p> <p>Contracted Services for a dance education program were students will be exposed to a variety of dance genres including Jazz, Tap, Hip-Hop, Salsa, and STEP. Dance education will support the development of theatre, music and dance skills catalyzing intellectual, social emotional and physical growth.</p> <p>- To ensure fidelity in programming outcomes, dance instructors will track student progress and effectiveness through pre and post test data as well as throughout student progress surveys and qualitative observations to indicate improvements in student knowledge of the theoretical and historical aspects of dance and theater. Students also exhibited moderate physical improvements in dance performance, balance, and flexibility measures.</p> <p>- Rate includes instructor and all material/supplies needed to deliver instruction. Weekly collaboration with site manager and subcontractor is encouraged to manage student needs and deliverable expectation. Subcontractors will submit monthly deliverables as proof of program implementation. Monthly deliverables, submitted to the program coordinator will include: Student work samples (e.g. Pictures and video), lesson plans, service invoice outlining services provided. The program director will review BIES online timecard for invoice accuracy. BIES management will review deliverables for monthly payment submission. Financial consequences shall apply for non-performance of services deliverables, deliverable deemed unsatisfactory include timesheet/invoice discrepancies, and Late or non-submission of monthly lesson plans and student work samples. Contractor shall re-perform the deliverable as needed for submittal of a satisfactory deliverable, at no additional cost to Big Ideas.</p> <p>- Contracted Services for all music education program that focuses on music production. Services will be exclusively for actively participating 21 CCLC students during program operating hours</p> <p><b>After-School:</b> 20 students/session (45 minutes) x \$2.25/student x 2 sessions/week x 34 weeks x 2 sites = \$6120  <b>Summer:</b> 20 students/session (60 minutes) x \$3.75/student x 2 sessions/week x 7 weeks x 2 sites = \$2,100  100% Contracted Services: \$8,220.00</p>		\$ 8,220	100%					
4515	800	<p><b>Curriculum: Technology Supplies</b></p> <p>Laptops will be used by participants to engage in core Literacy to improve and enhance reading/language arts skills including math and STEM activities</p> <p>2 additional computers will be purchased for the sole use of 2 site managers, program director, program coordinator and data input personnel.</p> <p>Laptop rechargeable case will be used to safely store and charge laptops at the end of each day.</p> <p>One Printer will be leased for each school locations to make copies of curriculum, student curriculum. 100% of all copies, ink, toner is included in monthly lease agreement.</p> <p>-All material are for the exclusive use of the 21st CCLC actively participating students and will be used exclusively during 21st CCLC program operating hours.</p> <p><b>Student Laptop Computer:</b> \$250.00 per laptop x 30 laptop computers (2 class sets) x 2 school sites = 15,000.00  <b>Computer Storage/Charging Case:</b> 1,200.00 x 2/school sites = \$2,400.00  <b>School Site Printer:</b> \$100.00 per printer / per month x 12 months x 2 sites = \$2,400.00  <b>School Site Attendance Computers:</b> \$400.00 x 1 computer x 2 sites = \$800.00.  <b>Cable internet For Computer WIFI s</b> x \$50.00 per month x 12 months x 2 sites =1,200  <b>Site cell phone for parent communication</b> \$55.00 x 12/months x 2 sites = \$1,320.00</p>		\$ 23,120	100%					\$ 8,200

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY	Administrative Salaries	Contracted
4392	800	<b>Field Trip: Admission</b> Justification/ Calculations: Summer Camp Field trips connected to program components.All field trips are exclusively for actively participating 21st CCLC students and will clearly support the approved goals and objectives of the 21 CCLC program and all trips will be based upon educational curriculum and taken during the 21st CCLC program hours. All field trips expenditures will follow applicable federal, state and local rules and regulations. <b>Example of field trips are:</b> Frost Museum (\$12.71/student) Miami children's Musuem (\$10.00/student). Everglads Safari (\$12.00/student) Jungle Island (\$12.00/student) <b>Admissions for 160 students x 7 field trips x \$12.00/ = \$13,440.00</b> <b>IN-House Field Trips</b> : 2 in-house field trips to cover STEM Lesson in support of Math - Lego Robotic Event - <b>In-House Field Trip:</b> Students grades preK-5 Compete in Vex in-house competetion: building, programming, and executing robots in on-site completion within grade level teams - AS: \$271.75 per 2hr event / includes host, supplies, curriculum and trainer: x 2 sites x 2 events = \$1,087.00 Summer:\$311.00 per 3hr event / includes host, supplies, curriculum and trainer: x 2 sites x 3 events = \$1,866.00		\$ 16,393	100%					
4590	600	<b>DIRECT SERVICES_Background Screening-MANDATED by DCF and M-DCPS</b> <b>Background screening for employees. Background screening renewals for existing employees and screening for new employees.</b> After-School: Background screening for 20 employess x \$72 (DCF Clearing house)+\$83.00 ( M-DCPS) = \$3,100.00 Summer:Background screening for 20 employess x \$72 (DCF Clearing house)+\$83.00 ( M-DCPS) = \$3,100.00		\$ 6,200	100%					
4311	900	<b>DIRECT SERVICES Program Audit:</b> Expense to hire a local auditor to excute required audit. Expense is estimated as \$3,000.00 annually  <b>100% Admin = \$3,000.00</b> <b>50% 1CCLC Allocation - \$1,500.00</b> <b>50%Other Funding source:\$1,500.00</b>		\$ 1,500	50%					
7300	900	<b>Administrative Costs:</b> Administrative costs were calculated at 10% of total Budget to ensure adequate direct student services. <b>Administrative Cost includes both overhead and program Administration Costs per the 21st Century CCLC Program guidelines</b> <b>Overhead Costs Break Down:</b> Program office rent: \$ 1,000/rent x 12months= \$12,000.00 90%-Separate funding = \$10,800.00 10%-21CCLC = \$1,200.00 <b>Program Liblity Insurance:</b> Yearly Premium = \$3,528.00 90%-Separate funding = \$2,928.00 10%-21CCLC = \$352.80  <b>100% Overhead: = \$15,528.00</b> <b>21CCLC - 10% = \$1,552.80.</b> <b>Seperate funding - 90% = \$13,975.20</b>		\$ 1,552	10%				\$ 1,552	
<b>D) TOTAL 500,000.00</b>				\$ 500,000						
						<b>Administrative</b>	\$ 49,994	10.00%	\$ 49,994	\$ 52,205
						<b>Contracted</b>	\$ 52,205	10.44%	10.00%	10.44%

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**DOE USE ONLY (Program)**

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

**Printed Name:** \_\_\_\_\_  
**Signature:** \_\_\_\_\_  
**Title:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**DOE USE ONLY (Grants Management)**

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

**Printed Name:** \_\_\_\_\_  
**Signature:** \_\_\_\_\_  
**Title:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

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# Big Ideas Educational Services –Training Plan

## Overview

### Purpose/Objectives

Big Ideas' is committed to enhancing the agency's ability to effectively deliver services and manage their operations. Big Ideas In partnership with Reading Explores, Project Rise and The Children's Trust/Trust Academy Portal, conducts onsite and virtually trainings to meet the needs of staff, students, and families. Staff onsite trainings are offered individually and in group coaching sessions.

Big Ideas staff are required to complete a minimum of ten hours of training per school year and are encouraged to participate in as many training opportunities as possible.

### Goals of Training

Provide and create trainings that will develop staff capacity to best meet the needs and interests of the children we serve and to provide quality programming to the families in our communities.

### Training Types

**Annual**- training is conducted every year. Trainings are mandatory

**Deployment**- Trainings assigned to staff after staff quarterly review and as needed.

## Big Ideas Educational Services –Training Plan

**Annual  
Deployment**

Training Title	Description	Format	Frequency	Staff
Organization Policies and Procedures	An organization review of staff required policies and procedures. <ul style="list-style-type: none"> <li>• School Board policies related to employees and child quality and standards</li> <li>• Review of the operational procedures to be followed during the out of school day with an special emphasis on emergency procedures</li> <li>• Review of the safety and emergency plans</li> <li>• Rules and requirements of program; staff evaluation process</li> </ul>	Live Training (In-person/ Virtual)	August ( <i>each school year</i> )  May (each summer year)  upon hire	Program Director/site manager, direct service staff and Independent Contractors
Fitness Outcome Assessment: PACER	Staff responsible for administering the fitness assessment tool learn to administer the required fitness outcome measure.	Online	August ( <i>each school year</i> )  Once a year; upon hire	Direct service staff administering tool and administrative staff
Effective Behavior Management:	Developing behavior management strategies that help staff use positive reinforcement and avoid common problems.	Online	August ( <i>each school year</i> )  Once a year; upon hire	Program Director/site manager, direct service staff and Independent Contractors
Literacy Outcome Assessment: MAZE	Staff responsible for administering literacy outcome assessments learn to administer the required reading comprehension (iSTEEP Reading Maze Assessment) tool. Participants must pass a practical test at the end of this course in order to be certified to administer this assessment.	Online	August ( <i>each school year</i> )  Once a year; upon hire	Administration/ administrative staff and direct service staff administering tool

## Big Ideas Educational Services –Training Plan

Literacy Outcome Assessment: ORF Project RISE	Staff responsible for administering literacy outcome assessments learn to administer the required reading comprehension (iSTEOP Oral Reading Fluency (ORF)Assessment) tool. Participants must pass a practical test at the end of this course in order to be certified to administer this assessment	Online	August ( <i>each school year</i> )  Once a year; upon hire	Administration/ administrative staff and direct service  staff administering tool
SPARK (Sports, Play, and Active Recreation for Kids)	*Required only for programs using SPARK Curriculum. Learn the fundamentals of running successful, physical-activity programming in out-of school time. It also reinforces positive social and interpersonal skills among children. SPARK implementation workshops meet the needs of attendees by providing "real world" strategies for overcoming obstacles and conducting activity programs that are inclusive, active, and fun	Live Training (In-person/ Virtual)	August ( <i>each school year</i> )  Once a year; upon hire	Administration/ administrative staff and direct service staff administering tool
Differentiated Literacy Instruction Project RISE	Attention Certified Teachers! In this required, live training, teachers learn how to use reading assessment data from the ORF and Maze assessments to identify struggling readers and to develop reading intervention plans unique to each student. Certified teachers will also learn how to create a plan of action to differentiate reading instruction. Recertification: Participants can complete the online Recertification: Differentiated Literacy Instruction course to demonstrate the ability to apply these skills every 24 months after initial attendance at a live training.	Live Training (In-person/ Virtual)	August ( <i>each school year</i> )  Once a year; upon hire	Certified Teachers; direct service staff providing instruction; administration/ program director
Applying Homework Assistance	Youth Development direct service staff engage in a series of activities designed to encourage the practice of skills learned in the Introduction of Homework Assistance training. Participants will practice how to apply evidence-based strategies to solve common issues, such as children struggling with homework assignments, low motivation to	Online Course	September ( <i>each school year</i> )  Once a year; upon hire	Administration/ administrative staff and direct service staff administering tool

## Big Ideas Educational Services –Training Plan

	complete homework, and helping staff managing homework time effectively. Prerequisite: Introduction to Homework Assistance online course			
Identifying and Reporting Child Abuse and Neglect	1-hour continuing education activity to learn ways to recognize various forms of child abuse and neglect, reasons for and results of child abuse and neglect, typical traits of abusive or neglectful parents, the caregiver’s responsibility in reporting it, and ways caregivers can help children who are the victims of child abuse and neglect. Also learn specific strategies to strengthen families and reduce the risk. <a href="http://www.myflfamilies.com/serviceprograms/abuse-hotline/training">http://www.myflfamilies.com/serviceprograms/abuse-hotline/training</a> This is not correlated to Staff Credential Part 1 with DCF Licensing for YAS or Early Childhood Providers. This could be one topic as needed within yearly license renewal requirements	Online Course	September ( <i>each school year</i> )  Once a year; upon hire	All staff
Cardiopulmonary Resuscitation (CPR)	First Aid/CPR/AED is a 4 hour training that teaches providers how to recognize and respond appropriately to cardiac, breathing and first aid emergencies. Provider will have the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. Training from other organizations, i.e. The American Red Cross, is accepted if it meets CPR certification. Courses in Trust Academy LMS do not meet this requirement.	Live Training (In-person)	August ( <i>reviewed each school year</i> )  Based on certification expiration date; upon hire	Program Director/Site Coordinator and at least one direct care staff on site
Curriculum based training	Staff responsible for curriculum instruction receive hands on training of the Mindworks and Learning A-Z curriculum. Staff learn to administer daily curriculum instruction and manage student outcomes.	Live Training (In-person)	August-December ( <i>reviewed each school year</i> )  Once a year; upon hire	Certified Teachers; direct service staff providing instruction; administration/ program director

## Big Ideas Educational Services –Training Plan

Literacy Coaching	Reading Explores promote literacy growth by Integrating effective literacy practices in both whole group and differentiated literacy instruction Staff responsible for Differentiated Instruction and Academic Whole Group instruction receive individual continues improvement training throughout the after-school and summer months.	Live Training (In-person)	<i>August-July</i> upon hire	Certified Teachers; direct service staff providing instruction; administration/
Effective Behavior Management: Learn with Peers Project RISE	Set your children up for success and help your program run more smoothly. In this training, attendees practice applying the skills taught in the Introduction to Effective Behavior Management online course, including behavior management strategies that can help your staff use positive reinforcement and avoid common problems.	October December	Live Training (In-person/ Virtual)	Program Director and direct service staff
Effective Behavior Management: Challenging Behaviors Project RISE	Need help dealing with challenging behaviors at your program? This training expands upon the skills taught in the Introduction to Effective Behavior Management online course by teaching additional effective strategies for reducing behavioral disruptions in your program. Learn and practice effective behavioral techniques, such as active ignoring, reprimands, response cost, time-out, and overcorrection.	October December	Live Training (In-person/ Virtual)	Program Director and direct service staff
Discovering Inclusion	The foundation for all other inclusion trainings, particularly appropriate for staff with little or no previous knowledge about youth with disabilities and their inclusion into programs with typically developing peers, this course introduces various types of disabilities, identifies the benefits of inclusion for all, provides information on using People First Language and respectful etiquette, and explores the characteristics of an inclusive program.	October December	Online Course	Administration, administrative, program directors, and direct service staff
Structure for Success	Direct Staff learn the seven basic needs youth exhibit and take away strategies for meeting these needs through positive, preventive approaches.	October December	Live Training (In-person/ Virtual)	Program Director/Site Coordinator and direct service staff

## Big Ideas Educational Services –Training Plan

Introduction to Effective Literacy	Staff delivering literacy activities learn evidence-based instructional strategies, including techniques to increase student interest and engagement in literacy. This online course is a prerequisite for the in Applying Effective Literacy Instruction Strategies online course	October December	Online Course	Certified Teachers; direct service staff providing instruction; administration/ program director
Increasing Engagement in Your Youth Development Program Project RISE	Exploring effective ways to engage teens in your program? When Youth Development staff improve their facilitation skills, youth participants will have more opportunities to practice expressing themselves, thinking critically, and self-reflecting. Participants will learn ways to amplify youth voice, guide youth in self-correction and self-reflection, and facilitate better youth-to-youth discussions	January March	Online Course	Program Director/Site Coordinator and direct service staff
Applying Homework Assistance Strategies Project RISE	Direct service staff engage in a series of activities designed to encourage the practice of skills learned in the Introduction of Homework Assistance training. Participants will practice how to apply evidence-based strategies to solve common issues, such as children struggling with homework assignments, low motivation to complete homework, and helping staff managing homework time effectively.	January March	Online Course	Administration/ administrative staff and direct service staff administering tool
Count Me In: Teaching Children to Embrace Diversity AND *Inclusion Training	Learn fun, meaningful activities to do with your students to build their disability awareness, and encourage them to appreciate differences. Teaches staff, through the use of hands-on activities, how to build disability awareness and encourage children to appreciate differences.	April May	Live Training (In-person/ Virtual)	Program Director/Site Coordinator and direct service staff
Creating a Welcoming Environment for All Students	Problem solving based learning workshop focusing on the application of specific accommodation and adaptation strategies. Through individual case studies, participants learn to successfully adapt activities and materials to include all learners.	April May	Live Training (In-person/ Virtual)	Program Director/Site Coordinator and direct service staff

# Big Ideas Educational Services –Training Plan

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**Big Ideas Educational Services**  
**Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers**  
**Program Job Descriptions**

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### Position: Program Director

#### JOB REQUIREMENTS

- Bachelor Degree required; advanced education degree preferred.
- DCF Director Credentials, Preferred
- Teaching/school administration experience desired.
- Three (3) years experience in childcare management, Required
- Special certifications, i.e. CPR training, Required.
- Computer literacy; proficient with Microsoft Office (Word, Excel, PowerPoint), Knowledge of QuickBooks, Required
- Requires fingerprint/background check with district prior to start date. Clear level two background screening
- 1-2 years of childcare experience
- Experienced, skill leader and manager, capable of directing, motivating and developing staff;
- Ability to prioritize and handle multiple tasks effectively with little to no instruction

#### JOB PURPOSE

Responsible for monitoring the organizations business affairs. Evaluates and makes strategic decisions with supervision from the president and board of advisors and directors. Oversees the implementation of the programs budget, Manages the organizations relationships with outside services providers and monitor expenses. Seek partners monitors, finance department. Recruit, evaluate and hire staff and monitor data collection.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES

- Hire, train and be a motivating mentor to staff.
- Lead large group discussions to answer questions and remedy complaints.
- Create and nurture effective communication within the organization.
- Build a strong team through open communication and by collaborating on decision-making
- Initiate and set goals for programs based on the organization's strategic objectives.
- Plan programs from start to finish, including identifying processes, deadlines and milestones.
- Develop and approve operations and budgets.
- Discover ways to enhance efficiency and productivity of procedures and people
- Apply change, risk and resource management principles when needed
- Read reports prepared by managers to determine progress and issues
- Ensure program operations and activities adhere to legal guidelines and internal policies
- Keep President and Board of Directors informed with detailed and accurate reports or Presentations.
- Selecting and assigning team members to projects.
- Supervising program coordinator and direct staff through reports and meetings.
- Drafting reports on operations and plans for stakeholders.
- Acting as a liaison and spokesperson for the program.
- Determining new projects, programs, and initiatives for the organization's sustainability
- Resolve parents/staff questions/concerns about their child in a pleasant and accommodating demeanor
- \*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\*

**SKILLS AND KNOWLEDGE**

- Demonstrates the ability to lead people and get results through others.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful;
- Demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels.
- As unique situations present themselves, must be sensitive to company needs, employee goodwill, and the public image.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices.
- Has the ability to be courteous and professional when dealing with parents, children and other co-workers.
- Clear communication skills, strong organizational skills, and excellent interpersonal skills
- Model of pro-active integrity and ethics
- Trustworthy, timely and reliable

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**Employee Name:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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## Position: Program Coordinator

### JOB REQUIREMENTS

- Bachelor Degree required; advanced education degree preferred.
- DCF Staff Credentials, Preferred
- Teaching/school administration experience desired.
- Three (3) years experience in childcare management, Required
- Special certifications, i.e. Teaching Certificate, Reading endorsement, Preferred.
- Computer literacy; proficient with Microsoft Office (Word, Excel, PowerPoint), Knowledge of QuickBooks, Required
- Requires fingerprint/background check with district prior to start date. Clear level two background screening

### JOB PURPOSE

Responsible for overseeing daily implementation of enrichment activities, plan educational curriculum. plan daily lesson to align with day-school curriculum, monitor daily implementation of effective learning experiences. Foster relationships with members of the school community to ensure that students have adequate learning opportunities. collect and upload reporting data, oversee implementation of parent engagement activities. supervise site manager daily data systems.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

- Support in hiring, training and motivating staff.
- Lead large group discussions to answer questions and remedy complaints.
- Create and nurture effective communication within the organization.
- Build a strong team through open communication and by collaborating on decision-making
- Planning and coordination of program and program activities.
- Managing communication channels (media, social media, online registration, etc).
- Organization and scheduling of events, meetings and adult family member activities.
- Purchasing supplies and ensuring the proper use of supplies and technology (i.e. oversee inventory checks)
- Development of Academic mapping with day-school.
- Keeping up-to-date records and logs in all internal and external portal
- Recoring data points for all internal and external portal.
- Train, organize and lead Certified teacher instructors
- develops literacy, math, or science plans to be implemented at all grade levels.
- Guides teachers and teacher assistants in embedding instructional strategies,
- analyzes data related to student mastery,
- coordinates intervention and support for students.
- Assist teachers, students and parents to ensure academic success.
- Resolve parents/staff questions/concerns about their child in a pleasant and accommodating demeanor
- \*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\*

**SKILLS AND KNOWLEDGE**

- Experienced, skill leader and manager, capable of directing, motivating and developing staff;
- Ability to prioritize and handle multiple tasks effectively with little to no instruction
- Demonstrates the ability to lead people and get results through others.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful;
- Demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels.
- As unique situations present themselves, must be sensitive to company needs, employee goodwill, and th public image.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices.
- Has the ability to be courteous and professional when dealing with parents, children and other co-workers.
- Clear communication skills, strong organizational skills, and excellent interpersonal skills
- Model of pro-active interigerity and ethics
- Trustworthy, timely and reliable

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**employee Name:** \_\_\_\_\_

**employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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### Position: SITE MANAGER

#### JOB REQUIREMENTS

- Child Development Associate, CDA (Preferred)
- Three (3) years experience in childcare management and Staff Credential, Required
- Special certifications, i.e. CPR training, preferred.
- Computer literacy; proficient with Microsoft Office (Word, Excel, PowerPoint), Knowledge of QuickBooks preferred.
- Requires fingerprint/background check with district prior to start date.

#### JOB PURPOSE

Responsible for overseeing the maintenance of an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising staff and students during authorized before or after school programs in accordance with CSUSA policy and established school procedures.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES

- Oversees Day-to-Day Operations of Aftercare Program and summer program
- Oversees registration of students into program.
- Monitors staff and students.
- Oversees proper student check-in and dismissal procedures for After Care.
- Observes who enters and leaves child care area.
- Oversees and/or assists students with homework, passes out snacks and ensures safety on playground
- Ensures Proper Infrastructure of Aftercare Program AND Summer program
- Organizes and plans for age specific craft/entertainment programs, lessonplans for teachers and teacher assistants
- Assists in the organization and plans for Summer Camp Programs
- Submits reports and maintain records.
- Plans budget in coordination with Program Coordinator and Directors
- Ensures compliance to Budget.
- Maintains up to date data base of customers, senior management and funding reports

**\*\*MAY PERFORM OTHER DUTIES AS ASSIGNED\*\***

#### SKILLS AND KNOWLEDGE

- Demonstrates the ability to lead people and get results through others.
- Has the ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to company needs, employee goodwill, and the public image. Possesses strong customer and student orientation.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to implement best practices.
- Has the ability to be courteous and professional when dealing with parents, children and other co-workers.
- Possesses strong supervisory skills

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## DUTIES AND RESPONSIBILITIES: Position: Teacher

- Provide an engaging K-5 learning environment conducive to student success
- Actively build strong relationships with parents and families that foster trust, collaboration, and communication
- Differentiate instruction to reach all learners
- Establish and maintain a classroom atmosphere conducive to learning that is engaging and safe
- Create weekly lesson Plans, organize, and deliver appropriate lessons for assigned area(s) of responsibility, and submit lesson plans as requested
- Respond to cleaning requests quickly and with a professional manner
- Maintain direct supervision at all times to ensure student safety
- Direct and redirect students in an appropriate manner to maintain student safety
- Remain onsite with children from the ages of 5-12, from the time of arrival until dismissal
- Be able to follow schedules as it relates to enrichment activities (e.g. science and culture projects)
- Provide on-site training and redirection to Teacher Assistants as needed
- Work with other site staff in meeting student needs, and making the experience fun, innovative, and a learning process
- Be able to follow the chain of command as outlines in the staffhand book
- Participate in weekly and or monthly meetings with other site staff
- Create individualized behavior modification programs as needed
- Examine student assessment data to inform decision making and to guide and improve instruction
- Create quarterly review of student achievement to review with staff and parents
- Available to answer parents' questions and concerns about their child
- Monitor student safety during weekly field trips

## QUALIFICATIONS:

- FL Teacher Certificate
- An ability to exercise patience and support during students' learning process
- Clear level two background screening
- Successfully start Mandatory 40-hour Introductory Child-Care Training within 30 days of employment.
- Successfully complete the mandatory 40-hour Introductory Child-Care Training
- 1-2 years of teaching experience
- Ability to prioritize and handle multiple task effectively with little to no instruction
- Proven experience motivating and educating students to high levels of achievement
- Clear communication skills, strong organizational skills, and excellent interpersonal skills
- Model of pro-active interigerity and ethics
- Trustworthy, timely and reliable

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### **Teacher-Assistant**

#### **DUTIES AND RESPONSIBILITIES:**

- Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations that are engaging for K-5 students
- Deliver appropriate lessons for assigned area(s) of responsibility, and submit lesson plans as requested
- Maintain direct supervision at all times to ensure student safety
- Direct and redirect students in an appropriate manner to maintain student safety
- Remain onsite with children from the ages of 5-12, from the time of arrival until dismissal
- Teach the designated physical fitness, nutrition and social skills curriculum
- Spend time outdoors with students completing outdoor game tasks
- Be able to create and maintain a learning, engaging and safe environment.
- Be able to follow schedules as it relates to enrichment activities (e.g. science and culture projects)
- Lead and assist Teachers in both indoor and outdoor activities
- Work with other site staff in meeting student needs, and making the experience fun, innovative, and a learning process
- Be able to follow the chain of command as outlined in the staffhand book
- Participate in weekly and or monthly meetings with other site staff
- Available to answer parents' questions and concerns about their child

#### **QUALIFICATIONS:**

- High school diploma or Higher
- An ability to exercise patience and support during students' learning process
- Clear level Two background screening.
- Successfully complete the mandatory 40-hour Introductory Child-Care Training
- 1-2 years of childcare experience
- Ability to prioritize and handle multiple task effectively with little to no instruction
- Clear communication skills, strong organizational skills, and excellent interpersonal skills
- Is a positive and enthusiastic educator who believes in the potential in all children and motivates them to do their best each day
- Model of pro-active intergenerality and ethics
- Trustworthy, timely and reliable

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### **Position: Security Guard**

#### **DUTIES AND RESPONSIBILITIES:**

- Patrol School premises to prevent and detect signs of intrusion and ensure security of doors, windows, and gates
- Answer alarms and investigate disturbances
- Monitor and authorize entrance and departure of employees, visitors, and other persons to guard against theft and maintain security of premises
- Remain onsite with children and staff from the ages of 4-12, from the time of arrival until dismissal
- Be able to follow schedules as disseminated by site manager
- Work with other site staff in meeting student needs, and making the experience fun, innovative, and a learning process
- Be able to follow the chain of command as outlines in the staff hand book.
- Participate in weekly meetings with other site staff
- Call police or fire departments in cases of emergency, such as fire or presence of unauthorized persons. Circulate among visitors, patrons, and employees to preserve order and protect property
- Be available to answer parents' questions and concerns about their child in a pleasant and accommodating demeanor

#### **QUALIFICATIONS:**

- High school diploma or Higher
- Clear level two background screening
- 1-2 years of childcare experience
- Ability to prioritize and handle multiple tasks effectively with little to no instruction
- Clear communication skills, strong organizational skills, and excellent interpersonal skills
- Ability to exercise patience and support towards students
- Ability to build positive, deep relationships with students, parents and staff
- Model of pro-active integrity and ethics
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## Position: CUSTODIAN

### DUTIES AND RESPONSIBILITIES:

- Use cleaning supplies and equipment to keep the building looking clean and professional
- Respond to cleaning requests quickly and with a professional manner
- Adhere to the company's safety policies to create a safe work environment for everyone
- Adhere to all COVID-19 cleaning guidelines
- Perform routing cleaning tasks based on a schedule created by the site management team
- Be able to follow schedules as disseminated by site manager
- Request new cleaning supplies as needed
- Maintaining a thorough inventory of cleaning supplies and equipment
- Using equipment, commercial vacuums, floor buffers and carpet cleaners
- Collecting and taking out trash and recycling
- Cleaning toilets
- Cleaning cafeteria, food waste, spills
- Be able to follow the chain of command as outlines in the staff hand book.

### PHYSICAL DEMAND:

- Must be able to lift up to 75 lbs
- Capable of standing, walking, squatting, bending, kneeling, and reaching continuously throughout shift
- Capable of pushing/pulling a cart/trash cart up to 100 lbs. on concrete, tile and carpeted floors frequently
- Capable of pushing/pulling furniture 25 to 100 lbs occasionally
- Ability to communicate well with others required
- Handle Chemicals and bodily fluids

### QUALIFICATIONS:

- High school diploma or GED, preferred
- Clear level two background screening
- Ability to prioritize and handle multiple tasks effectively with little to no instruction
- Clear communication skills, strong organizational skills, and excellent interpersonal skills
- Ability to exercise patience and support towards students
- Ability to prioritize and handle multiple tasks effectively with little to no instruction
- Model of pro-active integrity and ethics
- Trustworthy, timely and reliable

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Date: \_\_\_\_\_



**Big Ideas Educational Services**  
**Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers**  
**Community Partners - Letters of Support**  
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Account Director of Instructional Coaching, Project Rise (Amy Gallup) ..... 19

**Volunteer -Based Support**

Chief, Miami Dade County Parks, Recreation and open Spaces (Eric Hansen) ..... 20-21

**Adult Family Member -Based Support**

Nutrition Program Leader, University of Florida (Karla P. Shelnett, PhD, RD) ..... 22

CEO, Vintage Financial Services, LLC. (Tanisha Penn) ..... 23

President and CEO, P-SWAP (Bridget McKinney) ..... 24

**Professional Development -Based Support**

CEO, MindWorks (Lynly A. Stephen) ..... 21

*Big Ideas “letters of Support” are provided in the order presented in the Request for Proposal (RFP).*

## 2022-23 21<sup>st</sup> CCLC Partners Table

Agency Name: BIG IDEAS EDUCATIONAL SERVICES, INC.		Big Ideas After School and Summer Camp Programs			
Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Commitment
<b>Miami-Dade County Public Schools (M-DCPS)</b> 1450 NE 2nd Ave # 912 Miami, FL	SD	In-kind	The lead agency will provide an affiliated agreement that ensures that Big Ideas may work within each of the selected schools; have access and support for daily afterschool snacks coordinated and provided by M-DCPC Department of Food and Nutrition; and a data sharing partnership agreement for afterschool participants that includes grades, attendance records, FSA and iReady assessment scores and end of the year assessments.	District—level support for implementation of 21 CCLC program in identified afterschool locations.	Yes Memorandum of Understanding (MOU)
<b>Miami-Dade County Public Schools (M-DCPS)</b> <b>Department of Food and Nutrition</b> 1450 NE 2nd Ave # 912 Miami, FL	SD	In-kind	The lead agency will provide an affiliated agreement that ensures that Big Ideas may work within each of the selected schools; have access and support for daily afterschool snacks coordinated and provided by M-DCPC Department of Food and Nutrition.	Meals for 100% of regularly participating students to increase focus and concentration through a healthy meal.	Yes
<b>Barbara Hawkins Elementary</b> 19010 NW 37 <sup>th</sup> Ave, Miami Gardens, FL	SD	In-kind	The school site will serve as a physical location and provide facility support for student and parent education and engagement activities.	Facilities, equipment, and staff support needed to implement and run the 21 CCLC program. Each school site will assist Big Ideas in afterschool recruitment of students and parents. In addition, the school will provide support and integrate its 500 role model and STEM programs into 21 CCLC as program enhancements.	Yes

<b>Golden Glades Elementary</b> 16520 NW 28 <sup>th</sup> Ave Opa-Locka, FL	SD	In-kind	The school site will serve as a physical location and provide facility support for student and parent education and engagement activities.	Facilities, equipment, and staff support needed to implement and run the 21 CCLC program. Each school site will assist Big Ideas in afterschool recruitment of students and parents.	Yes
<b>The Children's Trust</b> 3150 SW 3rd Ave, Miami, FL	CNT	In-kind	As the lead funder in Miami, The Children's Trust will assist Big Ideas in developing sustainability strategies and connecting Big Ideas with available opportunities. To ensure continued resources for student and families are available after funding ends.	<b>Non-monetary partnership.</b> The Trust provides funding, training and technical assistance to Big Ideas through an additional funding stream. Estimated Value: 250,000 total funded amount	Yes
<b>Jack and Jill of America, Inc. South Miami Chapter</b> P.O. Box 563421 Miami, FL	CBO	In-kind	Will assist Big Ideas in developing sustainability strategies and connecting Big Ideas with available opportunities.	<b>Non-monetary partnership.</b> The Jack and Jill Foundation supports Big Ideas' youth and families through adult education sessions that include financial literacy, investment planning, and first-time home buying classes. Estimated Value:10,000 total funded amount	Yes
<b>Headsprout</b> 127 Broadway Avenue East Suite 200 Seattle, WA	CBO	In-kind	Headsprout Learning A-Z is publisher of literacy-based curriculum and resources for K-6 English Language Arts and Science and provides resources, for use with their after school programs.  Big Ideas will receive a reduce rate for Foundations A-Z, online platform because of our partnership with Learning A-Z Advisory Panel	<b>Partial funded partnership. Curriculum</b> Will provide online reading curriculum at all after school locations and provide additional support for parent night presentations.  /Estimated Value:1,050.00 total cost of products for one year.	Yes
<b>Florida International University Reading Explorers</b> 11200 SW 8 <sup>th</sup> Street, AHC-1 Room 140, Miami, FL	CU	In-kind	A Children's Trust funded organization, offers students in grades K-5 with afterschool literacy coaching and consultation	<b>Non-monetary partnership.</b> Will provide free curriculum support and small group intervention support to	Yes

			to Big Ideas staff during afterschool and summer programming.	struggling readers at each school location site. Estimated Value: 10,000 for annual training 6-10 certified teacher.	
<b>Project RISE</b> Nova Southeastern University, College of Psychology 3301 College Ave, Ft. Lauderdale, FL	CU	In-kind	Project RISE offers Children's Trust-funded Youth After-school Programs with training and technical support in program outcomes and youth development strategies.	<b>Non-monetary partnership.</b> Will provide free staff development and onsite monitoring and training to all staff to ensure program fidelity. Estimated Value: 20,000 for annual training of 15-20 staff	
<b>Fit2Lead</b> 10901 SW 24 St, Miami, FL	CNT	In-kind	This park-based afterschool resilience program will provide high school volunteers to assist Big Ideas with program delivery and serve as role-models to young elementary students.	<b>Non-monetary partnership Volunteer.</b> Fit2Lead recruits and secures volunteers, paid by Miami Dade County Department of Parks, Recreation and Open Spaces (MDPROS). In return, Big Ideas provides student volunteers with workplace skills. Estimated Value: 11,570.00 3 volunteers after school and summer 3 hours each day.	Yes
<b>University of Florida/Institute of Food and Agricultural Sciences (UF/IFAS) Extension Family Nutrition Program (FNP)</b> 2046 NE Waldo Rd., Suite 3156 Gainesville, FL	CU	In-kind	Through its local branch in Miami, the University provides free nutrition resources to promote healthy eating and physical activity.	<b>Non-monetary partnership.</b> UF will provide students and parents with virtual and in-person sessions that include cooking demonstrations and topics about meal planning, grocery shopping on a budget, understanding nutrition fact labels and food safety. Estimated Value:10,000 for 6 family classes and 2 6wk student classes.	Yes

<p><b>Vintage Financial Services, LLC</b></p>	<p>CBO</p>	<p>In-kind</p>	<p><b>Vintage Financial Services, LLC</b>          Licensed Bankers will assist Big Ideas in developing sustainability strategies and connecting Big Ideas with available opportunities.</p>	<p><b>Non-monetary partnership Training.</b>          As in-kind support, Vintage Financial Services, LLC will host free financial education classes to 21 CCLC parents and community members that include financial literacy, investment planning, and first-time home buying classes.          Estimated Value: 2,000.00 total of 4 classes.</p>	<p>Yes</p>
<p><b>PSWAP Mentorship and Swim Organization</b></p>	<p>CBO</p>	<p>In-kind</p>	<p>PSWAP provides resources to underserved children who would not have the opportunity to learn to swim. PSWAP also provides students with mentorships from professionals within the community.</p>	<p><b>Partial Monetary Partnership Training.</b>          PSAWP will provide water safety classes for students and their families in summer programming. PSWAP provides FREE Swim Classes for families that successfully complete PSWAP Courses for up to 5 families          Estimated Value: 750.00 total amount for family swim classes</p>	<p>Yes</p>
<p><b>Mindworks Resources</b>          P.O. Box 2771 Cappell, TX 75019</p>	<p>CBO</p>	<p>In-kind</p>	<p>Mindworks is utilized whole group curriculum for Project Based Lessons(PBL) to reinforce Reading, Math, and Science to students.</p> <p>Mindworks Supports Big Ideas by continuing to provide training and technical assistance needed to deliver PBL lessons.</p>	<p><b>Partial Monetary partnership Training</b>          Mindworks will provide training and technical assistance needed to deliver PBL lessons to Big Ideas certified teachers</p> <p>Estimated Value: 1,500.00 for 10hrs. of training for 6 teachers.</p>	<p>Yes</p>





# Miami-Dade County Public Schools

*giving our students the world*

*Superintendent of Schools*  
*Dr. Jose L. Dotres*

*Miami-Dade County School Board*  
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*Dr. Steve Gallon III, Vice Chair*  
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*Christi Fraga*  
*Dr. Lubby Navarro*  
*Dr. Marta Pérez*  
*Mari Tere Rojas*  
*Luisa Santos*

March 17, 2022

Ms. Kimberly Berry, Chief  
Bureau of Family and Community Outreach  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

Dear Ms. Berry:

On behalf of Miami Dade County Public School (M-DCPS), I am pleased to provide this letter in support of Big Ideas Educational Services' (B.I.E.S.) proposal to the Florida Department of Education's Nita M. Lowey 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) grant program.

Under the proposed program, B.I.E.S. will offer literacy and other educational services to the families of participating children. M-DCPS will provide host sites/physical locations for the 21<sup>st</sup> CCLC afterschool and summer programming offered by B.I.E.S. at Barbara Hawkins Elementary School, Crestview Elementary School, and Golden Glades Elementary School. The program provides students with a broad range of enrichment activities that can complement their regular academic programs.

Please accept this letter as evidence of M-DCPS' partnership with and support for B.I.E.S. as it seeks to expand its afterschool and summer enrichment program. We encourage you to consider funding this proposal.

Sincerely,

Dr. Jose L. Dotres  
Superintendent of Schools

JLD:mcp  
L107

# DEPARTMENT OF FOOD AND NUTRITION

## MEMORANDUM

REVISED – October 22, 2021  
PP-2021#009  
786-275-0400

TO: Food Service Managers/Satellite Assistants

FROM: Patricia Prida, Executive Director  
Department of Food and Nutrition

SUBJECT: **BIG IDEAS EDUCATIONAL SERVICES, INC. REIMBURSABLE AFTER SCHOOL MEALS PROGRAM 2021-2022**

Please be advised that you will be serving the Reimbursable After School Meals Program to Big Ideas Educational Services, Inc. through the Department of Health Child Care Food Program.

1. The menu is scheduled and can be found at [nutrition.dadeschools.net](http://nutrition.dadeschools.net). If you are unable to serve the scheduled menu, you must make a substitution. Please ensure the menu you serve contains all the components below:
  - a. 2 oz. meat/meat alternate
  - b. 1 bread serving
  - c. 1 fruit (1/4 cup minimum) \*
  - d. 1 vegetable (1/2 cup)
  - e. 1 milk (8 ounces)

\* A fruit may be substituted with a different vegetable. Two fruits CANNOT be served.

2. Request for Snacks/After School Meals form [FM-3932](#):
  - a. Every Friday, the after school care manager should scan and email the signed Request for Snacks/After School Meals form [FM-3932](#) which indicates the approximate number of meals requested for the following week.
  - b. The food service manager/satellite assistant must maintain a copy on file, and the after school care manager must maintain the original.
  - c. Every day prior to 1:00 PM, the after school care manager will notify the food service manager/satellite assistant of the exact number of meals needed for that day. The food service manager/satellite assistant will adjust the number of meals accordingly.
3. Verification of Snacks/Meals Ordered, Received and Served form [FM-0943](#):
  - a. On a daily basis upon receipt of the meals, the after school care manager must verify that the number of meals received is equal to the number of meals ordered. He/She must then record the number of meals received in the "Quantity Received" column. He/She must scan and email the signed Verification of Snacks/Meals Ordered, Received and Served form [FM-0943](#) to the food service manager/satellite assistant.
  - b. The food service manager/satellite assistant must maintain a copy on file, and the after school care manager must maintain the original.

4. Proper Distribution of Meals:

- a. Each student must be served ALL meal components of the scheduled menu as a unit. All meals must be served in an organized manner:
  - i. Students may line up to receive the meal **OR**
  - ii. Meals can be served from the cart(s) to each student at their table.
- b. Activity leaders are to utilize the Snacks/After School Meals Roster FM-6118 to account for the meals. This form must be completed daily. The following instructions appear on this form:
  - i. Student attendance is to be noted in the "A" column with an "X" for present or an "A" for absent.
  - ii. As the student receives the meal, the student's name is marked off in the "S" column with a "1" if meal was received, or a "0" if a meal was not received.
- c. The person distributing the meals must be sure that the student receiving the meal is being marked on the roster.
- d. When a hot item is to be served as part of the after school meal (e.g. grilled cheese, chicken patty sandwich):
  - i. Place hot item in individually wrapped foil bags.
  - ii. Place wrapped hot items in a conveyor, or stadium bag for activity leaders/after school care manager to pick up.
  - iii. The activity leaders are to serve the hot item along with the remaining cold items at the same time.
- e. After school care staff is responsible for both the distribution of meals and the clean-up of the area where the meals are served.
- f. On a daily basis, after all students have been served their meal, the activity leaders must tally up the totals from the roster. A completed and signed copy of the Snack/After School Meals Roster FM-6118 must be scanned and emailed to the food service manager prior to leaving that day.

**Note:** Any revisions made by the after school care program must be communicated to the food service manager/satellite assistant. Any changes must appear on the revised Verification of Snacks/Meals Ordered, Received and Served form FM-0943 and Snacks/After school Meals Roster FM-6118 as applicable and must be scanned and emailed to the food service manager/satellite assistant.

- g. The following day upon receipt of the scanned and emailed Snacks/After School Meals Roster FM-6118, the manager/satellite assistant will confirm the amount of meals served and leftover. The manager/satellite assistant must count the number of meals served to each student (number of "1"s) and check totals recorded. The number of leftover meals is determined by subtracting the number of meals served from the number of meals received by the program. The manager/satellite assistant must sign on the "Verified By" line.

- h. The manager/satellite assistant must record the counts on the Verification of Snacks/Meals Ordered, Received and Served form FM-0943.
  - i. The food service manager/satellite assistant and after school care manager must maintain their copies on file.
  - j. The food service manager/satellite assistant will not accept the return of meals not served. The after school care program will be charged for all meals not served (leftovers) once they have been provided to the program.
5. Every morning after breakfast service, the food service manager/satellite assistant will enter the after school meal counts in the POS using the counts from the Verification of Snack/Meals Ordered, Receive and Served form FM-0943:
- a. Enter the amount of after school meals served the day before in the POS as follows:
    1. Enter Office Time
    2. Click Supl. Session
    3. Click on Snack Serving ON/OFF
    4. Enter serving date (should be previous date)
    5. Click OK
    6. Click Graphic POS
    7. Click 9 Pin
    8. Enter the number of meals served to students (yellow keys); this is the quantity of meals served as recorded on the Verification of Snack/Meals Ordered, Received and Served form FM-0943.
    9. On the graphic POS click the key labeled BISØ (5064) for after school meals served to the students.
    10. Enter the number of meals not served to students (yellow keys) this is the quantity of leftover meals as recorded on the Verification of Snacks/Meals Ordered, Received and Served form FM-0943.
    11. On the graphic POS click the key labeled BISP (5065) for meals that cannot be claimed.
    12. Click Bulk
    13. Click Subtotal
    14. Click Total
    15. Click Next
    16. Click Close
    17. Click Supl. Session
    18. Click Day End for Supl. Session
    19. Click Ok
    20. Click File Transfer
    21. Click Start Download
    22. Click Ok

Attached you will find the list of schools serving after school meals to Big Ideas Educational Services, Inc. under the Department of Health Child Care Food Program.

The food service manager/satellite assistant and after school care manager should each complete the **Acknowledgment of Procedures for After School Reimbursable Meals Program form**. Once the form is completed and signed, the food service manager/satellite assistant must scan and email it to the assigned region food service supervisor.

Thank you for your attention and cooperation. Should you have additional questions please contact me.

PP:pi

Attachments

cc: Ms. Penny Parham  
Selected Principals  
After School Care Program/Agency Staff  
9025 Administrative Staff  
Food Service Accounting Staff

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
DEPARTMENT OF FOOD AND NUTRITION  
BIG IDEAS EDUCATIONAL SERVICES, INC.  
AFTER SCHOOL MEALS REIMBURSABLE PROGRAM  
2021 - 2022**

<u>Loc#</u>	<u>School Name</u>	<u>Enrollment</u>	<u>Starting Date</u>	<u>What days of the week is service requested?</u>
1161	Crestview EI	40	11/1/21	Monday-Friday
2821	Lakeview EI	75	8/23/21	Monday-Friday
3041	Lorah Park EI	75	8/23/21	Monday-Friday
3781	Barbara Hawkins EI	75	8/23/21	Monday-Friday



**Superintendent of Schools**  
Dr. Jose L. Dotres

**Miami-Dade County School Board**  
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Christi Fraga  
Dr. Lubby Navarro  
Dr. Marta Pérez  
Mari Tere Rojas  
Luisa Santos

March 5, 2022

Kimberly Berry  
Chief, Bureau of Family and Community Outreach  
325 West Gaines Street  
Tallahassee, Florida 32399

Dear Ms. Kimberly Berry:

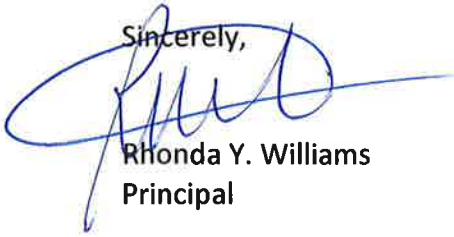
On behalf of Barbara Hawkins Elementary School, located at 19010 NW 37th Ave, Miami Gardens, FL 33056, I would like to provide this letter of commitment to Big Ideas Educational Services for the submission of your proposal for the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant.

Our school is currently a recipient of 21<sup>st</sup> CCLC programming, serving 75 students. However, in Summer 2022, 21<sup>st</sup> CCLC programming will end, leaving a gap in viable, education-focused afterschool activities for our students. The opportunity to continue a 21<sup>st</sup> CCLC partnership with Big Ideas would greatly benefit our students by continuing programming for grades Pre-K to 5. For over 12 years, Big Ideas has offered consistent enriching experiences for young learners with the highest need for academic assistance and has successfully operated 21<sup>st</sup> CCLC programs since 2015. We are confident that this opportunity will further build on the academic outcomes for students at our school.

As an on-site school partner, Barbara Hawkins Elementary will commit to hosting a 21<sup>st</sup> CLCC that will run for the duration of the program performance period, from August 1, 2022 to July 31, 2026. In partnership with Big Ideas, the school will operate during out-of-school hours Monday-Friday and a six-week Summer Program that will serve an anticipated 105 students with 21<sup>st</sup> CCLC educational and enrichment activities that reinforce and complement the regular academic program. This collaboration will ensure that high-need students and families are supported in meeting state standards through activities that focus on Literacy, STEM, cultural arts, nutrition and fitness and provide opportunities for parent education and engagement. In return, the school administration will conduct program monitoring to ensure service implementation and fidelity, support Big Ideas in conflict resolutions and/or behavioral issues among students, parents, and staff, and serve as a physical site and provide facility support for parent education and engagement activities.

We are excited to continue to bring this opportunity to our school, reaching families and our school community to empower elementary students to become life-long learners.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Rhonda Y. Williams', with a large, sweeping flourish extending to the right.

Rhonda Y. Williams  
Principal





# Miami-Dade County Public Schools

*giving our students the world*

**Superintendent of Schools**  
Dr. José L. Dotres

**Miami-Dade County School Board**  
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Luisa Santos

March 5, 2022

Ms. Martha Harrell  
President  
Big Ideas Educational Services, Inc.  
2940 NW 213<sup>th</sup> Street  
Miami Gardens, FL 33056-1141

Dear Martha:

On behalf of Golden Glades Elementary School, located at 16520 NW 28th Ave, Opa-locka, FL 33054, I would like to provide this letter of commitment to Big Ideas Educational Services for the submission of your proposal for the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21 CCLC) grant.

Our school is a currently a recipient of 21 CCLC programming, servicing 50 students from 2<sup>nd</sup> -5<sup>th</sup> grade. However in summer 2022, 21 CCLC programming will end, leaving a gap in viable, education-focused afterschool opportunities for our students. The opportunity to partner with Big Ideas would greatly benefit our students by continuing programming and introducing 21 CCLC to grades Pre-K to K, in addition to serving 2<sup>nd</sup>-5<sup>th</sup> graders. For over 12 years, Big Ideas has offered consistent enriching experiences for young learners with the highest need for academic assistance and has successfully operated 21 CCLC programs since 2015. We are confident that this opportunity will further build on the academic outcomes for students at our school.

As an on-site school partner, Golden Glades Elementary will commit to hosting a 21 CLCC that will run for the duration of the program performance period, from August 1, 2022 to July 31, 2026. In partnership with Big Ideas, the school will operate during out-of-school hours Monday-Friday and six week summer program that will serve an anticipated 186 students with 21st CCLC educational and enrichment activities that reinforce and complement the regular academic program. This collaboration will ensure that high-need students and families are supported in meeting state standards through activities that focus on Literacy, STEM, cultural arts, nutrition and fitness and provide opportunities for parent education and engagement. In return, the school will participate in actively retaining students in the program, support students' behavioral needs, provide and identify a staff liaison and additional staff, as needed to support the program, and commit to being a part of the 21 CCLC advisory committee.

We are excited to bring this opportunity to our school, reaching more students and families to create life-long learning experiences.

Sincerely,

  
Jeff Rateau,  
Principal

Golden Glades Elementary School • 16520 NW 28th Ave • Opa-Locka, Florida 33054  
305-624-9641 • [www.goldengladeselementary.net](http://www.goldengladeselementary.net)



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Legal Counsel

March 23, 2022

Kimberly Berry

Chief, Bureau of Family and Community Outreach

Nita M. Lowey 21st Century Community Learning Centers

325 West Gaines Street

Tallahassee, Florida 32399

Dear Ms. Berry:

On behalf of The Children's Trust, this letter of recommendation supports Big Ideas Educational Services' grant application to the Nita M. Lowey 21st Century Community Learning Centers (21 CCLC) for high-need K-5 students' academic enrichment their families in Miami Dade County. Through the 21 CCLC, Big Ideas will implement out-of-school programming and summer activities to support the academic and personal development of students who are creative, explorative, and life-long learners. Big Ideas will also provide wraparound support to parents and caregivers, emphasizing an appreciation for youth and adult education and connecting parents to additional educational tools and support. Parents will also be encouraged to participate in students' cultural arts lessons and activities that focus on students' resiliency.

The Children's Trust is a dedicated source of revenue derived from property taxes, established by a voter referendum in 2002. Our mission is to partner with the community to plan, advocate for, and fund strategic investments that improve the lives of all children and families in Miami-Dade County. We envision a community that works together to provide the essential foundations to enable every child to achieve their full potential. We fund Big Ideas at Lakeview Elementary and Crestview Elementary Schools, which strengthens students' reading gains, builds support for families through the Advocacy Network on Disabilities, and bolsters Big Idea's organizational capacity.

As the lead funder of services for children and families in Miami-Dade County, The Children's Trust has solidified many relationships with donors and community organizations. Through external resources such as funding, training, and technical assistance, we are committed to assisting Big Ideas in developing strategies for sustainability and connecting Big Ideas with additional funding opportunities to ensure continued resources for students and families are available after funding ends.

We enthusiastically support Big Ideas' application for funding in Miami-Dade County. I appreciate your consideration.

Sincerely,

A handwritten signature in blue ink that reads "James R. Haj". The signature is written in a cursive style with a large initial "J" and "H".

James R. Haj  
President and CEO



*Jack and Jill of America, Inc.*

*South Miami Chapter*

*P.O. Box 563421*

*Miami, FL 33256*

March 15, 2022

Kimberly Berry  
Chief, Bureau of Family and Community Outreach  
325 West Gaines Street  
Tallahassee, Florida 32399

Dear Ms. Berry:

On behalf of the Jack and Jill of America, Inc. South Miami Chapter, this letter of recommendation supports Big Ideas Educational Services' grant application to the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), for the academic enrichment of high-need K-5 students and their families in Miami Dade County. Through the 21st CCLC, Big Ideas will implement out-of-school programming and summer activities to support the academic and personal development of students who are creative, explorative, and life-long learners. Big Ideas will also provide wraparound support to parents and caregivers that emphasizes an appreciation for youth and adult education, and connects parents to additional educational tools and support. Parents will also be encouraged to participate in students' cultural arts lessons and activities that focus on students' resiliency.

Big Ideas receives funding from the Jack and Jill Foundation to support youth and families through adult education sessions that include financial literacy, investment planning, and first-time home buying classes. The Jack and Jill Foundation of America invests in services, programs, and organizations that focus on impacting the underlying issues affecting African American children and families. Our local chapter identifies education as one of our foundational priorities and recognizes Big Ideas' leadership in providing enrichment activities that reinforce the academic outcomes of some of the most vulnerable students in Miami-Dade County. Through relationships that we have built over the years with organizations and donors throughout the region, the South Miami Chapter is committed to assisting Big Ideas in developing strategies for sustainability by connecting Big Ideas with additional funding opportunities and community partners to ensure continued resources and services for students and families after funding ends. We look forward to continuing our partnership with Big Ideas and enthusiastically support their application for funding in the state of Florida. Thank you for your consideration.

Sincerely,

*Tyrisa Cleby*  
Foundation Chair



Learning A-Z

March 22, 2022

Kimberly Berry  
Chief, Bureau of Family and Community Outreach  
325 West Gaines Street  
Tallahassee, Florida 32399

Dear Ms. Berry:

It is with great pleasure that Learning A-Z supports Big Ideas Educational Services, Inc.'s grant application to the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), offering students in grades K-5 and their families with opportunities for literacy and related educational development in Miami Dade County. Through the 21st CCLC, Big Ideas will implement out-of-school programming and summer activities to support the academic and personal development of students who are creative, explorative, and life-long learners. Big Ideas will also provide wraparound support to parents and caregivers that emphasizes an appreciation for youth and adult education and connects parents to additional educational tools and support.

Learning A-Z is publisher of literacy-based resources for K-6 English Language Arts and Science, committed to providing intentionally designed literacy solutions that meet the needs of all students in Grades K-5. Through instructional materials and resources that align with current research-based best practices, including systematic foundational skills instruction, Florida standards alignment, and content-area knowledge building, Learning A-Z solutions maximize educators' core instruction to strengthen students' literacy proficiency. We believe education is the cornerstone of change, and we are committed to providing culturally responsive resources that serve teachers, students, and families of all backgrounds and ethnicities in classrooms and homes around the globe.

Big Ideas has been an active and engaged partner with Learning A-Z for several years. Big Ideas currently subscribes to our Headsprout and Raz-Plus literacy resources, for use with their after school programs at Barbara Hawkins Elementary, Lorah Park Elementary and Lakeview Elementary Schools to help students improve their reading proficiency and practice reading at their independent level. Big Ideas' President, Mary Harrell is a valued member of the Learning A-Z Headsprout/Foundations A-Z Advisory Board, where she provides consultation and feedback about how her organization currently uses the product, including data usage, and training needs.

We are honored to qualitatively support the Big Ideas application for funding in the state of Florida by continuing to provide teacher training for Big Ideas' after school literacy program and parent night presentations. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads 'Maureen Miller'.

Maureen Miller, on behalf of Learning A-Z  
South Florida Account Executive

Cc:

Craig Burin  
Southeast Region Manager, Learning A-Z



February 28, 2022

Kimberly Berry  
Chief, Bureau of Family and Community Outreach  
325 West Gaines Street  
Tallahassee, Florida 32399

Dear Ms. Berry:

It is with great pleasure that Florida International University's Reading Explorers Program supports Big Ideas Educational Services, Inc. in their pursuit of expanding funding to offer students in grades K through 5 and their families with opportunities for literacy and related educational development. Through funding from The Children's Trust, Reading Explorers offers after-school literacy coaching and consultation to Big Ideas program staff during the school-year and, in the summer time, provides small-group intervention to readers reading below grade level who are entering kindergarten through 2<sup>nd</sup> grades and enrolled in our summer camps. Together with Big Ideas, we have promoted literacy growth by working on integrating effective literacy practices into both whole group and differentiated literacy instruction.

We support Big Ideas in applying for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant and are confident that their programming with this enhanced funding will further reinforce the academic outcomes of students in Miami-Dade County. For over 12 years, Big Ideas has offered consistent enriching experiences for young learners with the highest need for academic assistance and has successfully operated 21 CCLC programs since 2015. We are thrilled for Big Ideas to receive the opportunity to integrate the literacy resources, progress monitoring tools, and program feedback we've shared as they plan to grow out-of-school programming in our community to help improve fluency and comprehension among K-5 students in Miami-Dade County.

We look forward to continuing to work with Big Ideas as they empower K-5 readers in life-long learning and support their expansion into additional schools and service areas.

Sincerely,

Katie C. Hart, Ph.D.

Associate Professor, Licensed Psychologist (FL PY 9534)  
Program Director, Reading Explorers Program



<http://ccf.fiu.edu>

11200 SW 8<sup>th</sup> Street, AHC-1, Room 140  
Miami, Florida 2199



Generously Funded by  
The Children's Trust  
in Partnership with  
Nova Southeastern University



March 4, 2022

Mary and Martha Harrell  
Big Ideas Educational Services, Inc.  
2940 NW 213TH ST  
Miami Gardens, FL 33056-1141

RE: Letter of Support – Big Ideas

Please accept this letter as recognition of Project RISE's support for Big Ideas Educational Services, Inc. in their pursuit of the 21<sup>st</sup> CCLC grant to further their reach by adding additional sites while they continue offering quality after-school programming to the children in their communities. Offering engaging enrichment opportunities and building relationships with children and their families, Big Ideas' programming contributes to the development and success of the young people within the communities they serve.

Through funding from The Children's Trust, Project RISE has offered training, individual and group coaching to both the site coordinators and direct service staff at all their current sites. We have found everyone at Big Idea to have a commitment to continued growth that is admirable. Project RISE has been honored to co-create professional development goals that will enable the staff to continue to develop their capacity to best meet the needs and interests of the children in their program for years to come.

Project RISE looks forward to continuing to work with Big Ideas as they develop their staff into empowered and empathetic leaders who create meaningful learning opportunities for the children in their program. It is our pleasure to support their expansion into additional schools and service areas.

Sincerely,

*Amy Gallup*  
Amy Gallup  
Associate Director of Instructional Coaching  
Project RISE



miamidade.gov

**Miami-Dade County Parks,  
Recreation and Open  
Spaces Department**

275 N.W. 2 Street Suite 434  
Miami, Florida 33128  
T 305-755-7964

March 10, 2022

Kimberly Berry  
Chief, Bureau of Family and Community Outreach  
325 West Gaines Street  
Tallahassee, Florida 32399

Dear Ms. Berry:

It is with great pleasure that I support Big Ideas Educational Services, Inc.'s grant application to the Nita M. Lowey 21st Century Community Learning Centers (21 CCLC), offering students in grades K-5 and their families with opportunities for literacy and related educational development in Miami Dade County. Through the 21 CCLC, Big Ideas will implement out-of-school programming and summer activities to support the academic and personal development of students who are creative, explorative, and life-long learners. Big Ideas will also provide wraparound support to parents and caregivers that emphasizes an appreciation for youth and adult education and connects parents to additional educational tools and support.

As Chief of Recreation Programs and Services for the Miami-Dade County Parks, Recreation and Open Spaces Department, I oversee the Fit2Lead Internship program. Fit2Lead is an evidence-based resilience and job program in Miami-Dade County (MDC), Florida that provides daily mental/emotional/physical health and wellness activities and communication/problem-solving skills training for at-risk youth. Initiated in 2016 by multiagency partners, including Miami Dade County Department of Parks, Recreation and Open Spaces (MDPROS), Juvenile Services Department, Public Schools, and Police Department as part of the Mayor's Roundtable on Youth Community Safety, results demonstrate a strong relationship between Fit2Lead implementation among at-risk youth and reductions in neighborhood youth violence.

As a part of the program, Fit2Lead provides internships to ambitious high school students, ages 15-19, at each 21 CCLC school location and is committed to continuing this support during the 2022-26 funding cycle. Fit2Lead's interns are anxious to learn and support Big Ideas' students and staff in daily 21 CCLC activities. This relationship is mutually beneficial as volunteers assist Big Ideas with program deliverables and serve as role-models to young elementary students. In return, Big Ideas cultivates an environment for hands-on learning that not only supports students' work history; it also provides the opportunity for high school students to develop workplace skills that will serve them for life.



We are honored to support Big Ideas' application for funding in the state of Florida. Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Eric Hansen', is written over the word 'Sincerely,'.

Eric Hansen, Chief  
Recreation Programs and Services  
Miami-Dade County Parks, Recreation and Open Spaces  
275 NW 2<sup>nd</sup> Street Suite 424  
Miami, Florida 33128



UF/IFAS Extension  
Family Nutrition Program  
Miami-Dade County

3028 McCarty Hall D  
PO Box 110310  
Gainesville, FL 32611-0310  
Phone: 352-273-3535  
Fax: 352-392-2333

April 1, 2022

Big Ideas Educational Services, Inc.  
7971 Rivera Blvd  
Miramar, FL 33023

Dear Mary Harrell, Program Coordinator,

The University of Florida/IFAS Extension Family Nutrition Program commits to participating in and supporting the 2022 Big Ideas Educational Services, Inc.'s grant application to the Nita M. Lowery 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC), offering students in grades k-5 and their families with opportunities for literacy and related educational development in Miami Dade County. As such, the below prospective "commitments" will adjust based on future examination and funding availability for our programs.

The UF/IFAS Extension Family Nutrition Program (FNP) is one implementing agency of the Florida component of the USDA's Supplemental Nutrition Assistance Program (SNAP-Ed). The goal of SNAP-Ed is to improve the likelihood that low-income individuals, including those eligible for SNAP, will make healthy food choices within a limited budget, become more physically active, and reduce time spent in sedentary behaviors as part of a healthy lifestyle.

The FNP is delivered through UF/IFAS Extension and is an annually renewable contract. UF/IFAS is a federal-state-county partnership dedicated to developing knowledge in agriculture, human and natural resources, and the life sciences, and enhancing and sustaining the quality of human life by making that information accessible. We are currently in a multi-year contract to provide SNAP-Ed throughout Florida, and in the process of applying for another multi-year contract that would begin October 2022. We have been continually funded for this project since 1996.

FNP will contribute to Big Ideas Educational Services, Inc. through September 2022.

Sincerely,

A handwritten signature in cursive script that reads 'Karla P. Shelnett'.

Karla P. Shelnett, PhD, RD  
Associate Professor and Extension Nutrition Specialist  
Nutrition Program Leader  
PI, FNP and EFNEP  
Department of Family, Youth, and Community Sciences  
University of Florida



March 15, 2022

Kimberly Berry  
Chief, Bureau of Family and Community Outreach  
325 West Gaines Street  
Tallahassee, Florida 32399

Dear Ms. Berry:

On behalf of Vintage Financial Services, LLC. This letter of recommendation supports Big Ideas Educational Services' grant application to the Nita M. Lowey 21st Century Community Learning Centers (21 CCLC), for the academic enrichment of high-need PreK-5 students and their families in Miami Dade County. Through the 21 CCLC, Big Ideas will implement out-of-school programming and summer activities to support the academic and personal development of students who are creative, explorative, and life-long learners. Big Ideas will also provide wraparound support to parents and caregivers that emphasizes an appreciation for youth and adult education, and connects parents to additional educational tools and support.

Vintage Financial Services, LLC is one of the largest diversified financial services institutions in the US, organized around its customers and communities for strong relationships and local delivery of retail and business banking. Vintage Financial Services, LLC has traditionally served customers throughout South Florida, expanding to Miami-Dade in 2021. At the core of our organizational culture, Vintage Financial Services, LLC is a leader in providing personal finance education and teaching Miami residents how to establish and maintain healthy financial habits.

As in-kind support, Vintage Financial Services, LLC will host free financial education classes to 21 CCLC parents and community members that include financial literacy, investment planning, and first-time home buying classes. Vintage Financial Services, LLC is also committed to assisting Big Ideas in developing its sustainability by connecting Big Ideas with potential funding opportunities and community partners to ensure continued resources and services for students and families after funding ends.

We look forward to continuing our partnership with Big Ideas and enthusiastically supports their application for funding in the state of Florida. Thank you for your consideration.

Sincerely,



Licensed Banker





March 15, 2022

Kimberly Berry  
Chief, Bureau of Family and Community Outreach  
325 West Gaines Street  
Tallahassee, Florida 32399

Dear Ms. Berry:

It is with great pleasure that PSAWP supports Big Ideas Educational Services, Inc.'s grant application to the Nita M. Lowey 21st Century Community Learning Centers (21 CCLC), offering students in grades K-5 and their families with opportunities for educational development in Miami Dade County. Through the 21 CCLC, Big Ideas will implement out-of-school programming and summer activities to support the academic and personal development of students who are creative, explorative, and life-long learners. Big Ideas will also provide wraparound support to parents and caregivers that emphasizes an appreciation for youth and adult education and connects parents to additional educational tools and support.

As part of Big Ideas' summer programming, PSWAP Mentorship and Swim Organization works in partnership with the cities of Opa-Locka and Miami Gardens parks and Recreation, Black Nurses Association, and American Red Cross to address the hazards of pools, swimming areas, beaches and other bodies of water that can pose drowning risks, especially for children that do not know how to swim. The mission of the PSWAP Mentorship and Swim Organization is to TIE (Train-Inform-Educate) community youth by providing resources to underserved children between the ages of 1 to 18 years who otherwise would not have the opportunity to learn to swim. PSWAP also provides children with mentorships from professionals within our communities.

PSAWP supports Big Ideas' 21 CCLC students for summer water safety classes for our families as drowning is the 2<sup>nd</sup> leading cause of unintentional death for children ages 1-14 and for Black children, the fatal drowning rate is even higher. At the end of the program, each child will also be equipped with a life-jacket. We are committed to give students life skills in and out of the water, providing them with tools to be productive citizens. We are honored to support the Big Ideas application for funding in the state of Florida.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Bridget McKinney".

Bridget McKinney  
President and CEO



April 4, 2022

Kimberly Berry  
Chief, Bureau of Family and Community Outreach  
325 West Gaines Street  
Tallahassee, Florida 32399

Dear Ms. Berry:

It is with great pleasure that MindWorks Resources supports Big Ideas Educational Services, Inc.'s grant application to the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), offering students in grades K-5 and their families opportunities for enrichment in the subjects of literacy, math, science, and related educational development in Miami Dade County. Through the 21st CCLC, Big Ideas will implement out-of-school programming and summer activities to support the academic and personal development of students to develop creative, explorative, and life-long learners. Big Ideas will also provide wraparound support to parents and caregivers that emphasizes an appreciation for youth and adult education and connects parents to additional educational tools and support.

Big Ideas utilizes MindWorks as its curriculum for Project Based Lessons (PBL) to reinforce Reading, Math, and Science to students in Pre-K through 5th grade. The lessons are directly tied to the Common Core and the Florida State Standards. MindWorks' Science and Math components includes Robotics enrichment to support the implementation of STEM-based learning. Our programs have been developed to uncover students' potential and inspire their future by giving them opportunities to think, make and create, and use a wide variety of 21<sup>st</sup> Century Learning Skills while boosting their levels of critical thinking, creativity, and confidence.

We are honored to support Big Ideas' application for funding in the state of Florida by continuing to provide training and technical assistance needed to deliver PBL lessons. Thank you for your consideration.

Sincerely,

Lynly A. Stephen

CEO



**Big Ideas Educational Services**  
**Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers**  
**Program Team Letters of Commitment**  
**Big Ideas After-School and Summer Programs**

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**Superintendent of Schools**

Dr. Jose L. Dotres

April 12, 2022

Kimberly Berry

Bureau Chief, Bureau of Family and Community Outreach

325 West Gaines Street, Suite 1444

Tallahassee, Florida 32399

**Miami-Dade County School Board**

Perla Tabares Hantman, Chair

Dr. Steve Gallon III, Vice Chair

Lucia Baez-Geller

Dr. Dorothy Bendross-Mindingall

Christi Fraga

Dr. Lubby Navarro

Dr. Marta Pérez

Mari Tere Rojas

Luisa Santos

Dear Ms. Berry:

It is with great pride that I support Big Ideas Educational Services' Nita M. Lowey 21st Century Community Learning Centers (21 CCLC) funding application for communities in Miami Dade County. I believe in Big Ideas' vision to implement out-of-school programming and summer activities for the academic and personal development of students who are creative, explorative, and life-long learners.

I enthusiastically provide my support to Big Ideas, serving as a program planning member throughout the duration of the project. As a former principal and teacher at Barbara Hawkins Elementary, I saw the true impact of Big Ideas' 21CCLC programming and worked side by side with this organization to increase learning gains for students with afterschool and summer enrichment activities. Now, as the Administrative Director for the Division of Academic Support at Miami Dade Public School, my role is to lead program development and instructional strategies for the district. I serve as a collaborator—recognizing school and neighborhood disparities and connecting Big Ideas to new partners so that we may bridge the access gap for students in high-need geographic areas.

My involvement will include attending meetings (in-person or virtual) twice a year, engaging additional stakeholders, providing knowledge that determine and assess community and program needs, providing feedback on the design and implementation of program activities, discussing successes and challenges to ensure program fidelity that will refine and inform new strategies, and planning for sustainability as the program ends. I will also designate an additional liaison from the district to serve in my capacity, in my absence.

During the development of the application, I met with Big Ideas and provided feedback through the assessment process. I also introduced Big Ideas to Liberty City Elementary, a school in a designated high-need area, connecting them to pursue a 21CCLC partnership. As a planning group member, I will continue to support Big Ideas' programming to ensure that our children, parents and community members receive quality programs and will assist with district-level support, as needed.

Sincerely,

Derek Negron

Administrative Director for the Division of Academic Support

Miami-Dade County Public Schools



**Superintendent of Schools**  
*Dr. Jose L. Dotres*

**Miami-Dade County School Board**  
*Perla Tabares Hantman, Chair*  
*Dr. Steve Gallon III, Vice Chair*  
*Lucia Baez-Geller*  
*Dr. Dorothy Bendross-Mindingall*  
*Christi Fraga*  
*Dr. Lubby Navarro*  
*Dr. Marta Pérez*  
*Mari Tere Rojas*  
*Luisa Santos*

April 21, 2022

Ms. Martha Harrell, President  
Big Ideas Educational Services, Inc.  
2940 NW 213<sup>th</sup> Street  
Miami Gardens, FL 33056-1141

Dear Ms. Harrell:

My name is Rhonda Williams, Principal of Barbara Hawkins Elementary School. As the principal, I would like to provide this letter of commitment to Big Ideas Educational Services for the submission of your proposal for the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant.

Our school is currently a recipient of the 21<sup>st</sup> CCLC programming, serving 75 students. However, in Summer 2022, 21<sup>st</sup> CCLC programming will end, leaving a gap in viable, education-focused afterschool activities for our students. The opportunity to continue a 21<sup>st</sup> CCLC partnership with Big Ideas would greatly benefit our students by continuing programming for grades Pre-K to 5. For over 12 years, Big Ideas has offered consistent enriching experiences for young learners with the highest need for academic assistance and has successfully operated 21<sup>st</sup> CCLC programs since 2015. We are confident that this opportunity will further build on the academic outcomes for students at our school.

As the Principal of Barbara Hawkins Elementary, I will commit to hosting a 21<sup>st</sup> CLCC that will run for the duration of the program performance period, from August 1, 2022 to July 31, 2026, serving an anticipated 75 students. In partnership with Big Ideas, I am committed to meeting quarterly with Big Ideas to discuss program challenges and successes and ensure that 21<sup>st</sup> CCLC educational and enrichment activities reinforce and complement the regular academic program.

This collaboration will ensure that high-need students and families are supported in meeting state standards through activities that focus on Literacy, STEM, cultural arts, nutrition and fitness and provide opportunities for parent education and engagement. In return, I will ensure that that the school will conduct program monitoring to ensure service implementation and fidelity, support Big Ideas in conflict resolutions or behavioral issues among students, parents, and staff, and serve as a physical site and provide facility support for parent education and engagement activities.



We are excited to continue to bring this opportunity to our school, reaching families and our school community to empower elementary students to become life-long learners.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Rhonda Williams', written over the word 'Sincerely,'.

Rhonda Williams  
Principal



# Miami-Dade County Public Schools

*giving our students the world*

## Superintendent of Schools

Dr. Jose L. Dotres

April 21, 2022

Ms. Martha Harrell  
President  
Big Ideas Educational Services, Inc.  
2940 NW 213<sup>th</sup> Street  
Miami Gardens, FL 33056-1141

## Miami-Dade County School Board

Perla Tabares Hantman, Chair  
Dr. Steve Gallon III, Vice Chair  
Lucia Baez-Geller  
Dr. Dorothy Bendross-Mindingall  
Christi Fraga  
Dr. Lubby Navarro  
Dr. Marta Pérez  
Mari Tere Rojas  
Luisa Santos

Dear Martha:

My name is Jeff Rateau, Principal of Golden Glades Elementary School. As the principal, I would like to provide this letter of commitment to Big Ideas Educational Services for the submission of your proposal for the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21 CCLC) grant.


Our school is currently a recipient of 21 CCLC programming, servicing 50 students from 2<sup>nd</sup> -5<sup>th</sup> grade. However in summer 2022, 21 CCLC programming will end, leaving a gap in viable, education-focused afterschool opportunities for our students. The opportunity to partner with Big Ideas would greatly benefit our students by continuing programming and introducing 21 CCLC to grades Pre-K to K, in addition to serving 2<sup>nd</sup>-5<sup>th</sup> graders. For over 12 years, Big Ideas has offered consistent enriching experiences for young learners with the highest need for academic assistance and has successfully operated 21 CCLC programs since 2015. We are confident that this opportunity will further build on the academic outcomes for students at our school.

As the principal of Golden Glades Elementary, I will commit to hosting a 21 CLCC that will run for the duration of the program performance period, from August 1, 2022 to July 31, 2026, serving an anticipated 186 students. In partnership with Big Ideas, I am committed to meeting quarterly with Big Ideas to discuss program challenges and successes and ensure that 21 CCLC educational and enrichment activities reinforce and complement the regular academic program.

This collaboration will ensure that high-need students and families are supported in meeting state standards through activities that focus on Literacy, STEM, cultural arts, nutrition and fitness and provide opportunities for parent education and engagement. In return, I will ensure that the school will participate in actively retaining students in the program, support students' behavioral needs, provide and identify a staff liaison and additional staff, as needed to support the program, and commit to being a part of the 21 CCLC advisory committee.

We are excited to bring this opportunity to our school, reaching more students and families to create life-long learning experiences.

Sincerely,

  
Jeff Rateau  
Principal

Golden Glades Elementary School • 16520 NW 28th Ave • Opa-Locka, Florida 33054  
305-624-9641 • [www.goldengladeselementary.net](http://www.goldengladeselementary.net)

FROM THE OFFICE OF

*Mayor Rodney Harris*



April 13, 2022

Kimberly Berry  
Bureau Chief, Bureau of Family  
and Community Outreach  
325 West Gaines Street, Suite 1444  
Tallahassee, FL 32399

Dear Ms. Berry:

It is with great pride that I support Big Ideas Educational Services' Nita M. Lowey 21st Century Community Learning Centers' (21 CCLC) funding application for communities in Miami-Dade County. I believe in Big Ideas' vision to implement out-of-school programming and summer activities for the academic and personal development of students who are creative, explorative, and life-long learners.

I enthusiastically provide my support to Big Ideas, as I have served as a program-planning member throughout the duration of the project. As mayor of the City of Miami Gardens, the third largest city in Miami-Dade County, my role is to serve as a voice to my constituents, advocating for residents, and offering programs and assistance to youth and families in Miami Gardens. Throughout my professional life I have focused on helping youth make better decisions to be productive members of our community—serving as a high school football coach, organizing a nonprofit support group and scholarship program for students, and becoming a founder of the Department of Juvenile Justice's "Success Through Empowerment Program" (STEP) mentoring program.

As a partner with Big Ideas, my office is excited to help bring innovative 21CCLC enrichment opportunities to 225 students in the heart of the community and provide wraparound support to parents and caregivers within the borders of Miami Gardens. My involvement will include attending meetings (in-person or virtual) twice a year, engaging additional stakeholders, providing knowledge that determines and assesses community and program needs, providing feedback on the design and implementation of program activities, discussing successes and challenges to ensure program fidelity that will refine and inform new strategies, and planning for sustainability as the program ends. I will also designate an additional liaison from my office to serve in my capacity, in my absence.

During the development of the application, Big Ideas met with and surveyed students, parents, and community members to assess community needs, at which my office provided feedback through this assessment process. In my role as a planning group member, I will continue to support Big Ideas' programming to ensure that our children, parents and community members receive quality programs every step of the way.

Sincerely,

A handwritten signature in black ink that reads "Rodney Harris". The signature is written in a cursive style.

Mayor Rodney Harris



18605 NW 27TH AVENUE  
MIAMI GARDENS, FL 33056

WWW.MIAMIGARDENS-FLGOV  
305-914-9170

May 3, 2022

Kimberly Berry  
Bureau Chief, Bureau of Family and Community Outreach  
325 West Gaines Street, Suite 1444  
Tallahassee, Florida 32399

Dear Ms. Berry:

It is with great pride that I support Big Ideas Educational Services' Nita M. Lowey 21st Century Community Learning Centers (21 CCLC) funding application for communities in Miami Dade County. I believe in Big Ideas' vision to implement out-of-school programming and summer activities for the academic and personal development of students who are creative, explorative, and life-long learners.

I, Tondaleau Buck will enthusiastically provide my support to Big Ideas, serving as a program planning member throughout the duration of the project. As a parent, whose child attends Barbara Hawkins Elementary, I have been an active participant in Big Ideas out-of-school program since 2015. I will continue to participate in Big Ideas' 21CCLC programming, my role is to serve as voice to parents in Miami Gardens, helping to bring exciting and innovative enrichment opportunities to students and provide wraparound support to parents and community members. I will serve as a parent advocate, as I personally had four students grow through Big Ideas' 21CCLC programming.

My involvement will include attending meetings (in-person or virtual) twice a year, engaging additional stakeholders, providing knowledge that determine and assess community and program needs, providing feedback on the design and implementation of program activities, discussing successes and challenges to ensure program fidelity that will refine and inform new strategies, and planning for sustainability as the program ends.

During the development of the application, Big Ideas met with and surveyed students, parents and community members to assess community needs, at which I provided feedback through this assessment process. In my role as planning group member, I will continue to support Big Ideas' programming to ensure that our children, parents and community members receive quality programs and serve as vested partner of the 21CCLC Advisory Board.

Sincerely,



Tondaleau Buck, Barbara Hawkins Elementary Parent Advocate

May 18, 2022

Kimberly Berry  
Bureau Chief, Bureau of Family and Community Outreach  
325 West Gaines Street, Suite 1444  
Tallahassee, Florida 32399

Dear Ms. Berry:

It is with great pride that I support Big Ideas Educational Services' Nita M. Lowey 21st Century Community Learning Centers (21 CCLC) funding application for communities in Miami Dade County. I believe in Big Ideas' vision to implement out-of-school programming and summer activities for the academic and personal development of students who are creative, explorative, and life-long learners.

I, Dorothy Singletary will enthusiastically provide my support to Big Ideas, serving as a program planning member throughout the duration of the project. As a parent, whose child attends Golden Glades Elementary, I am excited to participate in Big Ideas' 21CCLC programming, my role is to serve as voice to parents in Miami Gardens, helping to bring exciting and innovative enrichment opportunities to students and provide wraparound support to parents and community members. I will serve as a parent advocate, for students and parents at Golden Glades Elementary.

My involvement will include attending meetings (in-person or virtual), engaging additional stakeholders, providing knowledge that determine and assess community and program needs, providing feedback on the design and implementation of program activities, discussing successes and challenges to ensure program fidelity that will refine and inform new strategies, and planning for sustainability as the program ends.

During the development of the application, Big Ideas met with and surveyed students, parents and community members to assess community needs, at which I provided feedback through this assessment process. In my role as planning group member, I will continue to support Big Ideas' programming to ensure that our children, parents and community members receive quality programs and serve as vested partner of the 21CCLC Advisory Board.

Sincerely,



Dorothy Singletary, Golden Glades Elementary Parent

May 18, 2022

Kimberly Berry  
Bureau Chief, Bureau of Family and Community Outreach  
325 West Gaines Street, Suite 1444  
Tallahassee, Florida 32399

Dear Ms. Berry:

On behalf of Carol City Middle School, it is with great pride that I support Big Ideas Educational Services' Nita M. Lowey 21st Century Community Learning Centers (21 CCLC) funding application for communities in Miami Dade County. My name is Romulo Espinosa and I serve as the assistant principal at Carol City Middle School, the feeder pattern school for Barbara Hawkins, Crestview and Parkview Elementary Schools.

I strongly believe in Big Ideas' vision to implement out-of-school programming and summer activities for the academic and personal development of students who are creative, explorative, and life-long learners and I believe in partnerships with my school, our feeder schools and organizations like Big Ideas, who help to bridge the gap for elementary students transitioning to middle school.

As the post-secondary representative, I pledge to serve as a program planning member throughout the duration of the project. My role for the 21CCLC program is to meet with Big Ideas and attend meetings (in-person or virtual) twice a year to review and determine the best activities. My involvement also includes engaging additional stakeholders, providing knowledge that determine and assess community and program needs, providing feedback on the design and implementation of program activities, discussing successes and challenges that will refine and inform strategies and interventions for students and families, helping to close the achievement gap for our students. As assistant principal, I will designate an additional school liaison to serve in my capacity when I am unavailable to attend meetings.

During the development of the application, Big Ideas met with me, surveyed students, parents and community members to assess school and community's needs. In my role as a planning group member, I will support Big Ideas to ensure continuous quality improvement during the implementation and evaluation stages of the program.

Sincerely,



Romulo Espinosa, Assistant Principal  
Carol City Middle School





<b>End Time</b>	4:00pm	4:00pm	4:00pm	4:00pm	4:00pm		<b>Total hours of Summer services per typical week.</b>
<b>Hours</b>	8	8	8	8	8		40
<b>ADULT FAMILY MEMBER SERVICES</b>							
<b>Describe Frequency, Duration, and Dosage:</b>	Literacy Labs 2 times per year, one hour per session and nutrition classes 2 times per year one hour per session.						
<b>Total Number of Sessions</b>	4		<b>Total Number of Adult Family Members Served</b>			40	
<b>STUDENT/TEACHER RATIO</b>							
<b>Academic Ratio</b>	1/10		<b>Personal Enrichment Ratio</b>			1/20	







<b>End Time</b>	4:00pm	4:00pm	4:00pm	4:00pm	4:00pm		<b>Total hours of Summer services per typical week.</b>
<b>Hours</b>	8	8	8	8	8		40
<b>ADULT FAMILY MEMBER SERVICES</b>							
<b>Describe Frequency, Duration, and Dosage:</b>	Literacy Labs 2 times per year, one hour per session and nutrition classes 2 times per year one hour per session.						
<b>Total Number of Sessions</b>	4		<b>Total Number of Adult Family Members Served</b>			40	
<b>STUDENT/TEACHER RATIO</b>							
<b>Academic Ratio</b>	1/10		<b>Personal Enrichment Ratio</b>			1/20	



**Big Ideas Educational Services**  
**Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers**  
**Student and Family Schedules**

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*Big Ideas "Schedules" are provided in the order presented in the Request for Proposal (RFP).*



## BIG IDEAS Out-of-School SAMPLE Schedule (After-School)



Time	Monday	Tuesday	Wednesday	Thursday	Friday
2:00 3:00	<b>Homework and Snack</b>	<b>Homework and Snack</b>	<b>Homework and Snack</b>	<b>Homework and Snack</b>	<b>Homework and Snack</b>
3:00- 3:30	<b>Physical Fitness: Group 1</b> <b>Arts &amp; Culture: Group 2</b> <b>SNACK: Groups 3+4+5</b>	<b>Physical Fitness: Group 1</b> <b>Arts &amp; Culture: Group 2</b> <b>SNACK: Groups 3+4+5</b>	<b>Physical Fitness: Group 1</b> <b>Arts &amp; Culture: Group 2</b> <b>SNACK: Groups 3+4+5</b>	<b>Physical Fitness: Group 1</b> <b>Arts &amp; Culture: Group 2</b> <b>SNACK: Groups 3+4+5</b>	<b>Physical Fitness: Group 1</b> <b>Arts &amp; Culture: Group 2</b> <b>SNACK: Groups 3+4+5</b>
3:30 4:00	<b>Academic Enrichment:</b> Group 1 <b>Academic Enrichment:</b> <b>Group 2</b> <b>Personnel Enrichment:</b> Group 3 <b>Physical Fitness: Group 4</b> <b>Personnel Enrichment:</b> Group 5	<b>Academic Enrichment:</b> Group 1 <b>Academic Enrichment:</b> <b>Group 2</b> <b>Personnel Enrichment:</b> Group 3 <b>Physical Fitness: Group 4</b> <b>Personnel Enrichment:</b> Group 5	<b>Academic Enrichment:</b> Group 1 <b>Academic Enrichment:</b> <b>Group 2</b> <b>Personnel Enrichment:</b> Group 3 <b>Physical Fitness: Group 4</b> <b>Personnel Enrichment:</b> Group 5	<b>Academic Enrichment:</b> Group 1 <b>Academic Enrichment:</b> <b>Group 2</b> <b>Personnel Enrichment:</b> Group 3 <b>Physical Fitness: Group 4</b> <b>Personnel Enrichment:</b> Group 5	<b>Academic Enrichment:</b> Group 1 <b>Academic Enrichment:</b> <b>Group 2</b> <b>Personnel Enrichment:</b> Group 3 <b>Physical Fitness: Group 4</b> <b>Personnel Enrichment:</b> Group 5
4:00 4:30	<b>Academic Enrichment:</b> Group 1 <b>Physical Fitness: Group 2</b> <b>Academic Enrichment</b> Group 3 <b>Personnel Enrichment:</b> Group 4 <b>Arts &amp; Culture: Group 5</b>	<b>Academic Enrichment:</b> Group 1 <b>Physical Fitness: Group 2</b> <b>Academic Enrichment:</b> Group 3 <b>Personnel Enrichment:</b> Group 4 <b>Arts &amp; Culture: Group 5</b>	<b>Academic Enrichment:</b> Group 1 <b>Physical Fitness: Group 2</b> <b>Academic Enrichment</b> Group 3 <b>Personnel Enrichment:</b> Group 4 <b>Arts &amp; Culture: Group 5</b>	<b>Academic Enrichment:</b> Group 1 <b>Physical Fitness: Group 2</b> <b>Academic Enrichment</b> Group 3 <b>Personnel Enrichment:</b> Group 4 <b>Arts</b> <b>&amp; Culture: Group 5</b>	<b>Academic Enrichment:</b> Group 1 <b>Physical Fitness: Group 2</b> <b>Academic Enrichment</b> Group 3 <b>Personnel Enrichment:</b> Group 4 <b>Arts</b> <b>&amp; Culture: Group 5</b>
4:30 5:00	<b>Personnel Enrichment:</b> Group 1 <b>Academic Enrichment:</b> Group 2 <b>Arts &amp; Culture: Group 3</b> <b>Academic Enrichment:</b> Group 4 <b>Academic Enrichment:</b> Group 5	<b>Personnel Enrichment:</b> Group 1 <b>Academic Enrichment:</b> Group 2 <b>Arts &amp; Culture: Group 3</b> <b>Academic Enrichment:</b> Group 4 <b>Academic Enrichment:</b> Group 5	<b>Personnel Enrichment:</b> Group 1 <b>Academic Enrichment:</b> Group 2 <b>Arts &amp; Culture: Group 3</b> <b>Academic Enrichment:</b> Group 4 <b>Academic Enrichment:</b> Group 5	<b>Personnel Enrichment:</b> Group 1 <b>Academic Enrichment:</b> Group 2 <b>Arts &amp; Culture: Group 3</b> <b>Academic Enrichment:</b> Group 4 <b>Academic Enrichment:</b> Group 5	<b>Personnel Enrichment:</b> Group 1 <b>Academic Enrichment:</b> Group 2 <b>Arts &amp; Culture: Group 3</b> <b>Academic Enrichment:</b> Group 4 <b>Academic Enrichment:</b> Group 5

5:00 5:30	<b>Arts &amp; Culture - Group 1</b> <b>Personnel Enrichment:</b> Group 2 <b>Physical Fitness: Group 3</b> <b>Personnel Enrichment:</b> Group 4 <b>Academic Enrichment:</b> Group 5	<b>Arts &amp; Culture - Group 1</b> <b>Personnel Enrichment:</b> Group 2 <b>Physical Fitness: Group 3</b> <b>Personnel Enrichment:</b> Group 4 <b>Academic Enrichment:</b> Group 5	<b>Arts &amp; Culture - Group 1</b> <b>Personnel Enrichment:</b> Group 2 <b>Physical Fitness: Group 3</b> <b>Personnel Enrichment:</b> Group 4 <b>Academic Enrichment:</b> Group 5	<b>Arts &amp; Culture - Group 1</b> <b>Personnel Enrichment:</b> Group 2 <b>Physical Fitness: Group 3</b> <b>Personnel Enrichment:</b> Group 4 <b>Academic Enrichment:</b> Group 5	<b>Arts &amp; Culture - Group 1</b> <b>Personnel Enrichment:</b> Group 2 <b>Physical Fitness: Group 3</b> <b>Personnel Enrichment:</b> Group 4 <b>Academic Enrichment:</b> Group 5
5:30 6:00	<b>Homework-Dismissal Pre-K-5</b>	<b>Homework-Dismissal Pre-K-5</b>	<b>Homework-Dismissal Pre-K-5</b>	<b>Homework-Dismissal Pre-K-5</b>	<b>Homework-Dismissal Pre-K-5</b>



## BIG IDEAS Summer SAMPLE Schedule Grades Pre-K- 5 Morning



Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 9:00	Breakfast Personal Enrichment	Breakfast Personal Enrichment	Breakfast Personal Enrichment	Breakfast Personal Enrichment	<h3>Field Trip Friday's 8:30am-1:00pm</h3> <p><b>Week 1:</b> Frost museum</p> <p><b>Week 2:</b> Miami Children Museum</p> <p><b>Week 3:</b> Jungle Island</p> <p><b>Week 4:</b> Adriane Arch Center</p> <p><b>Week 5:</b> Everglades Safari</p> <p><b>Week 6:</b> Miami Sea Quarium</p> <p><b>Week 7:</b> Zoo Miami</p>
9:00- 10:00	Pre-K & Kinder- Reading 1st - Math 2 <sup>nd</sup> - Reading 3 <sup>rd</sup> - Math 4 <sup>th</sup> /5 <sup>th</sup> - Elective	Pre-K & Kinder- Reading 1st - Math 2 <sup>nd</sup> - Reading 3 <sup>rd</sup> - Math 4 <sup>th</sup> /5 <sup>th</sup> - Elective	Pre-K & Kinder- Reading 1st - Math 2 <sup>nd</sup> - Reading 3 <sup>rd</sup> - Math 4 <sup>th</sup> /5 <sup>th</sup> - Elective	Pre-K & Kinder- Reading 1st - Math 2 <sup>nd</sup> - Reading 3 <sup>rd</sup> - Math 4 <sup>th</sup> /5 <sup>th</sup> - Elective	
10:00- 11:00	Pre-K & Kinder - Elective 1st - Reading 2 <sup>nd</sup> - Math 3 <sup>rd</sup> - Reading 4 <sup>th</sup> /5 <sup>th</sup> - Math	Pre-K & Kinder - Elective 1st - Reading 2 <sup>nd</sup> - Math 3 <sup>rd</sup> - Reading 4 <sup>th</sup> /5 <sup>th</sup> - Math	Pre-K & Kinder - Elective 1st - Reading 2 <sup>nd</sup> - Math 3 <sup>rd</sup> - Reading 4 <sup>th</sup> /5 <sup>th</sup> - Math	Pre-K & Kinder - Elective 1st - Reading 2 <sup>nd</sup> - Math 3 <sup>rd</sup> - Reading 4 <sup>th</sup> /5 <sup>th</sup> - Math	
11:00- 12:00	Pre-K & Kinder - Lunch 1st - Lunch 2 <sup>nd</sup> - Lunch 3 <sup>rd</sup> - Elective 4 <sup>th</sup> /5 <sup>th</sup> - Reading	Pre-K & Kinder - Lunch 1st - Lunch 2 <sup>nd</sup> - Lunch 3 <sup>rd</sup> - Elective 4 <sup>th</sup> /5 <sup>th</sup> - Reading	Pre-K & Kinder - Lunch 1st - Lunch 2 <sup>nd</sup> - Lunch 3 <sup>rd</sup> - Elective 4 <sup>th</sup> /5 <sup>th</sup> - Reading	Pre-K & Kinder - Lunch 1st - Lunch 2 <sup>nd</sup> - Lunch 3 <sup>rd</sup> - Elective 4 <sup>th</sup> /5 <sup>th</sup> - Reading	
12:00- 1:00	Pre-K & Kinder - Math 1st - Elective 2 <sup>nd</sup> - Elective 3 <sup>rd</sup> - Lunch 4 <sup>th</sup> /5 <sup>th</sup> - Lunch	Pre-K & Kinder - Math 1st - Elective 2 <sup>nd</sup> - Elective 3 <sup>rd</sup> - Lunch 4 <sup>th</sup> /5 <sup>th</sup> - Lunch	Pre-K & Kinder - Math 1st - Elective 2 <sup>nd</sup> - Elective 3 <sup>rd</sup> - Lunch 4 <sup>th</sup> /5 <sup>th</sup> - Lunch	Pre-K & Kinder - Math 1st - Elective 2 <sup>nd</sup> - Elective 3 <sup>rd</sup> - Lunch 4 <sup>th</sup> /5 <sup>th</sup> - Lunch	



## BIG IDEAS Summer SAMPLE Schedule Grades Pre-K- 5 Afternoon



1:00-2:00	Pre- k & Kinder- PE 1st - PE 2 <sup>nd</sup> - Elective 3 <sup>rd</sup> - Elective 4 <sup>th</sup> /5 <sup>th</sup> - Science	Pre- k & Kinder- PE 1st - PE 2 <sup>nd</sup> - Elective 3 <sup>rd</sup> - Elective 4 <sup>th</sup> /5 <sup>th</sup> - Science	Pre- k & Kinder- PE 1st - PE 2 <sup>nd</sup> - Elective 3 <sup>rd</sup> - Elective 4 <sup>th</sup> /5 <sup>th</sup> - Science	Pre- k & Kinder- PE 1st - PE 2 <sup>nd</sup> - Elective 3 <sup>rd</sup> - Elective 4 <sup>th</sup> /5 <sup>th</sup> - Science	Pre- k & Kinder- PE 1st - PE 2 <sup>nd</sup> - Elective 3 <sup>rd</sup> - Elective 4 <sup>th</sup> /5 <sup>th</sup> - Science
2:00-3:00	Pre/k &Kinder- Science/Head-sprouts 1st - Head-sprouts/Science 2 <sup>nd</sup> - PE 3 <sup>rd</sup> - PE 4 <sup>th</sup> /5 <sup>th</sup> - Elective	Pre/k &Kinder- Science/Head-sprouts 1st - Head-sprouts/Science 2 <sup>nd</sup> - PE 3 <sup>rd</sup> - PE 4 <sup>th</sup> /5 <sup>th</sup> - Elective	Pre/k &Kinder- Science/Head-sprouts 1st - Head-sprouts/Science 2 <sup>nd</sup> - PE 3 <sup>rd</sup> - PE 4 <sup>th</sup> /5 <sup>th</sup> - Elective	Pre/k &Kinder- Science/Head-sprouts 1st - Head-sprouts/Science 2 <sup>nd</sup> - PE 3 <sup>rd</sup> - PE 4 <sup>th</sup> /5 <sup>th</sup> - Elective	Pre/k &Kinder- Science/Head-sprouts 1st - Head-sprouts/Science 2 <sup>nd</sup> - PE 3 <sup>rd</sup> - PE 4 <sup>th</sup> /5 <sup>th</sup> - Elective
3:00-4:00	Pre K & Kinder- Elective 1st – Elective 2 <sup>nd</sup> - Science/Head-Sprouts 3 <sup>rd</sup> - Head/Sprouts/Science 4 <sup>th</sup> /5 <sup>th</sup> - PE	Pre K & Kinder- Elective 1st – Elective 2 <sup>nd</sup> - Science/Head-Sprouts 3 <sup>rd</sup> - Head/Sprouts/Science 4 <sup>th</sup> /5 <sup>th</sup> - PE	Pre K & Kinder- Elective 1st – Elective 2 <sup>nd</sup> - Science/Head-Sprouts 3 <sup>rd</sup> - Head/Sprouts/Science 4 <sup>th</sup> /5 <sup>th</sup> - PE	Pre K & Kinder- Elective 1st – Elective 2 <sup>nd</sup> - Science/Head-Sprouts 3 <sup>rd</sup> - Head/Sprouts/Science 4 <sup>th</sup> /5 <sup>th</sup> - PE	Pre K & Kinder- Elective 1st – Elective 2 <sup>nd</sup> - Science/Head-Sprouts 3 <sup>rd</sup> - Head/Sprouts/Science 4 <sup>th</sup> /5 <sup>th</sup> - PE
4:00	Afternoon Round-up Choice Activity Dismissal	Afternoon Round-up Choice Activity Dismissal	Afternoon Round-up Choice Activity Dismissal	Afternoon Round-up Choice Activity Dismissal	Afternoon Round-up Choice Activity Dismissal

**Electives:** Music, Dance, Painting, Martial Arts, Robotics,

**Round-Up:** Announcements of next day activities, (end of day Mini Lesson)

**Choice Activity:** Personal enrichment games, Teambuilding activities



## ADULT FAMILY MEMBER SERVICES (B.I.E.S.)

Date	Time	Topic	Target Audience
August 2022	TBD	<b>BIES</b> Parent After School Orientation	<b>All participating Families and students</b>
September 2022	TBD	<b>UF/IFAS Family Nutrition Program</b> Enjoy Healthy Food Choices That Taste Great	<b>All participating Families</b>
October 2022	TBD	<b>Vintage Financial Literacy:</b> Budgeting, Saving and investing (101)	<b>All participating Families and community members</b>
November 2022	TBD	<b>UF/IFAS Family Nutrition Program</b> Quick, Healthy Meals and Snacks	<b>All participating Families</b>
January 2023	TBD	<b>Vintage Financial Literacy:</b> Spending	<b>All participating Families</b>
February 2023	TBD	<b>UF/IFAS Family Nutrition Program</b> Tips for Losing Weight and Keeping It Off	<b>All participating Families</b>
March 2023	TBD	<b>FIU Reading Explores Literacy Lab:</b> Support your struggling reader @ Home	<b>All participating Families and Students</b>
April 2023	TBD	<b>UF/IFAS Family Nutrition Program</b> Eating Healthy on a Budget	<b>All participating Families</b>
May 2023	TBD	<b>BIES</b> Parent Summer Orientation	<b>All participating Families and students</b>
June 2023	TBD	<b>UF/IFAS Family Nutrition Program</b> Making Healthy Eating Part of Your Lifestyle	<b>All participating Families</b>
June 2023	TBD	<b>PSWAP</b> Summer Water/Pool Safety	<b>All participating Families</b>
July 2023	TBD	<b>FIU Reading Explores Literacy Lab</b> "Summer Reading Fun" Primary readers tips and strategies to build reading foundational skills.	<b>Pre/K-2<sup>nd</sup> grade Parents</b>
July 2023	TBD	<b>UF/IFAS Family Nutrition Program</b> Physical Activity is Key to Living Well	<b>All participating Families and students</b>