



Super Science Sleuths Academy

Grant Narrative

5.1 ABSTRACT Kids for Kids Academy will provide a highly needed afterschool and summer program. The program will serve 72 students (grades K-5th) at 3 target schools, Kids for Kids Academy, Jack Gordon Elementary and Norma Butler Bossard Elementary. The afterschool program will run August 24, 2015 until June 9, 2016 for a total of 4 hours a day for Kindergarten and 1st Grade students and 2.75 hours a day for 2nd-5th Grade students, Monday to Friday for 180 days (including 36 early release days). The summer program will run June 13, 2016 until July 29, 2016 for a total of 10 hours a day, Monday to Friday for 34 days. **Goals:** To provide long-term academic enrichment in core academic subjects aligned with FDOE standards; to increase proficiency in STEM, Health, Language Arts, Spanish, and character education, and encourage family participation relative to educational support. **Objectives:** To increase proficiency levels of Kids For Kids Academy (KFKA) students in all subject areas and on standardized test grades K-5 in; to monitor and gather measurable results of students' participation during classroom and outdoor activities; to provide enrichment daily using Project Based Learning (PBL) activities

aligned with state standards. **Expected impact:** KFKA will develop the students' scholastic foundation at appropriate academic levels for their future academic success.

5.2 NEEDS ASSESSMENT: Demographics within a five mile radius of KFKA were gathered to identify population and determine community needs. We focused on two areas: **1. Providers:** We identified public schools and childcare centers that offered afterschool and summer programs. (No Private schools were identified as there are none in a five mile radius of the site.) These programs offered basic childcare services, homework assistance and limited physical sports activities. We found that Science, Technology, Engineering and Math (**STEM**) emphasis and parental involvement was minimal. Data from these schools included student report card and testing results which were crucial in formulating KFKA's program to be implemented in this grant. We concluded that the available services were insufficient to meet the afterschool needs of the community, and students would have an enriching and rewarded experience with KFKA's program. **2. Target student population** herein has been identified through national census information, student records, parent and teacher surveys, and educational databases. According to the 2010 US Census Bureau, the poverty level for families with children in our community is 24%¹ and the percentage of limited English proficient students and families is 50%². The literacy rate in Miami-Dade County is estimated at 52% of the student population and the percentage of adults in our community without a high school diploma is 40%.³ The number of students eligible for Free and Reduced lunch at the three schools we service exceeds the 40% required for this grant: Jack Gordon Elementary 76%, Norma Butler Bossard Elementary 63% and Kids For Kids Academy 55%. The target population demographics at these schools average 72% Hispanic, 14% White, 11% Black, 2% Asian/Pacific Islander, 1% Other.⁴ These include families that are: two parent, single parent, foster care, active duty military, incarcerated parents, widowed parents, teen parents, and English second language families. The target population includes children identified with special needs, including autism, learning disabilities, ADHD, behavior concerns, sensory-integration/processing concerns, speech & language delays and medical or emotional

disabilities. **The need** for our proposed services is evident from data according to the FCAT scores published by the FDOE which indicates a 10% discrepancy in the learning gains of the target schools' population in the area of science as compared to reading and math⁵, which raises the need to bridge this gap by improving science scores. Since 2007, only 30% of students in Miami-Dade County exercised at the current recommended levels and 18% were considered overweight.⁶ KFKA's physical fitness and nutrition program component will assist our target population in learning and maintaining healthy habits that will allow them to focus more academically and maintain good health. The **demand** for proposed services were expressed by a survey of 81 parents of potential target students. This indicated a general concern with their ability to assist their child due to their own level of subject knowledge. Parental surveys indicated their child needed assistance in reading (72%), writing (63%), math (64%) and science (46%). Concerning science 64% felt their child lacked hands-on participation, and that the parents were not confident of their ability to assist. Concerning math, 49% felt their children did not understand basic concepts and doubted their own ability to assist. A staggering 99% indicated additional instruction in language arts would be very beneficial for their child since only 42% reported that their child was reading on or above grade level without struggling. Underlying all grades, 60% of parents reported their child was anxious about standardized testing, and 96% felt children would benefit from increased physical activities. Finally, with regard to Spanish instruction 81% indicated that proficiency in conversational Spanish was extremely important. Of the parents surveyed, 98% indicated that including an enrichment program that emphasized Spanish would be beneficial to their children (actual survey data can be found in appendix). Furthermore, according to the United States Department of Education (USDOE), 52% of the Miami-Dade County adult population lacks basic literacy skills.⁵ Super Science Sleuths Academy (SSSA) will meet the need of providing support and education to the adult family members of the target population in order to improve the academic, physical and socio-emotional outcomes of the entire family and increase parental involvement. Parental involvement is encouraged by open and

frequent communications with parents, on-site participation, counseling, guidance, which results in increased confidence to assist their children with learning. **Community resources available:** The estimated population of children ages 4-12 in the proposed zip codes is about 40,000⁷. However, the county's listing of out of school programs shows that there are 5 summer camp programs and 6 after school programs publicly funded in the zip codes being served.⁸ The SSSA will increase the available number and quality of the after school and summer enrichment slots for children in community by having 72 children participate in this program. **Fill the gap:** Research also shows that "Parental involvement is a strong predictor of student achievement, regardless of ethnic or racial background or socioeconomic status."⁹ As a result, the integration of family counseling, character education, service learning and family involvement into SSSA proposed program, will address the family unit risk factors previously identified. It will also facilitate stronger parenting and academic skills to assist our at-risk families to improve the academic, physical, emotional and social developmental outcomes of their children, as well as play a critical role in keeping families together. In the area of science, SSSA will bridge the achievement gap and support the success of the ESE/ELL population through the use of specific research-based educational strategies and adaptation that will yield adequate yearly progress (AYP). Hands-on scientific experiences will excite and motivate students to expand their scientific curiosity. Since 2007, only 30% of students in Miami-Dade County exercised at the current recommended levels and 18% were considered overweight.¹⁰ KFKA's physical fitness and nutrition program component will assist our target population in learning and maintaining healthy habits that will allow them to focus more academically and maintain good health. Moreover, the site participates in the USDA Childcare Food Program and has established a healthy and nutritious menu to support such healthy habits. In the areas of **personal growth and development**, SSSA will collaborate with community resources to offer students a vast array of enrichments to develop themselves. Some partnerships include the local police department and a licensed school psychologist to work on character development, as well as local growers, landscapers, and

organic co-ops, and nutritionists to enhance environmental awareness as well as personal nutrition. Local chefs and culinary students will volunteer to teach cooking classes using healthy recipes and area high school honor society students will be invited to be positive role models, mentors, and tutors. Students will also work with Kids 4 Kids Inc. a charity that emphasis helping in the community on activities that help promote empathy. Research shows that character education and service learning play a central role in helping schools improve all students' academic achievement, promote an ethic of excellence, reduce dropouts, prepare a competent and responsible workforce, and equip young persons with the skills they will need to lead productive, fulfilling lives and contribute to the common good."^{11/12} **Availability** to KFKA programs includes private transportation from target schools to KFKA. Special fieldtrip transportation will be provided by a participating partner who is an approved vendor for the public school system. Staff will greet vehicles as they arrive and depart. A procedure for greeting, monitoring and recording all student movement to/from the vehicles will be implemented by staff. After arrival procedures are completed, all students are escorted to their specific classrooms or activity areas. **Accessibility** to KFKA is frequently a challenge to working parents who juggle schedules. Our enrichment and activity programs end at 6:00 pm as many families have expressed a need for care until that time as afterschool programs in the target schools end at 6:00 making it difficult for them to get their children on time. Staff will remain on the premises until all children are picked up to insure a safe environment. A roster of student contacts will be accessible for emergency situations.

5.3 PROGRAM EVALUATION: 5.3.a The EVALUATION PLAN will collect data indicating: 1. Student attendance rosters and parent sign-in/out sheets; 2. Data will be reported on a monthly basis by Evaluator utilizing 21st CCLC's monthly report forms; 3. A synopsis of program activities and services provided to students will be collected on a monthly basis through the use of program-based forms of field trips, activity surveys, logs, utilizing 21st CCLC forms. The Evaluator will ensure the timely submission of monthly reports by the 15th of each month, mid-year data by

January 30, 2015, end of year data by July 31, 2015, and PPICS APR data at the end of each project year. The Evaluator is key to successful evaluation. Our Evaluator is Ms. Alina V. Soto. She is a representative of The Soto Group, LLC (TSG) an independent third-party company with whom KFKA has contracted for the grant program. She is the Director of the Early Care and Education division of TSG. Ms. Soto will apply her keen understanding of accountability, timely reporting, meeting program goals, and fiscal responsibility. She has a Bachelor of General Studies from The University of Miami and has focused on early childhood education for the past 10 years. She served as Client Services Manager for the Early Learning Coalition of Miami-Dade County for 5 years. Ms. Soto has worked in both development and as a federal grantee recipient of funds for over 25 years. This concentrated professional approach includes evaluation of program operations that align and comply with award requirements. She has successfully implemented and managed the early childhood component of \$2M of a \$14.7M grant (“Communities Putting Prevention to Work”), which was awarded to the Florida Department of Health (FDOH) in Miami-Dade County, and was instrumental in writing the early childhood component for a grant recently awarded to the FDOH for 2015-2018. Ms. Soto serves as Chair of the Florida Pioneering Healthier Communities Committee, and has been selected as Co-Chair of the Consortium for a Healthier Miami-Dade.

5.3. b MEASURABLE ASSESSMENTS:

The assessments are:

1. Data analysis indicating the progress of participants in achieving program goals will be conducted on a quarterly basis through regular school day and 21st CCLC teacher meetings or correspondence determining student goals.
2. Assessment information will be entered in spreadsheets by the Curriculum Coordinator and measurable results will be analyzed by the Evaluator.

3. Recommendations will follow assessments. Through analysis of objective assessment spreadsheets conducted by Evaluator, the Program Administrator and Teachers (regular school day and 21st CCLC) will set goals and plan interventions to ensure objectives are met. Anonymous parent and student satisfaction surveys will be conducted semi-annually. The results gathered through these independent evaluations will be examined by the Program Administration and provided to FDOE. Recommendations for improvement made by TSG will be implemented within 30 days and implemented within 60 days of report. Final evaluation results will be shared with FDOE through 21st CCLC deliverables and to stakeholders (parents, teachers, community members, etc.) upon request. Summative Evaluation Reports will be conducted by the Evaluator and entered into the PPICS system. The report will include the data gathered throughout the year in the Formative Evaluations, Monthly Reports and the Need Assessment Action Plan.

It will highlight the following 7 components: 1. Overview and History of the Program, 2. Student Attendance and Enrollment, 3. Program Operation, Quality of Staffing, 4. Objective Assessment, 5. Other Pertinent Observations, 6. Progress towards Sustainability, and 7. Overall Recommendations. The Evaluator will work closely with the KFKA team to analyze program data and effectiveness, as well as audit compliance with financial compliance. Parents will be asked to sign a "Mutual Exchange of Information" form so that KFKA will have consent to communicate with target school to monitor student progress. Quarterly, assessment data and records received from parents or home school teachers (report card grades) will be shared with the Evaluator to monitor and verify compliance. SSSA will employ a computer system of checks/balances to be confirm timely reporting and accuracy of input. KFKA operates a modern technological attendance, entry/exit and surveillance system. When participants enter the facility, they will sign in with a 4 digit pin number. Students who are picked up by KFKA staff or dropped off by bus will be signed in by the Program Assistant Director. When parents pick up in the afternoon they will sign children out. These electronic records will be printed out monthly and parents will be asked

to sign for accuracy of their child's attendance. At the start of the program, contact will be made with the home school teacher to set up an email system of communication for monthly correspondence. If email is not accessible to parents, individual accommodations will be made by staff to ensure the flow of information. Test data in the form of pre-test as well as report card data will be collected quarterly and used to evaluate program effectiveness. The data collection and analysis will be monitored by the site licensed school psychologist. He will also assist in identifying students with special needs and assure that academic, social, and emotional needs are being met. Standardized testing data will be collected as available and used to measure and compare prior student performance as well as noting gains throughout the grant cycle. After data is reviewed, students who are displaying difficulties academically will be targeted for individual interventions with tutors. These tutors will be local high school seniors who belong to honor societies. These volunteer students have entered a collaboration agreement with KFKA. Results of quarterly evaluations will be shared with the communities, parents, and stakeholders such as target schools. This information will be disseminated through email and posted on the KFKA 21st CCLC website. Electronic portfolios will be created and maintained for grant duration. Parents will receive weekly photos and observations using Life Cubby, an industry well recognized for parent communication. A virtual portfolio will be available to monitor student's progress as frequently as desired. At the conclusion of the school year and after the summer program, the electronic portfolio will be exported into digital scrapbooks for each family and will be available to the evaluator. These digital scrapbooks will be shared with the regular classroom teachers at the students' target school.

5.4 Applicant's Experience and Capacity: The Site Director is Ms. Beth Davis, Ed.S, NBCT. She is a product of Florida higher education. Ms. Davis holds a Bachelor's Degree in Elementary Education, a Master's Degree in Teaching English to Speakers of Other Languages (TESOL), and an Education Specialist Degree in Computer Education. She has also achieved National

Board Certification (NBCT). In addition to 17 years of classroom research and experience, Ms. Davis has conceived, owns and operates KFKA as a private school for the past 10 years including preschool, afterschool, summer camp and elementary programs, serving children 0-12 years of age. KFKA will provide the educational environment for a plethora of educational teaching skills for students. KFKA is accredited by the National Association for the Education of Young Children (NAEYC). This accreditation is bestowed on only 4% of schools in the country because of its rigorous and high standards. KFKA is also accredited by the Florida accrediting agency, Association of Professional Preschool Learning Environments (APPLE) and is rated a 5-star program by Quality Counts state initiative which focuses on academics, environment and staff professional development. A key element to this success in the early childhood program has been the research-based “Hands-On Science and Math” book published by Gryphon House and written by Site Director Beth Davis. She has also authored the “Super Science Sleuth” curricula developed used extensively by KFKA, in Davis’ public school classrooms over the past 17 years and by other teachers in the local school district. Her **achievements and recognition** includes: Miami-Dade County Math & Science Teacher-of-The Year, Region Finalist for Teacher-of-the-Year, State Finalist for the Presidential Award for Teaching Science, and recognized by civic organizations and on State Review Panels for FDOE. Ms. Davis **specializes** in: teacher’s professional workshops, and she trains teachers and administrators across the state on effective teaching practices. As an elementary science and math teacher, Ms. Davis has set up science programs in the school district, written curricula, published research designing and implementing hands-on science programs and curricula with emphasis on STEM subject. She also served on an expert panel and assisted in redesigning of the new Florida Four Year Old Educational Standards. Her educational research has been published in collaboration with professors at Barry University and Florida International University¹³. Ms. Davis has been successfully implementing her program for 27 years in various schools including Title I schools in Miami-Dade County. Data gathered for research has shown that students using these programs have outperformed other

public schools on the 5th grade FCAT science. In her capacity of Site Director for the grant, KFKA will directly benefit from her oversight of these dynamic approaches to education of K-5 students. Research has greatly supported the effectiveness of these programs¹³. She is the founder of Kids 4 Kids (www.kids4kids.org), a nonprofit community service agency that teaches children that they can change the world through their acts of kindness. The organization has delivered over 75,000 backpacks containing school supplies and 90,000 books to underprivileged children returning to school. This non-profit will assist students participating in this grant with service learning activities that teach empathy as part of its enrichments in character development. Under Ms. Davis' direction daily management, KFKA readiness ratings have always scored in the top 10% in the district. Data on students who exited programs, shows that a majority have achieved and continue to achieve honor roll status which is evidenced by the critical thinking skills acquired as young learners. SSSA will enable KFKA to improve its current programming and to add academic enrichment and critical thinking programs to its current afterschool care program. Since 2005, Ms. Davis has managed combined funding of \$2,091,477 from government entities including NACCRRRA (\$180K), USDA (\$456K), Readiness Dollars through The Early Learning Coalition of Miami Dade/Monroe and Child Development Services (\$399K), Step Up For Students, FLDOE (\$36,477), and VPK (\$1,080,000). Ms. Davis' financial management and budgeting acumen is evident in the growth and expansion of programs over the past 10 years, which speaks to her fiduciary competency. Ms. Davis' professional success acknowledged by her peers, combined with the successful operation of KFKA, and are a clear indication of her capacity to comply with the implementation and requirements of this grant. Kimberly Littman, the **Curriculum Coordinator/Lead Teacher** has more than ample experience to ensure that lessons are properly planned, prepared, implemented. She holds a Master's Degree in Reading with FDOE certificate plus 26 years as a classroom teacher and reading coach, served as the Special Education (SPED) coordinator in her home school with responsibility developing individual curricula for special needs children, and has proven her ability to scaffold lessons as needed to meet the needs of all

students. Amanda Dufau, the **Program Assistant Director** will ensure attendance and all records are maintained, materials are ordered, free sessions are scheduled with the psychologist, oversee all transportation of students, their snacks, and monitor communication with target school staff and families. She currently maintains the school website and will make sure it is updated to reflect all 21st CLCC activities are noted. She holds a Bachelor's degree in human resources. Delly Anderson, the **Part Time Clerical Staff** member has 8 years of office management and bookkeeping skills. She is bilingual and is very detail oriented and has excellent organization and communication skills, needed to monitor portfolios and will ensure accurate recordkeeping.

5.5 PARTNERSHIPS, COLLABORATION & SUSTAINABILITY: 5.5.a Community Notice: Once the RFP was released, KFKA sent Letters home with all the children attending KFKA programs. Key Administrators at local public schools (no private schools within a five mile radius) and afterschool early childhood centers within a 5 mile radius were informed by phone calls, letters, and emails of KFKA's intention to apply for this grant and they were invited to participate in KFKA's focus groups to help identify educational deficiencies in anticipation of SSSA program design. Data relative to their programs and students' achievement was analyzed to determine how SSSA could improve student performance. The schools were informed of timelines and advised that their staff could participate in professional development opportunities during the term of the grant to enhance their participation (see correspondence to target school principals in appendix). To further validate our research, we gathered information on their currently offered programs and then determined if their students would be eligible to participate based on demographics. After review of this information, emails were sent stating KFKA's would apply for the 21st CCLC program. Our Intent to Apply and information about the upcoming application was placed on the KFKA website.

5.5.b Collaboration with Private Schools: No private schools are within a 5 mile radius of KFKA, as mentioned above we reached out to the two neighboring public schools who are within a five mile radius.

5.5.c Partnerships: Twenty partnerships have been enlisted to interact with SSSA students in the following areas: character development, healthy eating, physical activity, positive prosocial behavior, STEM and language arts enrichment. They are listed on the Partner's Table and letter of support have been provided. KFKA will continue to seek additional partnerships to ensure sustainability of operations. KFKA has received commitment to partner with the following, their letters of support can be matched to the partner table: **Kids 4 Kids, Inc.,** is an independent a non-profit organization teaching children to empathize with others (www.kids4kids.org). Monthly sessions to develop meaningful projects that interface with KFKA's focus will integrate Language Arts and Math skills through activities. A key activity will illustrate that at their capacity they can change the community through acts of kindness. The organization has historically delivered over 75,000 filled backpacks and 90,000 new books to disadvantaged children. The successful Backpack program will invite SSSA students and their parents to assemble and deliver backpacks with school supplies for 500 migrant children at 2 local migrant camps. All activities will be closely supervised by combined staff of Kids 4 Kids and KFKA. Acquisition and cost of backpack items will be paid by Kids 4 Kids, Inc. Another program is planned with local farmers and co-ops including **Farmshare,** a food recovery program and may include a fieldtrip to their sites and educational presentations. The **Miami-Dade County Fire Chief** has volunteered to present fire safety lessons to encourage personal and family safety. The **Colgate Bright Smiles Program** will offer free workshop to SSSA students and parents regarding oral hygiene and also provide free dental screenings. **Miss Miami Tropic** high school volunteers will provide mentoring as positive role models to increase self-esteem for female students. **Varela Senior High, Educators of America /National Honor Society students** will volunteer tutoring for homework assistance

and remediation. Several **Cooking instructors, caterers** all well-known community food authorities will conduct cooking classes with the assistance of **Miami-Dade College of Culinary Arts** students to integrate healthy food alternatives for the nutrition education program. **Patrick Davis, Licensed School Psychologist** will be hired to be the Project Based Learning (PBL) teacher to deliver parent trainings in social growth and development, test taking strategies and anxiety reduction, and managing life changing events (developmental, illness, death, divorce, transitions). As the (PBL) instructor, he will conduct weekly lessons in prosocial behavior. He will also be a community partner and donate 2 hours per week in the area of counseling, academic supports, education plans, and dealing with stress or other psychological services by appointment with families. **Meneses Bus Service** will donate transportation for 2 summer fieldtrips. **Zoo Miami** will offer out outreach programming at the site to coincide with concepts learned on the zoo fieldtrips. **Life Cubby** will offer a donation of 35 student subscriptions for managing on-line portfolios. **Discount School Supply** will offer merchandise at a 17% discounted rate and will also offer two free staff trainings on the use of art materials in the classroom. **Get Smart** education superstore will also provide 20% discounts on all educational grant related materials. **Dr. Walter Drew** has committed to present a staff training on the use of discovery blocks for STEM integration.

5.5.d Collaboration with the Regular School Day: Schools attended by the targeted students were included in development of SSSA objectives and activities after communication was established by phone, email or mail with key administrators of the school, including principals and lead teachers. With this response of meaningful information KFKA designed objectives and assessment that would complement the target schools stated objectives so that copasetic goals could be attained. Before school starts and in a timely manner, parents will sign an exchange of information form giving KFKA permission to communicate with the regular classroom teacher to obtain data such as report cards and tests scores. This data will be a base for assessing the

progress of KFKA programs. Sharing of student data will help outline the goals of the SSSA in order to improve student performance in targeted areas. Teachers will be requested to communicate through email or notes sent with the student regarding individual needs so that SSSA can make a positive impact on linking the day school to the afterschool enrichment program. Monthly progress monitoring will take place to ensure open lines of communication between the target schools and KFKA. This information will be shared with the Evaluator.

5.5.e Sustainability: KFKA opened in 2005 with 42 students and 0 students in an elementary afterschool program. Ten years later it operates with 155 students during the day school (infants-first grade) and 50 children in an afterschool K-5 program, a current total of 210 students. KFKA continues to sustain its growth. KFKA's current lease will expire in 2023 and there are terms for lease renewal. It has proven its ability to operate with exemplary soundness, and will continue to do so. The 2012 recent CPA audit indicated all financial records were in good order, in accordance with accepted accounting practices. All federal and state tax forms have been completed in a timely manner. There are no liability suits pending. The same CPA who did it audit continues to monitor school operations. Monthly bank reconciliations ensure bills are paid in a timely manner and \$1.4M in annual receipts are closely monitored. The school is debt free and for convenience maintains one credit card balance not to exceed \$10K. KFKA invests in staff and professional development resulting in very little staff turnover. To its credit, of the 24 employees, 7 have been at the school since it was founded in 2005. Nine have been employed between 5-9 years. We are confident that our pattern of good business practices will allow KFKA to sustain operations for years to come. KFKA's Program Assistant Director will foster additional relationships with community partners each subsequent year of the grant. A Partner Portfolio will be created to grow community relationships so that as funds decrease, new partners can join with us to buffer any decreased funding. Our goal is to increase relationships with our current

community partners, and develop new partners. We will aggressively seek additional funding from philanthropic organizations and government agencies to access funds to support programs.

5.6.a Target Students: KFKA is located in south Miami-Dade County in Country Walk community, a small neighborhood that was rebuilt after being ravaged by Hurricane Andrew in 1992. The diverse demographics include migrant and middle class community which is ripe for educational services. The target schools serve children of migrant families, single parent families (divorced/widowed), teen parents, military families and incarcerated parents, all of which are considered risk factors. These children endure the most significant barriers to academic achievement. KFKA is across the street from Jack D. Gordon Elementary, a Title I school and less than 3 miles from Norma Butler Elementary. These 2 schools and KFKA meet the criteria outlined in the grant requirements with more than 40% of students receiving Free and Reduced Lunch: school #1, Jack Gordon Elementary, 76%; school #2, Norma Butler Bossard Elementary school, 63%, school, #3, Kids for Kids Academy, 55%. According to the National Summer Learning Association, more than half of the achievement gap between lower and higher income youth is due to unequal access to summer learning opportunities. As a result, low income youth are less likely to graduate from high school and continue to college. The children of the community KFKA serves would not only benefit greatly from enrichment activities during the afterschool hours made possible with the support from 21st CCLC, but they will also be afforded a productive, physically active and enriching summer program at no cost. Based on the survey KFKA families participated in 96% said they don't enroll their child in summer enrichment programs because of cost.

5.6.b Recruitment and Retention: A review of demographics has allowed us to identify students that display at risk characteristics. Such information will be discretely noted by teachers in charge when interacting with student and parents. Parents will be made aware of the impact on the child's learning and may choose to utilize counseling free services on premises. Parents for all 3 target

schools will have access to this program. Emails will be sent to a database of 2,000 children representing the 3 target schools. Announcements on Facebook will also alert the community of this program. Those interested who complete the needs assessment survey will make their intentions to participate known and will be contacted in the order that they complete the survey. Parents will sign an agreement to commit to have their children attend daily for maximum success. Inclusion of parents to participate in parental and student activities like to Family Literacy, Math, and Science activities along with the activities lead by the program psychologist will draw parents into an active role to enhance their child's daily participation. As an incentive for parent involvement they will be offered mentoring services to keep up with child's learning in order to better assist their child and will receive newsletters with articles that foster positive academic interaction for their child. They will be eligible for free psychological and counseling services. KFKA website will have photos of activities and special events to showcase achievements and stimulate parent involvement. Photos and observations will be sent to parents through electronic portfolios via Life Cubby. A student commerce program will encourage students to participate daily through a "token economy" system. Each child will maintain a checkbook where they will earn plastic coins daily based on certain criteria. At the end of the week, they will "deposit" the coins into their school bank account. At the midway and end of the program, they will use their math skills to add up the "money" in their accounts. Chase Bank will be invited to speak about the importance of saving money, and how this "token economy" is relevant to the daily lives. Donated items will simulate a store where students can spend the token money earned.

5.6c Student Program Activities: SSSA program will offer a wide range of academic enrichment activities designed to bridge the gap and support the regular school day with the main goal being to improve science, math, and language arts proficiency in the target group in alignment with the needs assessment. Activities will include an extensive engineering component using Lego products and curricula. Students will also complete science activities in the KFKA

science lab and plant and investigate math and science concepts in the school garden. All science activities will incorporate STEM concepts as well as language arts integration and critical thinking. Secondary goals will include fitness and nutrition, creating healthy habits, Spanish language goals, and fostering positive prosocial behavior through teaching children to cooperate, help one another share, and become more empathetic toward others. Through a multidisciplinary project approach, the proposal aligns itself with **Florida State Standards** in Language Arts, Math, and Science and Social Studies. In some cases STEM activities exceed those outlined in the Florida standards. Activities will be presented in various manners including hands on for kinesthetic learning and other strategies will be used to address all learning modalities. The activities are designed to expose students to new techniques or styles in learning for problem solving approaches in the content area of science and throughout the activities, which will integrate key math and language arts concepts. Individual courses for students are tailored to meet the unique needs of each grade level in consideration of individual learning needs and capacity. A typical day for students in grades K/1 (the primary group) would contain the following elements. Students arrive at KFKA students will be greeted by staff and will be served a healthy snack which includes water, fruit and a second component. Between the hours of 2:00 pm and 6:00 pm, students will participate in PBL activities in the areas of science with math and literacy integration, empathy and prosocial behavior activities integrating language arts in the completion of project designed to help others in the community and Spanish classes. (PBL) teachers will be certified teachers. Students will also use computers daily using School district software required of students for practice and enrichment in reading, math and science. Critical thinking games will be used for additional enrichment. Conversational Spanish will be offered as a PBL class once a week as needs assessments showed this is a concern for children living in Miami's multi-linguistic city. A personal fitness component of the program will find students participating in a weekly soccer class, karate class, and fitness class. The two additional days, students will participate in structured outside activities. A chess program will be taught to intermediate students during the

summer to promote critical thinking. In the summer when the enrichment program begins at 8:00 am, we will provide the same activities as the afterschool program with an additional 45 minute instructional block to increase academic enrichment activities to 90 minutes of targeted PBL activities in STEM, language arts, Spanish, and Positive Prosocial Behavior. In support of KFKA's obesity prevention initiative, an additional hour of physical education activities will occur in the summer program. This will include classes taught by fitness instructors 3 days a week, to include 1 day fitness class, 1 day soccer class, 1 day karate class, 1 day structured outdoor play. On the 5th day of the week students will take part in off-site local fieldtrips to support the topic for the week after spending time learning about the concepts related to the fieldtrips. This will include trips to: the zoo, Museum of Science, plays, police/fire stations, Farm Share, farms for picking and comparing plant types, and other field studies that integrate math and science. Other activities will include reinforcement activities for all subject areas as well as PBL classes and extensive studies in the school garden. All PBL and technology activities will have formal objective correlations on PBL lesson plan pages. Reviewing Individual Education Plans (IEP's) for all for special needs students will be done by the one site psychologist, who will also suggest strategies to support their education plans. Volunteer high school mentors/tutors will be paired with students needing additional assistance. See detailed schedules for summer and school year programs uploaded to portal.

5.6d Adult family member Program Activities: Family support is key to ensure a child's academic success, which is why KFKA will host six family engagement activities annually as part of KFKA Family Engagement Club. With advance notice, childcare will be offered. The programs all interrelated will assist parents in helping their children to achieve academic success. To attract maximum participation, activities are scheduled on Saturday mornings as our parent surveys indicated that families work late and getting out on a school night is difficult for families.

1. Parent Academy Family Literacy Club: Families can participate in a story time activity. After reading 2 books with the reading leader, students and families will participate in preplanned follow-up literacy activities. Books will be given to each family to be used as follow up at home.

2. Parent Academy Topic: Internet and social media safety for parents: Led by Licensed School Psychologist, topics to help parents keep their child safe on-line. Sub-topics including parental controls, internet predators, and safe surfing will be addressed. A student fingerprint company will be available for fingerprinting identification for those who would like them. **3. Parent Academy**

Family Science Club: Families participate in hands-on science explorations that are extensions of those done in the afterschool enrichment program. **4. Parent Academy Topic –** Test taking, preparing your child for success and reducing the anxiety: This course will be led by Licensed School Psychologist. Topics to help parents understand the standardized and regular testing taken by their children. Other topics include referral processes for ESE or advanced classes, and how to keep lines of communication open with the classroom **5. Parent Academy Family Math**

Club: Families can participate in a morning of math with their children in a hands-on fun fashion. Parents will also leave with strategies to do hands-on math at home and all around and strategies to help their children to succeed in math at school. **6. Parent Academy Topic:** Dealing with changes, school transitions, death, and divorce, illness, changing schools, successes and disappointments, by Licensed School Psychologist. Topics designed to handle such traumas, and strategies for reducing anxiety. During the summer sessions, we will offer parents the opportunity to chaperone field trips and/or volunteer at the school. This will allow the parent to engage in their child's learning while spending quality time with their child.

5.6.e Staffing Plan and Professional Development: The Site Director/Program Coordinator has a Bachelor in Elementary Education, Masters in TESOL and an Education specialist in Computer Education. She has 17 years as a decorated classroom teacher of which 13 years as an elementary science lab teacher. She has spent 10 years as Owner/Director/Principal of KFKA

private school. The site **Director/Program Coordinator**, working 4 hours per day will oversee all aspects of planning and grant implementation in addition to collection of data and analysis. She will confirm that assurances are met. She will lead 3 of the 6 Family Engagement Activities along with **Curriculum Supervisor/Lead Teacher**. This staff member will plan all activities including those for PBL teachers. She will set up all activities so when the PBL teachers arrive from their home schools, the materials and activities are ready for implementation. She will oversee that activities are being done correctly and that PBL student progress is documented in electronic portfolios for families and for site compliance. She holds a Master's degree in Reading, has 26 years teaching experience in grades 1-5, as well as being lead teacher and SPED specialist responsible for managing IEP's for special needs students. She will be a substitute teacher if a PBL teacher is unavailable. This position will be 2 hours per day during the school year and 4 hours a day over the summer. The **Program Assistant Director** will work 2 hours per day making sure that all attendance records are maintained, materials are ordered, staff hours are documented and financial/account matters are implemented. She will be responsible for student behavior plans and arranging parent/family workshops. She will monitor individual plans for students with special needs, assist in communication and progress reports to target school teachers, and schedule free sessions as needed with parents and school psychologist. She will ensure that student daily snacks are provided and oversee student transportation to/from KFKA. Her experience includes excellent written and verbal English communication skills, management of workloads, sets priorities, and functions with minimal direct supervision. She has in-depth knowledge of KFKA policies, practices and operations, and knowledge of local and state childcare guidelines. She has a Bachelor's Degree, 4 years of relevant/administrative experience. She has managed daily operations of school for toddlers through 5th grade and ensured that all reporting for School Readiness (SR) and Voluntary pre-kindergarten (VPK) programs are submitted accurately and in a timely manner. She has worked with Early Learning Coalition to resolve any pending SR/VPK matters and ensured that all necessary reporting is prepared for submission to

the Child Care Food Program on a monthly basis. She will assist the Office Manager with organization and maintenance of staff and student files, prepares daily deposits, and maintains visitor and prospective student information, reviews daily classroom attendance reporting verified with to the information for accuracy. PBL teachers must have a minimum of 10 years' experience currently teaching and preferably have a Master's Degree in Education. All will have active Florida teaching certification. Each PBL teacher will specialize in the age children they are dealing with. Each will be responsible for 2 different grade levels in 2 different time slots. There will be 3 PBL teachers, each teaching 90 minutes per day during the school year and 2 hours per day in summer. They will teach the STEM and Language Arts related activities. One teacher is also a licensed school psychologist who will teach a PBL related activities for each group every other week in topics ranging from character development, anti-bullying, other positive prosocial behavior related activities. He will lead 3 of the 6 Family Engagement Activities and donate 2 hours per week of consultation with parents of students. An additional PBL teacher with 30 years of experience and a valid Florida Teaching Certification is a Physical Education teacher who will lead PBL activities once a week on personal fitness and health education. During the summer an additional certified teacher will be hired for the art appreciation program. In addition to the teaching staff mentioned above, 6 staff members will be hired to work with students during non-PBL time. These individuals shall be classed as **Other Staff**. They are currently teachers at KFKA during the hours that precede the start of the afterschool enrichment program. They will be responsible for all non-PBL activities, including direct supervision, snacks, transitions, story time, music and movement, computers, homework assistance and any summer camp related activity. An advisory board will be assembled and meet regularly to monitor progress and compliance.

Professional Development: Non PBL teachers, other staff hold current CPR/First aid certification and will take recertification classes prior to expiration. These re-certifications will be a grant cost. All staff including PBL staff will participate in character development training through

the Peace Foundation and train in Conscious discipline. Hands on Science Exploration training will be provided by the Site Director and not a grant cost. Site Director, Curriculum Supervisor/Lead Teacher, Evaluator and Program Assistant Director will attend the 21st CCLC training. Donated professional development trainings are scheduled by Dr. Drew on STEM activities with discovery blocks and art integration trainings with Discount School Supply.

5.6.f Program Site: KFKA is a 8630 square feet indoor and 9000 square feet outdoor facility. This includes: 10 classrooms, 11 bathrooms, a kitchen, computer lab, library center, and science lab with an outdoor garden for field studies in math and science exploration, aquariums, and several caged small animals (birds, turtles, crabs) which are easily observed by students. KFKA facilities meet ADA guidelines for accessibility to the building and vehicle parking. Interior ADA compliance is provided for ramps, toilets, showers, mobility space, handrails, windows, doors, and all doorways. All classrooms have a front and back door for fire safety. The building has a comprehensive maintenance plan to include monthly changing of air conditioning filters. Classrooms are cleaned and sanitized nightly with a green plant based product called Envirox. The site earned perfect evaluations for 10 years from the fire and health departments. All KFKA day school staff are CPR/first Aid trained with an average of 5-8 years of teaching experience. Most have at least 12 college credits in child development and some have Associate of Bachelor's degrees. Their salary will be correlated to years of experience. Outside Contractors shall be defined as any individual who will not be employed by KFKA. They will undergo Level 2 background screenings. This includes karate, soccer and fitness instructors for the summer program, and an outside bus company driver who provides student transportation from target school and field trips during the summer.

5.6.g Safety and Student Transportation: The safety of each and every student is paramount to our operations. A video security system records interior and exterior movements and interactions which are monitored by the office staff. The Directors office is adjacent to the main

entrance which is the hub of security activity. KFKA safety plan includes procedures for students, families, staff and volunteers. These comprehensive procedures are outlined in parent and employee handbooks and monitored by administrative staff and outside agencies. Documents are prepared in Spanish and English and staff is available if additional translation to English is necessary. All applicants, including volunteers must complete a local, FBI and FDLE level-two background screening and receive a clearance letter from the Florida Department of Children and Families (FDCF). They must abide by FDCF requirement for employment status change, certification and education/training. CPR/first Aid certification is required of all personnel. They must participate in at least 6 hours of training focused on positive behavior management and/or conscious discipline strategies, as well as training to effectively meet the needs of children with special needs. Volunteers are never left alone with students and must take part in an orientation to learn the school's safety procedures and emergency preparedness plans. KFKA maintains all required and current health, fire, building and facility licenses and certifications as determined by the FDCF, the licensing agency for preschool and afterschool and summer camp programs in our community. The facility maintains operating permits by meeting the requirements of all federal state and local zoning, health and safety standards as demonstrated by the annual inspection by the Department of health, Fire Department, the USDA food Program and DCF. Renewals are current. All activities conducted at KFKA are evaluated for safety before, during and after implementation. Since inception KFKA has maintained an excellent safety record for all on and off-site procedures, including field trips, with no vehicular accidents or emergency related injuries. Nonetheless, emergency and reporting procedures are in place for any incident involving students. KFKA maintains strict confidentiality and HIPPA procedures related to medical matters. A team approach involving school, parents, doctors and therapist, is used to develop a health action for medical interventions, including training of staff to participation in intervention. **A risk management plan** is maintained and outlined in staff and parent handbooks. This plan takes into consideration hurricane preparedness, tornadoes, fire drills and fire evacuation plans, police

lockdown emergencies, communicating with parents during emergency. Target students arriving at KFKA and transported by private or county bus services must be approved by Miami Dade County Public Schools and maintain all current licenses and insurances. Students are transferred into the bus by personnel at the students target school. Upon arrival at the site, students are greeted at the bus by a member of KFKA administration team. The student then signs themselves in on an age appropriate user friendly computer screen (staff is available to assist) and is escorted to the designated classroom and greeted by a member of the teaching staff. One target school is located directly across the street from KFKA. As a result, they are walked from the school to KFKA at safety designed county crosswalks, in a coordinated effort between the school and KFKA administrative team. Two staff members meet the student outside of the main office. Once attendance is verified, 1 staff member walks at the front of the line and 1 staff member at the rear. Students then cross using crosswalks staffed by a Miami-Dade County school crossing guard. If a student is not at the designated meeting place, KFKA will be called and in turn the parent will be called verify that the student is absent. All students are transported home by the parent/guardian who must sign students out at the front desk and pick them up in their classroom. KFKA operates a **modern technological attendance, entry/exit and surveillance system**. Any non-custodial individual must present ID, be older than 16, and must be listed as an authorized pick-up person in the students' records. Access to the school and classrooms is limited by a computerized locking system which requires supervised manual access. Upon entry, all individuals must present ID and input the child's unique pin number into a central computer system. They are then given an ID card with the student's name which is presented to the teacher in charge of the student. This alerts the teacher that the person has been cleared. Teachers maintain child tracking charts and careful counts are taken during all in-house transactions. The same bus service license and insurance requirements listed above apply to fieldtrip bus transportation services. KFKA maintains a copy of these documents on site. At the start of school, parents/guardians sign a transportation form including emergency contact information. This

information is kept at KFKA and also provided to the bus transportation company. **Fieldtrip safety procedures** require students to wear a brightly colored KFKA tee shirt for immediate recognition. Drivers must park in designated areas to provide safe access for the students at the start and end of each fieldtrip. Prior to leaving for a fieldtrip, a safety checklist must be completed to be sure the bus is safe for students. A 10:1 ratio for children ages 4 and 5 and a 15:1 ration for children ages 6-12 is maintained at all times during fieldtrips, omitting volunteers. A tracking log is maintained and students count is taken at least 4 times during the trip in the bus and at the site. A fieldtrip backpack must accompany the groups and be easily accessible to staff on board. It contains emergency contact and medical/allergy info for each travelling student and volunteer. A first aid kit and child specific medications (EPI pens, insulin) ae included. Staff members must keep their cell phone on. Students may not be dismissed to a parent while the fieldtrip is ongoing.

5.6.h Dissemination Plan: KFKA announced intent to apply for the 21st CCLC funding through parent meetings of current student of KFKA on its current website (www.kidsforkidsacademy.com), email letters to targeted public schools, in the area. A Constant Contact mailing was also done to 2,000 email addresses of families attending the 3 target schools. Students will be recruited from the existing population at KFKA elementary, afterschool and summer camp program, as well as the Title I schools targeted. Additional recruitment efforts include brochures, a massive email campaign and on the KFKA website. On the website, KFKA will dedicate a page to include a copy of the approved application and registration form. The website will be updated monthly by the Part Time Clerical Staff to provide a list of program objective and activities, indicate updates on the progress of the program through showcasing student products and a schedule of all activities links to field trip sites, as well as research sites used by the students, and photos. An advisory board consisting of the Program Director, Lead Teacher, 1 parent representing k-2 students, 1 parent representing 3-5 students, 1 teacher from each target school, and 3 members of the community not related to the program shall meet

quarterly to discuss the program and make suggestions as to program improvements based on student performance and feedback gained during the quarter from families, target schools, and the community.

*written at field tested by Program Director Beth Davis in her own classrooms and used in classrooms across the state of Florida over the past 27 years.
