

Big Ideas Educational Services After School Program

Project Abstract

Big Ideas Educational Services (B.I.E.S) has implemented the Big Ideas Educational Services After School Program (BIES-ASP) to support the development of students who are creative, explorative, and life-long learners through programming that is optimal for academic achievement. BIES-ASP will serve a total of 150 kindergarten through fifth grade students living in Miami Gardens and Brownsville, and attending Barbara Hawkins Elementary or Lorah Park Elementary Schools. Each site serves 75 students, with enrollment to include at least 15% students with disabilities. Program partners include Florida Introduces Physical Activity and Nutrition to Youth (FLIPANY), STEMfinity, Barbara Hawkins Elementary School, and Lorah Park Elementary Schools. This collaboration ensures that underserved families and students are supported in meeting state standards through activities that focus on Literacy, STEM, Arts and Crafts, Parental Involvement, and Fitness and Nutrition Enrichment. Parent offerings reinforce student learning through workshops on Nutrition and Healthy Lifestyles as well as Literacy and Academic Support.

Needs Assessment

BIES-ASP will serve elementary schools with high minority populations and economically disadvantaged populations as compared to both the Miami-Dade School District and State of Florida:



Big Ideas Educational Services After School Program

Table 1: Demographics of Target Area ¹				
	State of Florida	Miami-Dade School District	Barbara Hawkins Elementary	Lorah Park Elementary
White	40.9%	7.7%	*	*
Black	22.9%	23.1%	90.9%	81.7%
Hispanic/Latino	30.0%	67.4%	6.9%	17.9%
Disabled	12.9%	9.9%	7.2%	11.2%
Economically Disadvantaged	58.4%	74.1%	94.2%	97.2%
ELL	12.1%	27.1%	*	13.3%

Note: An asterisk (*) indicates a subgroup population fewer than ten.

In addition, both elementary schools are deemed Differentiated Accountability (DA) 2014-15 Classification. Barbara Hawkins Elementary earned a grade of D in 2014, while Lorah Park Elementary earned a 'C'. Table 2 details 2013-2014 school performance measures at targeted schools:

Table 2: Academic Achievement at Program Sites ²				
Elementary School	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing Satisfactory or Higher	Science Satisfactory or Higher
Barbara Hawkins	31	48	53	26
Lorah Park	38	59	25	42

¹ http://doeweb-prd.doe.state.fl.us/eds/nclbpar/year1314/nclb1314.cfm?dist_schl=13_3041

² <http://schoolgrades.fldoe.org/>

Big Ideas Educational Services After School Program

Because of these long-standing performance issues, The B.I.E.S. staff began providing after school and summer programming in both schools 4 years ago. With current funding expiring, it is the hope of the Administration of both schools as well as parents that this highly impactful and needed programming continues. This need was the catalyst to developing the 21st Century Community Learning Center program.

There are very few services for our target students to access, leaving young children out on the streets. After school and summer programming in the Miami Gardens area is primarily offered at the local parks. Lorah Park students in the Brownsville area do not have services equal to what is being offered at the school currently. The YMCA and Miami-Dade County Public Schools do provide STEM services at surrounding schools, but these services are specifically for the students at those schools and not available to our targeted students. The City of Miami Gardens 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 program, summer camp, tennis, track and field and senior club. However, these opportunities are limited and often seasonal leaving many children unserved.

To run as effective a program as possible, BIES-ASP partners with the Miami-Dade County Public Schools in order to learn about the needs, interests, and strengths of those who will be served through the program. Staff works closely with parents, teachers, students, and stakeholders within both the Barbara Hawkins and Lorah Park Elementary School communities. Specifically, we collaborate with the PTA and school administration to determine the needs for out-of-school services and what would best work within each community.

B.I.E.S aligned our program structure and curriculum with the goals of the School Improvement Plan (SIP) for each school.

Barbara Hawkins Elementary School, SIP Goals:



Big Ideas Educational Services After School Program

Goal 1- To increase student achievement by improving core instruction in all content areas.

Goal 2- Increase appropriate student behavior through a system of positive behavioral support.

Goal 3- Increase student participation in STEM based projects to increase student proficiency in math and science.

Lorah Park Elementary School, SIP Goals:

Goal 1- Our goal is to increase student achievement by improving core instruction in all content areas.

Goal 2- Students who are present less than 90% of the time within a school year generally have lower levels of achievement than students who are in school consistently. In an effort to increase attendance, and thus achievement levels, the school would like to decrease the number of students who have 10 or more absences by 10 percent.

Goal 3- In an effort to increase student exposure to authentic, hands-on STEM activities, weekly essential labs will be conducted with an emphasis on student knowledge of the scientific process and student-generated writing within the content areas.

The BIES-ASP program supports the goals of both elementary schools by focusing on core subjects, particularly literacy. In addition, both schools have a specific focus on STEM which is supported by our partnership with STEMfinity and integration of STEM activities and technology in both after school and summer programming.

The school is the heart of the community, and teachers and school leaders within the school are extremely knowledgeable about the needs of the students and families. While implementing this support program, BIES-ASP program staff follow the lead of each school in order to meet the need and build upon the assets of the children and families served. We align our priorities to the schools' priorities, and designed the program to meet the needs that have been identified by the school. Under this approach, hiring school staff to work in the after school programming is key. Our organization relies heavily on teacher feedback, and teacher,



Big Ideas Educational Services After School Program

counselor, or social worker referrals to develop a holistic and team approach to building upon the students' and families' strengths while supporting them in their growth areas.

The need for this program is great in both communities. Barbara Hawkins and Lorah Park Elementary Schools serve students in the Miami-Gardens and Brownsville communities. These communities have a combined population of 114,000 residents. The combined median household income is \$16,566 with an average 76% of the population living below the poverty level. Due to the high rate of poverty, crime is intensifying at rapid rates. The area has an average of 62% youth committed violent crimes. The metropolitan area of Miami had 69 murders in 2012 and 2,096 robberies in 2012. BIES is uniquely positioned within these communities to provide quality and consistent after school services for youth and preteens during vulnerable after school and summer hours thus decreasing the frequency of these students becoming a static in the juvenile violent crime and arrest rates. Without our program, many children find themselves on the streets with little to occupy themselves and increased exposure to violent activities.

After school and summer services are currently being provided at both Lorah Park Elementary and Barbara Hawkins Elementary through The Children Trust Out Of School grant) Current funding will end on July 31, 2015, but the incredible need at both schools will continue. Therefore, B.I.E.S. is seeking funding from the Florida Department of Education to continue the current programming, but strengthen current offerings in terms of STEM offerings and support for parents.

BIES-ASP has strong partnerships with various individuals and organizations providing resources throughout the community. To connect participants and their families to community resources that are not provided by the program, BIES-ASP implemented a referral protocol that facilitates and encourages constant communication between the individuals and the organizations providing these resources and the school, after school program staff, students



Big Ideas Educational Services After School Program

and families. According to this protocol, program staff are required to maintain trust and an open line of communication with the students and families. This protocol enables and encourages those who work most closely with the families and students to formally and informally observe and engage families to determine unmet needs. Program staff are also required to be knowledgeable about community resources provided by program partners. Upon discovery of unmet needs, program staff ensure that families are connected to appropriate community resources, and continue to monitor progress toward meeting these needs.

Evaluation Plan

Upon notice of award, our organization will secure a regional evaluation group with experience in evaluation of federal education grants, specifically of 21st Century Community Learning Centers (21st CCLC). The Evaluator will be secured through a regional search and response to a posted Request for Proposals. The Evaluator will implement the plan detailed in Table 3:

Table 3: BIES-ASP Evaluation Pan			
Date	Objective	Activity	Completion
Week 2	Baseline Data Submission	Data will be collected for each participant within the first two weeks of program	August 15, 2015
Month 6	Mid-Year Data Submission	Data collected on all participants to demonstrate progress towards program objectives	January 1, 2016
Annually	Formative Evaluation	Evaluation conducted to examine continual progress toward achieving 21st CCLC	July 31 st (Annually)

Big Ideas Educational Services After School Program

Annually	End-of-Year Data Submission	Data collected to determine achievement of objectives and enrollment and participation rates from Sept. 2015 through the end of the	July 31st (Annually)
Annually	Stakeholder Survey Data	Collection of data from participating students, their adult family members, and school day teachers to examine stakeholder perceptions of and the impacts of the program on student academic and personal	July 31 st (Annually)
Years 1,3, and 4	Brief Summative Evaluation Report	Development of a comprehensive written report inclusive of student attendance and enrollment rates for Summer and Academic Year programming, indication of achievement of program objectives, reporting of overall operations, final partnerships table, teacher surveys on each student, student and parent satisfaction surveys, and recommendations	July 31st (Annually)

Big Ideas Educational Services After School Program

Years 2 and 5	Comprehensive Summative Evaluation Report	Development of a report summarizing annual evaluation findings pertaining to student attendance and enrollment rates for summer and academic year programming, achievement of program objectives; teacher surveys on each student; student and parent satisfaction surveys; changes recommended for programming, operations, or data collection.	July 31st (Annually)
Annually	Federal Data Collection and Reporting	Input of required information and data as determined by the Federal Department of Education	As required by the Federal Department of

The Director of Programming will oversee the Evaluator, and ensure coordination of evaluation activities be coordinated with program staff, students, adult family members and all other relevant parties. Evaluation activities will be conducted at times that are conducive to parent schedules and scheduled programming. Data collected will be comprehensive, following all state and federal requirements, and reviewed on an ongoing basis by all key stakeholders to determine impact and needed program changes. A mid- and end of year internal review of data will be conducted by the Advisory Board to determine a strategic plan to improve quality of services. Results will be shared through posting of data and reports on the BIES-ASP website, distribution of information to the administration of schools and the Miami-Dade school district, and reporting to key partners.

Measurable Objectives and Assessments

The following plan guides our program evaluation to ensure that children are making



Big Ideas Educational Services After School Program

gains in all content areas:

Table 4: Objectives and Assessment Plan					
Program Benchmark	Student Grade Levels	Data Source/ Measurement Tool	Meaningful Improvement	Timing	Assessed Content Areas
80% of participants in grades 2 and below will make meaningful improvement in oral reading fluency	K-2	One-minute Oral Reading Fluency (ORF)	All participants will advance from frustrational to instructional to mastery level	Afterschool: Pre, mid and post tests Summer: Pre and post tests	English Language Arts/ grade promotion
80% of participants in grades 3 and above will make meaningful improvement in reading comprehension	3-5	A-Z assessment	All participants will advance from frustrational to instructional to mastery level	Afterschool: Pre, mid and post tests Summer: Pre and post tests	English Language Arts/ grade promotion
75% of all participants will improve fitness	K-5	Progressive Aerobic Cardiovascular	Participants will show an increase of at least 1 lap	Afterschool: Pre, mid and post	Fitness/ healthy eating

Big Ideas Educational Services After School Program

performance		Endurance Run (PACER)	from the pre-test to the Mid-test; 3 laps from the pre-test to the Mid-test; and 4 laps from the pre-test to post-test	tests Summer: Pre and post tests	
75% of participants and parents will be make meaningful improvement in promotion of healthy lifestyles	K-5 Parents	2 Minute Program Assessment • Food and Fun 2nd Edition Planning and Tracking Tool • Parent Engagement Planning and Tracking Tool • Nutrition and Physical Activity Program Observation Tool	1. Participants and parents will be able to identify the importance of nutrition and physical activity for staying healthy. 2. From pre assessment to mid Participants and Parents will increase opportunities in selecting healthier eating and physical fitness choices.	Afterschool: Pre, mid and post tests Summer: Pre and post tests	Fitness/ healthy eating
80% of parent/caregiver will improve parent	All Parents	Parent-child Relationship Inventory	Parents will be able to identify areas to strengthen in	Afterschool: Pre and post tests	

Big Ideas Educational Services After School Program

involvement and parent nurturing skills. parent's will make meaningful improvement in Literacy and computer based skill based on survey administered at pre-test			parent involvement and parent literacy skills; an increase in literacy skills by signing student home learning to indicate they have assisted; demonstrate an increase in literacy skills by signing student home learning to indicate they have assisted.	Summer: Pre and post tests	
80% of participants in grades K-5 who make meaningful improvement in Mathematics	K-5	STEMfinity pre- and post- tests	All participants will advance from frustrational to instructional to mastery level on grade level tests	Afterschool: Pre, mid and post tests Summer: Pre and post tests	Math/ grade promotion
80% of participants in grades K-5 will	K-5	STEMfinity pre- and post- tests	All participants will advance from frustrational to	Afterschool: Pre, mid and post	Science/ grade promotion

Big Ideas Educational Services After School Program

make meaningful improvement in Science			instructional to mastery level on grade level tests	tests Summer: Pre and post tests	
--	--	--	---	---	--

Mid-Year Progress for Each Measure Method for how quantitative change or progress will be assessed during the year allowing for mid-year reporting. The Program Director, Site Manager and Advisory Team (consisting of one parent, student, school staff representative, and community volunteer) will take careful review of mid-year testing and surveys to determine lesson plan direction for instruction. Program lesson plans will be altered as needed to include strategies to improve student and parent success and participation in the program.

End-of-Year Performance for Each Measure Method for how quantitative change in performance will be assessed at the end of the year. B.I.E.S. continues to internally review its performance tools of assessments; each year allows the opportunity to evaluate methods in which we administer testing to our participants and report findings to our funders. B.I.E.S. has maintained a structured testing procedure, designating one Primary week for testing across all sites and two make up dates. This has allowed all staff members, students and parents to be aware of not only the importance of the testing being completed but provides all participants the opportunity to take part in the process thus helping to promote positive completion. A yearly internal review of data input policies conducted by the Advisory Team will determine if new procedures must be put into place to assure that all test are quantitative, entered accurately and within the timeframe allotted by our funding source.

Plan for Obtaining Data for Each Measure Plan for when and how the data will be collected and who will provide the data. Big Ideas Educational Services maintains a uniformed testing procedure. All students are tested during the first, eighteenth, and last week of after



Big Ideas Educational Services After School Program

school programming and the first and eighth week of summer programming. A testing schedule is posted to inform parents and support students to do their best on the test. All students are assigned a student number and a portfolio to hold hard copies of all materials, including test. Any student who is absent on test day will take a make-up test the first day he or she is present at the program. It is one of the responsibilities of the Site Manager to track student attendance, including keeping record of those students who are absent on test day and ensuring their make-up tests are completed. English Language Arts, Mathematics and Science tests are administered and graded by a certified teacher. Personal Enrichment Areas are administered by Teacher Aids. All instructors are responsible for uploading test results on a secure computer file that is only accessed by key staff members. Test results are reviewed and monitored by the site manager for accuracy by the 10th of each testing month. The Program Director and Site Manager analyze test results by the 15th of each testing month. Mid and post-tests will be administered in a similar fashion at designated dates. In the case of a child leaving the program before mid and post-test week, testing will be scheduled before the child's departure to ensure the data is captured.

Applicant's Experience and Capacity

Big Ideas Educational Services is a cutting-edge organization with a history rooted in providing exceptional after school, summer, and tutorial programs. The staff and management of this innovative organization has over 12 years of experience and compliance with planning, organizing, and implementing age-appropriate instructional programs in a learning environment that guides and encourages students to develop and fulfill their academic potential. B.I.E.S. staff has successfully developed and managed program budgets, while meeting all guidelines set forth by The Children's Trust, The Children Service Council, and The United Way. B.I.E.S. staff members networked and expanded a former nonprofit agency, Cool Kids Learn, to underserved urban city areas. This work impacted over 500 children in Georgia, Texas and North Carolina



Big Ideas Educational Services After School Program

under The No Child Left Behind initiative. BIES-ASP is spearheaded by Martha Harrell and Mary Harrell. Martha Harrell has seven years as a Program Director. During this time, Ms. Harrell maintained proper documentation and adhered to the precise mandates as set forth by the Children's Trust on a daily basis, earning a 95% proficiency program scoring for the past seven years. Mary Harrell has thirteen years of experience as an educator and Literacy Coach with Miami Dade County Public Schools, where she effectively evaluates testing data for improving classroom and school outcomes, designs and presents comprehensive lesson plans to staff that facilitate active learning experiences, prepares school-wide standardized focus activities to improve mastery of skills, and identifies and selects differentiated instructions to meet varying student exceptionally.

The proposed Big Ideas Educational Services After School Program (BIES-ASP) is a natural evolution of this success. With the addition of the following key elements: Parent Literacy labs and an increased focus on STEM. We are confident that BIES will have similar successes with the elementary school students served through BIES-ASP.

Through our partnership with STEMfinity, our program will implement cutting-edge research-based STEM materials for children K-5. This includes engineering activities, robotic kits, circuit boards, and solar workshops. In addition, STEMfinity will provide on-site training for all B.I.E.S. staff to support implementation and utilization of materials, and extension of STEM learning experiences into other activities.

Florida Introduces Physical Activity and Nutrition to Youth (FLIPANY)'s mission is to empower youth and their families through physical activity and nutrition education programs while raising awareness and creating policies for a healthier community. After fifteen years of experience teaching nutrition and physical activity to youth, Lynne Kunins established FLIPANY as a 501c (3) non-profit organization in 2005. She saw, first hand, the ill effects lack of access to nutrition and physical education had on children who were living in low-income communities.



Big Ideas Educational Services After School Program

Lynne developed FLIPANY to address the health and education disparities in these underserved areas of Florida. FLIPANY serves youth and families, including seniors, through collaborations with community centers, parks, and other social services agencies. Innovative programs fight childhood obesity and hunger by focusing on healthy food preparation, food security, physical education and work-site wellness. Programs include on site food demonstrations, nutrition education and cooking classes. FLIPANY is the lead Florida partner of the Share Our Strength's Cooking Matters® Program, nationally sponsored by the ConAgra Foods® Foundation and Wal-Mart. Cooking Matter's collaborative program model connects families with food by teaching them how to prepare healthy, tasty meals on a limited budget. Professional chefs and nutritionists volunteer their time and expertise to lead hands-on courses that teach adults, teens and youth how to purchase and prepare healthy foods in safe and tasty ways.

Partnerships, Collaboration & Sustainability

Big Ideas Educational Services, in partnership with Barbara Hawkins Elementary and Lorah Park Elementary, has presented the proposed program to each school's Educational Services Advisory Committee (ESAC) committee. Information including the program offerings and application procedures was introduced to parents, teachers, and other key school staff members like counselors and social workers. Information about the program will also be posted on our website and in key community businesses and organizations like churches, libraries, beauty salons, auto shops, etc. B.I.E.S. staff will also host various community events to introduce families to the program services and benefits.

BIES-ASP program partners include Barbara Hawkins Elementary School, Lorah Park Elementary School, STEMfinity, and Florida Introduces Physical Activity and Nutrition (FLIPANY). Both Barbara Hawkins Elementary and Lorah Park Elementary are public elementary school located in Miami, Florida in the Dade Schools District. Barbara Hawkins



Big Ideas Educational Services After School Program

enrolls 400 students in grades Kindergarten through fifth. Barbara Hawkins is located at 19010 NW 37th Ave. Barbara Hawkins was constructed in 1960. Lorah Park enrolls 400 students in grades Kindergarten through fifth. Lorah Park is located at 5160 NW 31st Ave. Barbara Hawkins and Lorah Park Elementary Schools will provide access to air-conditioned facilities, provide custodial and security support, and assist in recruiting students for after school and summer services.

BIES-ASP will operate after school until 6 pm every Monday to Friday. The after-school program will operate during the 2015-2016 school year. The summer program will operate Monday-Friday from 8 am-6 pm for 8 weeks during the summer of 2016 with the following exceptions: federal holidays. In implementing this support program, BIES-ASP program staff takes the school's lead in meeting the need and building upon the assists of the children and families served. We align our priorities to the schools' priorities, and we designed the program to meet the needs that have been identified by the school. In this approach, hiring school staff to work in the after school program is key. B.I.E.S. relies heavily on teacher feedback, and teacher, counselor, or social worker referrals to develop a holistic and team approach to building upon the students' and families' strengths while supporting them in their growth areas.

Sustainability

The initial budget includes a number of one-time purchases- namely funding for an increase focus on STEM. Moving forward, B.I.E.S. will seek funding from a number of local sources. Staff have successfully captured funding from local foundations and other area funding sources, we will leverage these relationships to sustain the program. In addition, plans for future funding will be pursued immediately to ensure sustainability.

Program Plan



Big Ideas Educational Services After School Program

Target Students: Big Ideas Educational Services will serve a total of 150 kindergarten through fifth grade students living in the cities of Miami Gardens and Brownsville attending Barbara Hawkins Elementary and Lorah Park Elementary Schools. BIES-ASP will reflect the student population enrollment and include at least 15% students with disabilities.

Recruitment and Retention: Big Ideas Educational Services will build on our existing relationships with the school principal and PTA to recruit participants into the program. The Program Director will meet with principals in the spring of 2015 to discuss the program and introduce the program offering and application procedures to parents, teachers, and other key school staff members such as counselors and social workers. Information about the program will also be posted on our company website, listed on 211, and included at key community businesses and organizations like churches, specifically Antioch Missionary Baptist Church posting announcement in the morning announcement and libraries, beauty salons, auto shops, etc. BIES- ASP staff will also volunteer in various community events to introduce families to the program services and benefits. To address potential attrition, BIES will incorporate an incentive program to parent and students encouraging positive behavior and participation. Community outreach will continue throughout the year to notify parents and local organization of the program offering and maintain a waiting list.

Student Program Activities: The eight main components and accompanying curriculum for each of the BIES- ASP are as follows:

- 1) Fitness: The FAB-5 elementary school program is fun and motivating with curriculum created by classroom, physical education and health teachers that empower students to become responsible for their own fitness and health. FAB 5 Programs teach fundamental nutrition, fitness and health concepts. Including detailed lessons provide comprehensive activities using fitness and health content, intentional fitness and motor



Big Ideas Educational Services After School Program

skill development this curriculum builds an awareness of the lifestyle choices students make regarding nutrition and physical activity.

2) Literacy Learning: A-Z's delivers leveled books, printable worksheets, projectable activities, and interactive online classroom resources designed to meet the unique needs of every K-5 student. The teacher and student resources integrate seamlessly with any school curriculum to help teachers differentiate their instruction. Web-based activation is instant, and a variety of teacher training provides ongoing support.

3) Nutrition through FLIPANY: The FLIPANY program empowers youth and their families through nutrition education programs to raise awareness and create policies for a healthier community. FLIPANY understands how a lack of access to nutrition and physical education impacts children who were living in low-income communities and is dedicated to address the health and education disparities in these underserved areas.

4) Parental Involvement through FLIPANY: Empowers youth and their families through nutrition education programs to raise awareness and create policies for a healthier community.

5) Parental Involvement through Literacy Labs: Supports parents in their efforts to extend learning from school to home, assist with homework and test preparation, and increase early literacy skills.

6) STEM through STEMfinity Curriculum: The program for grades K–8 provides research based materials that make it easy for teachers to integrate STEM seamlessly into existing curricula and instruction. Through eighteen topics and accompanying program guides, STEMfinity works with any elementary or middle grades science program. Each module follows the same format: Introduce, Teach, and Evaluate. Topics cover Life, Earth, and Physical sciences and illustrate how the four STEM areas are connected through hands-on labs, projects, and background materials.



Big Ideas Educational Services After School Program

7) Arts and Crafts through STEMfinity: Arts and craft projects that compliment STEM learning and are particularly of interest to younger ages have been designed to reinforce Math and Science concepts. These activities will be implemented in the program to compliment learning in the classroom and expand interest in STEM and future fields of study.

8) Home Learning/Tutoring and Life Skills (embedded in program): BIES-ASP strives to improve decision-making skills for all participants by incorporating and encouraging teamwork through all daily academic components of the after school day. Students will start each day with a Big Ideas ritual of “applauses and apologies” Students will have 10 minutes at the start of the after school/ summer day to reflect on behavior that they have exhibited that day that deserves applause or warrants an apology to a fellow student, staff or parent. This will be accompanied with a daily behavioral system that teaches students to work as a community within the after school and summer program. The development of these positive character traits will establish student’s ability to respect others and themselves as well as have a positive outlook on life.

The last two components will be incorporated into every element of the BIES- ASP after school curriculum. The FAB-5 elementary school program is fun and motivating with curriculum created by classroom, physical education and health teachers that empower students to become responsible for their own fitness and health. FAB-5: a) Teach fundamental nutrition, fitness and health concepts, b) Include detailed lessons provide comprehensive activities using fitness and health content, intentional fitness and motor skill development, c) Build an awareness of the lifestyle choices students make regarding nutrition and physical activity, and d) Are ideal for teachers, activity leaders, daycare providers, after school programs, and organized youth programs. Spanning three key content areas- reading, writing, and science-



Big Ideas Educational Services After School Program

Learning: A-Z's websites deliver leveled books, printable worksheets, projectable activities, and interactive online classroom resources designed to meet the unique needs of every K-5 student. These teacher and student resources integrate seamlessly with any school curriculum to help teachers differentiate their instruction. Web-based activation is instant, and a variety of teacher training provides ongoing support.

Adult Family Member Program Activities The community needs, interests, and strengths are intertwined; these factors are what make BIES-ASP a beneficial program for the community. The BIES-ASP program staff currently collaborates with parents of students enrolled at Barbara Hawkins Elementary and Lorah Park Elementary through feedback from parent surveys, parent nights, and PTA participation. The family as a unit is the main goal of advancement for families and the community. BIES- ASP staff members are well equipped to assist students and parents in achieving a united family thus strengthening our alliance as community partners. The needs assessment for families within the program is compiled through all stakeholders of the program and school. BIES has strong partnerships with both Barbara Hawkins and Lorah Park Elementary's community liaison.

To connect parents/caregivers and their families to community resources to meet needs that cannot be met by the school or after school program, BIES-ASP has created a referral protocol that facilitates and encourages constant communication between the individuals and organizations providing these resources and Big Ideas Educational Services. Per this protocol, program staff is required to maintain trust and an open line of communication with parents/caregivers and their families. This protocol enables and encourages those who work most closely with the parents/caregiver, students, and families to formally and informally observe and engage families to determine unmet needs. Program staff, in conjunction with the parent/community liaison will remain knowledgeable about community resources provided by program partners. Upon discovery of unmet needs, program staff and community liaison will



Big Ideas Educational Services After School Program

ensure that families are connected to appropriate community resources, and they will continue to monitor progress toward meeting these needs. BIES-ASP will regularly update all necessary information on 211 to stay connected to community partners.

Parents will participate in a Parent Literacy Lab, meeting 6 times annually for 2 hours each session. This program will outline homework help for parents, teach parent strategies to support their children with home learning success, provide testing tips for parents, provide parents with test-taking tips, and support computer literacy classes. The BIES-ASP Enrichment Teacher will provide this instruction, survey parents regarding workshop needs, and implement pre and post-tests to identify parent gains.

Parents will also attend workshops run by FLIPANY focused on the importance of nutrition and physical activity for feeling good and staying healthy. Pre and post- assessments will demonstrate an increase in opportunities for selecting healthier eating and physical fitness choices. At the conclusion of the workshops, parents will be able to identify specific changes in nutrition and physical activity they have successfully incorporate in their daily life. These changes will be measured through 2 Minute Program Assessment, Food and Fun 2nd Edition Planning and Tracking Tool, Parent Engagement Planning and Tracking Tool, and Nutrition and Physical Activity Program Observation Tool.

Staffing Plan and Professional Development The following organizational plan for Big Ideas Educational Services outlines the titles of administrative staff and support staff, and the description of staff roles and responsibilities. The outlined staff will be implemented to create a constructive and proficient program for students' and families.

The Big Ideas Educational Services President is the Chief Operating Officer, supervising all the business and affairs of the organization. The President is responsible for developing growth projections and drafting, with the support of the Program Director, the program operating



Big Ideas Educational Services After School Program

procedures. The President will review the program finances along with the Finance Manager to set compensation and fee levels and monitor expenses.

For the purpose of The Big Ideas Educational Services After School Program, the role of Program Director is expected to develop appropriate enrichment, engagement and evidence based programs. This includes overseeing program site and managing the Site Manager, Instructors, and Evaluator. In this capacity, the Program Director, in conjunction with the Finance mMnager, will recruit, hire, and evaluate all potential staff for Big Ideas Educational Services After School Program.

The Finance Manager is a current staff member at Big Ideas Educational Services. The Finance Manager has charge and custody of and is responsible for all of the funds of the organization and has oversight responsibility for the monies due and payable to the organization from all sources. The Finance Manager, is in charge of all bookkeeping including filing any necessary reports with the government agencies. The Finance Manager and Program Director are tasked with maintaining all relevant Human Resources Paperwork and handling all vendor relationships. The Finance Manager, for the purpose for Big Ideas Educational Services After School Program, will provide account services, payroll services, budget reconciliation and monitor expenditures as outlined by The 21st Century. The Finance Manager, in partnership with the Site Manager, will develop a database and or spreadsheet for reporting staff, participant and all partnering agencies service frequency.

The Site Manager will maintain/monitor reporting software and word processing systems, maintain accurate participant attendance and testing records, analyze student testing data, provide clerical support to Program director and Finance Manager. The Site Manager directly supervises the day to day operations of the Big Ideas Educational Services After School and Summer Program. The Site Manager works closely with the administration staff, particularly with the program Director and Finance Manager to ensure the quality and safety of the program



Big Ideas Educational Services After School Program

for Big Ideas Educational Services After School and Summer Program. The Site Manager supervises all program logistics including provision of lunch or snack arrangement of the field trips and acquisition of relevant program materials. Site Managers are also expected to coordinate student reports, program evaluations, financial and attendance report and answer participant questions and concerns.

To ensure the fidelity of each program component, program staff will rely on the performance measures and evaluation guidelines of each curriculum being used in the program and measure parent progress through the accompanying assessments. The Program Director will review student attendance and parent feedback to ensure instruction is taking place according to the lesson plans and program calendar. The Program Director will regularly visit program sites and conduct formal monthly observations to verify effective program delivery and provision of services. Specifically, the Program Director will make impromptu visits and conduct informal observations at least once per month. Parent Surveys will be utilized when conducting program evaluations. Hard and electronic copies of completed observations will be filed to help evaluators track progress and target specific issues. On a daily basis, the Site Manager will conduct a walk through to assess participant engagement and report to Program Director and school parent/community liaison all need assessments. On a monthly basis, teachers and students will also be asked to evaluate each program component using developmentally appropriate evaluation methods. This practice aids in continuous improvement. A calendar of activities, which synthesizes the various curriculum components into one cohesive schedule will be created and reviewed during staff training. The Program Director will monitor site staff to ensure that instruction is taking place using the proper scope and sequence. The Program Director will evaluate participant attendance on a weekly basis to verify that students are actively engaged and identified needs are being met with success.



Big Ideas Educational Services After School Program

Program Site Barbara Hawkins Elementary school is a public elementary school located in Miami, Florida in the Dade Schools District. Barbara Hawkins Enrolls 400 students in grades first through fifth. Barbara Hawkins is located at 19010 NW 37th Ave. Barbara Hawkins was constructed in 1960. The 2015-2016 Afterschool program term will operate afterschool until 6:00 pm Monday through Friday.

Lorah Park Elementary school is a public elementary school located in Miami, Florida in the Dade Schools District. Lorah Park Elementary Enrolls 429 students in grades Kindergarten through fifth. Lorah Park is located at 5160 NW 31st Avenue, Miami, Florida 33142. The 2015-2016 Afterschool program term will operate afterschool until 6:00 pm Monday through Friday.

Safety and Student Transportation

The Site Manager at each location is the key person in ensuring that quality standards are met at all times. Daily activities will take the form of program observation, validation, follow-up discussions with team members to congratulate or re-direct where necessary, and report findings back to BIES Administrative office. The Program Director of Out of School Programming will make regular visits to the site to review aspects of the program with the Site Manager, staff and host.

All students attending the After School Program will be expected to report to the staff person on duty and sign in. If a child does NOT sign in with a staff member, the site supervisor will be obliged to verify that child's whereabouts by contacting the host (school) office and/or the parent.

During program hours, staff will ensure that continual visual supervision is being implemented. This will ensure staff actually sees what is happening to each child to prevent an incident that leads to an injury. Continual supervision consists of sitting or standing; positioning yourself where you can easily see each child. Frequently change position by moving around the room and interacting with all of the children. The required staff/child ratio will also be maintained



Big Ideas Educational Services After School Program

at all times, both indoors and outdoors to maximize supervision.

At the end of the day, students can only be released to those individuals who are registered on their student card. Authorized individuals are adults who are at least 18 years of age. Staff must request the adult to produce a photo ID with a matching name.

In the event that an unauthorized adult attempts to pick up a child, the Site Supervisor will place a call to the parent or legal guardian listed on the Student Information Card, and will ask a number of questions to verify identification, including a password authentication previously identified on registration for parental permission to release. If these questions are not answered satisfactorily, we will be obliged to retain the child until the arrival of an authorized adult.

Staff will follow procedures that provide students with a safe, positive and caring atmosphere at all time. The following safety procedures will be adhered to in the event of an incident and/or emergency.

- a.** Site Supervisors and Staff should ensure that there are no observable safety hazards within the confines of the program space.
- b.** The Site Supervisor should ensure that every student travel in groups of two and if need be three when needing to use the restroom. For anything other than this a student should be accompanied by a staff member.
- c.** Equipment for active play should be stored safely.
- d.** All site staff members are required to wear their Big Ideas staff t-shirt, and identification card that identifies them as being a part of the program staff.
- e.** Accident and incident reports are to be clearly documented and written for every student should they become injured. Proper First-aid procedures should be followed, as well as proper notification by the staff to the Site-Manager of any incidents, and or emergencies. Thus the Site Manager should report all incidents and or injuries to the After-School/After-care Program Director.



Big Ideas Educational Services After School Program

- f. Evacuation maps and procedures are to be posted at every site.
- g. All Emergency numbers are posted beside all telephones used by Big Ideas Educational Services Inc. After-school/After-care provider facilities.
- h. Site-Supervisors should ensure that their First-aid kits are adequately stocked at all times. Replacement materials can be obtained by contacting the program Director.

Dissemination Plan

The program will be disseminated using the current successful method. Information will be presented at each district ESAC meeting, scheduled four times annually to update community organizations regarding the work of the target elementary schools. In addition, B.I.E.S. staff will inform the community through networking at local churches, barber shops, and other community organizations. Staff also collaborate with the PTA at each school, and attend back to school nights to inform parents of offered services.

A CCLC site will be maintained on the B.I.E.S. website with links on each elementary school's site. This website will contain all pertinent information, contact numbers, a registration form, program calendars, and parent handbooks. Each Site Manager will be responsible for updating the site. In addition, the local 211 information system will continue to share information with parents regarding the program in terms of location, hours of operation, contact information, and registration.

Conclusion

Our target communities struggle daily with poverty and violence coupled with a lack of resources and opportunities for children to be exposed to healthy living, STEM opportunities, and support for academic achievement. The programming B.I.E.S. staff currently provide after school and during the summer is vital to our vulnerable population. The establishment of formal



Big Ideas Educational Services After School Program

21st Century Community Learning Centers will be crucial to extending the work of our local elementary schools and continuing to improve our community.

