

2015-16 21<sup>st</sup> Century Community Learning Centers  
Centro Campesino Farmworker Center, Inc (CCFC)  
YouthPride Program

**5.1 Project Abstract or Summary**

CCFC's primary goal for our YouthPride free After-School and summer camp program is to advance educational opportunity and achievement while strengthening the role of parents in supporting the highest outcomes for their children in grades K-8 attending the following Title 1 Schools in Florida City and its surrounding areas: Avocado Elementary, Florida City Elementary, Homestead Middle School, Gateway Environmental K-8 Learning Center, Laura C. Saunders Elementary, Miami Community Charter Elementary and Middle School, and Redondo Elementary. The Centro Campesino site provides services to 94 students for 180 afterschool days and 60 students are provided services for 9 hours/day, 13 days during the weekend/holidays. For summer, 75 students are provided services for 9.25 hours/day for 29 days. The Everglades Community Association (ECA) site provides services to 37 students (per child care license) for 180 afterschool days and 37 students are provided services for 9 hours/day for 13 days during weekend/holidays. For summer, 60 students are provided services for 9.25 hours/day for 29 days.

CCFC's YouthPride program will implement an engaging tutorial program to address the academic disparities of students in our targeted community by improving core academic achievement, self-awareness, physical fitness and healthy living, through the implementation of student led project based learning curriculums, homework support, physical activity, social skill development and monthly parent support activities.

**5.2 Continuing Improvement**

The Centro Campesino Farmworker Center, Inc. (CCFC) 21<sup>st</sup> CCLC model is firmly rooted 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, evaluation will include formative and summative evaluations to help ensure the 21<sup>st</sup> CCLC model is effective, efficient, and sustainable. While the focus of formative and summative reports will be the proposed goals, activities, and outcomes of the 21<sup>st</sup> CCLC program, additional questions may be included to explore partnerships, disability education, trainings, individual student development, and model progression. YouthPride target feeder schools have committed to providing all necessary data on active 21<sup>st</sup> CCLC student participants, including school attendance, behavior, grades, and other data to support the development and evaluation of the 21<sup>st</sup> CCLC program.

### **5.3 Program Evaluation**

*Formative Evaluations* will be completed regularly through the year. Each formative evaluation will include a review of operational accomplishments and challenges (e.g., hiring staff, student recruitment/retention, partner board, etc.), actual versus proposed operation (e.g., days of operation, attendance), a review of each objective (e.g., data collected, progress), and recommendations for addressing any identified challenges. *Summative Evaluations* will be similar to formative, though will have additional information on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. Summative evaluations will include all elements of program operation (e.g., hours, days of operation); activities, enrollment and attendance, measures of academic performance, federal teacher impact surveys, feeder schools, staff information, and partnerships. The summative evaluation report will be completed no later than August 31, 2016. Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess progress on objectives. Periodic focus groups with training providers, school staff, students and parents may be conducted to collect additional qualitative data and satisfaction data to help inform formative evaluations. *Feedback and Debriefings*: The process for sharing and distributing information is an integral part of the evaluation plan. Distribution will occur at three levels: (1)

administrators, (2) staff members, and (3) stakeholders. Periodic meetings will be held with the evaluator, administrators, program director, site coordinator, and any staff wishing to participate. Current data trends and operations will be reviewed with a focus on program improvement and immediate refinement. Data will also be utilized by site coordinators and teachers during meetings to help tailor program offerings to the needs and progress of individual students. For formative evaluations, the evaluator will provide written reports to administrators, and will help guide CCFC in refining and addressing concerns. In addition, an on-site debriefing will be provided to all 21<sup>st</sup> CCLC staff to: (1) engage staff in addressing challenges; (2) promote “buy-in” into evaluation as a “living” process; and (3) promote discussion, cross-training, and support. Finally, evaluations and findings will be disseminated with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve.

The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will serve as the external evaluator for this project. CASPER will oversee all aspects of program evaluation, including formative, summative, and data reporting. The lead evaluator of CASPER was a middle school teacher and has been conducting evaluations of educational programs for over 13 years, with the past eight focused on 21<sup>st</sup> CCLC programs. Led by a professional evaluator and licensed psychologist, CASPER has overseen the evaluation of over 300 educational programs. As an active member of the American Evaluation Association, all evaluations will be conducted under the ethical codes and established procedures of this professional organization.

## **5.4 Partnerships, Collaboration and Sustainability**

### **5.4a Community Notice**

A successful grant award is recognition of excellence that must be shared with the community. One of our ongoing goals is the operation of a neighborhood based resource and referral system to the members of our migrant community. In an effort to work towards this goal, we have joined with local

community associations and service providers to market and disseminate information about our program. As a recipient, we extend and share the award's impact to the stakeholders and community at large. Program literature is updated monthly and disseminated in English, Spanish, and Creole. CCFC maintains a website with a section dedicated to YouthPride and a copy of the approved application is maintained on the website. A section of YouthPride's web page is devoted to reporting ongoing progress in meeting the proposal goals and objectives. YouthPride's web page highlights student projects frequently. The website is updated at least once a month during the project period, and the date of the latest update is displayed on the page.

#### **5.4b 21<sup>st</sup> CCLC Advisory Board**

The YouthPride advisory committee is a collection of committed individuals who bring unique knowledge, perspective and skill sets to the program by making recommendations and/or providing key information and support to the program leadership and staff while also playing a supportive role in public relations, program development and providing a fresh perspective on programmatic issues or concerns. The YouthPride advisory committee consists of two parents from both 21<sup>st</sup> CCLC program sites, two certified Miami Dade County Public School teachers, one student from both 21<sup>st</sup> CCLC program sites, the program coordinator and the program director. Each member is asked to commit to serve one program year.

#### **5.4c Collaboration with Private Schools**

There are currently no private schools within the Florida City community.

#### **5.4d Partnerships**

Research have shown that building effective community partnerships helps to address the health and social needs of a community. During the 2015-16 21<sup>st</sup> CCLC program year, the CCFC YouthPride program will partner with the Miami-Dade County School Board Parent academy, AmeriCorps and SwitchBoard of Miami.

Switchboard of Miami, Inc. is a private, 501(c)(3) nonprofit organization that counsels, connects and empowers people in need. With more than 15 specialty phone lines, Switchboard offers free and confidential telephone counseling, crisis intervention, suicide prevention and information while also providing social development and community awareness training in the area of Youth Wellness and Family Counseling. Switchboard will serve the YouthPride participants by conducting 12, 1 hour life skills training lessons including a pre- and post- test for each program participant at no cost to the program and provide all training materials covering the such topics as anti-bullying, drug prevention, gang prevention and conflict resolution.

Miami-Dade County Public Schools Parent Academy is a free, year-round, parent engagement initiative of Miami-Dade County Public Schools, helping parents become full partners in their children's education. The goal of this program is to provide educational excellence for all of our children by informing parents about the importance of their roles, uniting families and schools, and giving parents a comprehensive sense of their rights, responsibilities, and the educational opportunities available. The Parent Academy will serve the YouthPride participants by conducting 8, 2 hour parent skills training lessons including a pre- and post- test for each parent at no cost to the program and provide all training materials covering such topics as the home environment, study skills and parenting for tests.

AmeriCorps State and National supports a wide range of local service programs that engage thousands of Americans in intensive community service each year by providing grants to a network of local and national organizations and agencies committed to using national service to address critical community needs in education, public safety, health, and the environment. AmeriCorps will serve the YouthPride participants by providing \$97,000 to support the cost of 14 AmeriCorps service members who will engage in homework assistance and tutorial activities while serving as mentors to the YouthPride program participants.

#### **5.4e Collaborations with Regular School Day**

In order to operate at an optimal level in providing service to our program participants, the YouthPride program is dedicated to supporting and collaborating with the teachers and administration of our target schools. At the beginning of each program year emails and phone calls are placed to the principals at the day schools in our community to arrange meetings with the program director to discuss the goal of our program and how we can work together to enhance the academic achievement of our program participants. The YouthPride staff members are required to attend the open house of our target schools in order to build a rapport with the teachers while supporting the parents and students alike. Teachers are also provided with the contact information for the YouthPride staff and encouraged to submit feedback on the status of our program participants in addition to the 21<sup>st</sup> CCLC quarterly surveys. This collaboration is further solidified by the fact that all of the YouthPride certified teachers are employed at target schools within our community.

#### **5.4f Sustainability**

It is always the objective to reduce financial dependency on 21<sup>st</sup> CCLC for funding to provide a free afterschool and summer camp program to the residents of this community who are at-risk children ages 5-15, who are currently served by the CCFC 21<sup>st</sup> CCLC YouthPride program.

Challenges:

1. Progress towards economic recovery is still incomplete with the southernmost Miami-Dade County experiencing a high unemployment and underemployment and great competition for funding.
2. CCFC's remote location in unincorporated southernmost Miami-Dade County where public transportation is almost nonexistent. This presents challenges in the recruitment of volunteers due to the level of poverty of many residents and the fact that most service organizations have volunteers based in the north part of the County and/or seek to do one-time service days, non-continuous volunteering multiple times per week.

3. Due to limited space we cannot provide service to all participants in the community. Therefore, an active waiting list for openings in CCFC's afterschool and summer camp programs are an ongoing process.
4. Difficulty of finding community members in an area of very low-income families, who can manage the financial obligations it take to operate, staff and support a successful enrichment program.

Statement of Purpose:

CCFC will continue to seek grant opportunities, develop partnerships and recruit volunteers to provide tutorial enrichment and mentoring services to participants in our programs.

We will continue to dedicate our internal resources to supporting our program participants so that their experience is affirming, creates opportunity for development and offers opportunity to plan for a better future.

Strategies for Sustainability:

1. Formalize a recruitment partnership with the Miami-Dade County School District (South Dade High School, Homestead High School, Miami Community Charter High School and Keys Gate High School) to create a source of high school seniors to serve as student mentors and continue the partnership with MDC as a Service Learning placement site.
2. Re-apply to Junior League of Miami, Himan Brown Charitable Trust, The Children's Trust, Kiwanis Club and other service clubs and grant sources for funding to support youth services in our community.
3. Submit continuation grant request to AmeriCorps, United Way and 21<sup>st</sup> CCLC while also researching other grants and corporate sponsorships to gain funding.

4. Do outreach to other community partner organizations to determine any possibilities for referrals of funding sources.
5. Expand the purpose/uses of the YouthPride facility to increase community access to services and to expand the educational services provided by the entire agency. By doing so, it is anticipated that additional resources will be generated which will be researched for ways to create continuous funding to support the staffing, operational and tutorial obligations necessary to offer a free afterschool and summer program.

Timeline:

Research for new opportunities: Ongoing

Person(s) responsible: Executive Director and Program Director

Commitment:

Although CCFC acknowledges the challenges and possible reductions in all government-funded programs, we are committed to vigorously advocating for the continuation of the highly successful 21<sup>st</sup> CCLC funding. CCFC plans to apply for all opportunities made available through the Florida Department of Education and will continue to support other emerging programs through mentoring and program sharing.

## **5.5 Program Plan**

### **5.4a Recruitment and Retention**

CCFC believes that it is important to spread the word in our community about our 21<sup>st</sup> CCLC YouthPride After-school and summer camp program. We plan to increase participation by letting the community partners, target school staff and parents who could benefit from the program know how to get involved.



Making our program highly visible and showing its value to the community, we believe will help to ensure the continued success of our after-school programming.

Though many of the participants enrolled in our program are current participants, the YouthPride staff and AmeriCorps members will be responsible for the recruitment of new program participants. Students will be recruited and offered services to enhance their self-esteem while also receiving personalized tutoring and homework assistance. The CCFC AmeriCorps YouthPride program will reinforce existing relationships with agencies that provide resources and exposure to our program, such as our targeted schools, Florida International University, Barry University, Miami Dade College, Miami Dade Access MEED, Agencies for Persons with Disabilities, University of Miami and the local community high schools.

#### **5.5b Student Program Activities**

The 21<sup>st</sup> CCLC YouthPride program utilizes the common-sense Principles of Effectiveness approved by The National No Child Left Behind Act, to achieve its goals by: (1) Using scientific research to guide classroom practice; and (2) Involving parents by giving them information and choices about their children's education. In order to assist students in meeting The Florida Standards the project design will combine enrichment and academic activities through project based.

Since the majority of our program participants are low performing students in need of individualized instruction, curriculums that are geared for classroom design are not adequate to meet the needs of our specific population. We will implement a project-based, certified teacher lead model that will be designed to include the Mindworks<sup>®</sup> project based curriculum and will meet the Just Read, Florida! Priority: Reading Intervention strategies for students who read below grade level, with a teacher ratio of 1:15. The services of the 21<sup>st</sup> CCLC CCFC program will consist of: homework assistance, tutoring, individualized interactive instruction, Mindworks<sup>®</sup> project-based learning (PBL) curriculums and diverse enrichment activities such as art, drama, organized indoor and outdoor physical activities, educational

field trips, service learning, character education, parental workshops and family involvement. The combined field trip and classroom activities allow CCFC to achieve the following outcomes: 80% of participants will increase their performance in reading, math and science; at least 80% of regularly participating students improve their attendance, behavior, knowledge of positive character traits, physical fitness, and completion of homework; at least 80% of parents who participate in parenting workshops will improve their understanding of their children's educational goals and will be better prepared to support their learning.

The student led 9 week project-based activities includes individualized learning instruction through media, learning while doing, visual feedback and audio. Utilizing a project-based curriculum allows our program the luxury of having teachers provide small, concrete and representational, group instruction. Lessons are reinforced during personal enrichment classes in an abstract manner in order to target the different levels of learning. Each student will participate in project-based activities, in Reading, Language Arts, Math and Science four days a week for an hour each day. Each project base activity will have a nine-week implementation period. Each participant will engage in one project per nine week period. All projects will be interactive, hands-on, and will evoke critical thinking and problem solving skills. Project based activities will be scheduled during the last 2 hours of the program day allowing students involved in other extracurricular activities to make it to the program in time to receive the full extent of services.

In order to maximize program effectiveness, both 21<sup>st</sup> CCLC sites (CCFC and ECA) is open for service during the afterschool hours from 2:00pm – 6:30pm (Monday through Friday) including early release days for a total of 180 days. There are 13 weekend holidays (teacher planning and spring break) in which both 21<sup>st</sup> CCLC sites (CCFC and ECA) will be open for service from 8:00am – 4:00pm. The 21<sup>st</sup> CCLC summer camp will be open for service at both 21<sup>st</sup> CCLC sites (CCFC and ECA) 29 days during the summer from 8:00am – 4:00pm (Monday through Friday).

### **5.5c Adult Family Member Program Activities**

Engaging and empowering parents in the education of their children is one of the continuous goals of the CCFC YouthPride program. We aim to address parents' needs through a curriculum of formal family literacy classes, monthly workshops (discipline, preparing students for the FCAT 2.0, communicating with teachers/administrators, and importance of physical fitness) conducted on site and administered by the MDCPS Parent Academy. A total of eight, two hour scheduled parent workshops will be conducted throughout the program year.

To enroll children in our program, parents must sign an agreement indicating commitment to attend monthly meeting to ensure the participation of the adult family members of actively participating students.

### **5.5d Staffing and Professional Development**

The 21<sup>st</sup> CCLC program is staffed by: One (1) program director to manage staff at two 21<sup>st</sup> CCLC program sites, correspond with parents, oversee data collection and record-keeping, collaborate with external evaluator to facilitate data collection and analysis, collaborate with 21<sup>st</sup> CCLC partners, monitor the project budget and direct professional development sessions for staff. One (1) site coordinator will supervise the implementation of the 21<sup>st</sup> CCLC project based and tutorial program and supervise the 21<sup>st</sup> CCLC program staff at two 21<sup>st</sup> CCLC sites. Four (4) certified teachers will provide direct instruction to organize and implement student led project based curricula used by the program at two 21<sup>st</sup> CCLC program sites. Five (5) homework tutors will tutor, mentor, and supervise all 21<sup>st</sup> CCLC program participants to ensure a safe and efficient learning environment while providing academic and homework assistance to students, either in a group or individually at both 21<sup>st</sup> CCLC program sites. Two (2) enrichment instructors to provide enrichment activities for the 21<sup>st</sup> CCLC afterschool and summer programs to include Music, Art, Dance & Cultural activities at both 21<sup>st</sup> CCLC program sites. One (1)

Parent Resource Specialist, who's responsible for establishing and maintaining regular communication with parents/guardians about program updates, policies and workshops. Maintain parent/guardian contact log and database(s) / spreadsheets. A ratio of 3:15 (1 teacher/enrichment instructor, 1 homework tutor & 1 paraprofessional per group activity) for 6 groups at both 21<sup>st</sup> CCLC sites maximizes the impact of project based activities while ensuring an efficient, fun and safe learning environment.

### **5.5e Program Site (Center)**

Centro Campesino Farmworker Center, Inc. (CCFC) has provided after-school and summer programs to the South Dade community since 1992, when the organization improvised to offer services to children living in the tent city immediately following Hurricane Andrew. These limited tutorial and homework assistance services evolved into our current comprehensive tutorial and enrichment-based after-school and summer camp program. Certified by the Department of Children and Families as not being subject to licensure, the 21<sup>st</sup> CCLC CCFC program will be operated on the campus of CCFC where 4,305 sq. ft. will be utilized as the education building and contains a 3,000 sq. ft. classroom equipped with a computer lab, a service kitchen and a library complete with multiple sets of Britannica's, Almanac's and grade appropriate reading material for all of the 21<sup>st</sup> CCLC program participants. The 12,740 sq. ft. play area includes a full scale basketball court and playground where all outside activities will take place. The 21<sup>st</sup> CCLC Centro/ECA site is located 4 miles southwest of the CCFC site at the gated Everglades Community Association. This site is operated out of a 1,350 sq. ft. classroom divided into 4 smaller classrooms. The ECA site is unique as it is surrounded by 2 full scale basketball courts, a softball, football and soccer field and two playground areas, all maintained by Miami-Dade County Parks and Recreation Department. Both the CCFC and Centro/ECA CCFC's facilities are sites located inside of secure gated communities,

wheelchair assessable and able to accommodate the needs of the mental, physical and emotionally disabled.

In addition to being fingerprinted and subjected to a local and federal level 2 background check and a NSOPW (National Sex Offender Public Website) screening, all of the 21<sup>st</sup> CCLC staff members will receive American Red Cross First Aid/CPR (child & infant), United Way Disaster Preparedness, and Department of Children's and Families (DCF) 40 hour two part Introductory Child Care Training and ACCESS\_MEED Disability and Inclusion trainings. The aforementioned trainings provide each 21<sup>st</sup> CCLC staff member with the skill set necessary to adhere to a variety of unique situations. With a ratio of nearly 3:20, each program participant will be under careful supervision by highly qualified 21<sup>st</sup> CCLC staff members. The program director is a certified American Red Cross instructor and is responsible for ensuring safety and security measures in accordance with the CCFC and DCF protocols. As required by law (402.305(5), F.S.), the school district follows the standards set forth by the Florida Building Code State Requirements for Public Educational Facilities.

#### **5.5f Safety and Student Transportation**

Participants of the YouthPride program are transported to the sites by school buses as previously arranged and requested by participants' legal guardians. All feeder schools are located within a 10 mile radius of program sites. Other forms of transportation (to and from each site) are provided by parents or their designee. At the end of the program at each site, participants are picked up by a parent or any additional person designated by parent on the enrollment application. A designated program staff is in charge of supervising all exits at dismissal time by having parents sign their child(ren) out. Anyone other than the parents who wish to pick up a student must present legal identification. For students who walk home, parent permission must be identified on the student's enrollment paperwork and students must

sign out each day. To insure safety of participants, all students in attendance must sign in and out, and parents must identify all individuals authorized to pick-up/drop-off their children. During on-site activities, only authorized personnel and volunteers are allowed in the classroom or recreational areas. All personnel and volunteers will have visible identification while on site and all students will be under the supervision of program staff at all times. Along with visible identification, personnel who are CPR/First Aid certified will have certification readily accessible. All authorized personnel will have been previously background checked, fingerprinted and drug tested to comply with the Jessica Lunsford Act and organizational requirements. In addition, teachers and life guards will have a copy of their current certification on file at Centro and Centro-ECA. If at any time during program hours an incident occurs (behavior or otherwise), an incident report will be completed, appropriate staff and administration will be notified, parents will be notified (if incident warrants notification) and the report will be kept on file in the incident report binder. Space at each site is adequate and safe for the program as each site has safely implemented 21st CCLC activities for the last five years with the proposed number of students or more. Field trips will be offered through the after school and summer programs with prior notification and signed parent approval before field trips are confirmed. All field trip attendees will be provided with and will wear program t-shirts for identification purposes during the outings. An approved bus company through Miami-Dade County Public Schools will be used to transport students to and from field trip locations. Attendance will be taken at the beginning, during, and at the end of the field trip to ensure all students are accounted for. In addition the same sign-in and sign-out procedures will be followed on field trip days. The staff to student ratio during field trips will be 1:7.

### **5.5g Dissemination Plan**

A successful grant award is recognition of excellence that must be shared with the community. One of our ongoing goals is the operation of a neighborhood based resource and referral system to the members of our migrant community. In an effort to work towards this goal, we have joined with local

community associations and service providers to market and disseminate information about our program. As a recipient, we will extend and share the award's impact to the stakeholders and community at large. Program literature will be updated monthly and disseminated in English, Spanish, and Creole. CCFC will maintain a website with a section dedicated to YouthPride and a copy of the approved application will be maintained on the website. A section of YouthPride's web page will be devoted to reporting ongoing progress in meeting the proposal goals and objectives. YouthPride's web page will highlight student projects frequently. The website will be updated at least once a month during the project period, and the date of the latest update will be displayed on the page.