

Cohort 17 (2018-19) RFP Scope of Work/Narrative Addendum

Agency Name: Miami-Dade County Public Schools Project Number: 130-2449B-9CCC2
Program Name: Miami Community Charter School

Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points including the section name and number.

This change includes: Additions Deletions Both

The following items are incorporated as part of the Scope of Work:

(3.1) Project Abstract/Summary

- **Please list the days and hours of operation during Weekend/Holiday/School Break and Summer sessions indicated on the revised Site Profile Worksheet.**

~~During the school year the program operates Monday to Friday from 3:30 to 5:30 pm, during Spring Break (Writing Boot Camp March 25-28, 2019) from 9:00 am to 2:00 pm; and, during summer (June 10- July 10, 2019) from 9:00 am to 2:00 pm.~~

Afterschool provided five days per week (169 service days) as follows: Monday, Wednesday and Friday from 3:10 pm to 5:10 pm and Tuesday and Thursday from 4:10 pm to 6:10 pm. Weekend service days from 9:00 am to 2:00 pm on 4 Saturdays. Holiday/School Break service days from 9:00 am to 2:00 pm on 4 days. Summer Session from 9:00 am to 2:00 pm Monday to Friday for 19 days.

- **Please list the dates and hours Adult Family Member Services (AFMS) sessions will take place during the year, as indicated on the revised Site Profile Worksheet (SPW).**

Adult family members participate in special activities ("My Parent & I Discover" Saturdays) throughout the year. Adult Family Member Services will take place (five) 5 times during the school year for one hour sessions.

(3.2a) Community Notice

- **Please include a timeline of the dissemination of information**
 - December 2018 - prepare and send information to the community regarding 21st CCLC program.
 - January 2019 - prepare 21st CCLC narrative for inclusion in school website and other information venues.
 - February 2019 - update school website with 21st CCLC information.
 - January, February, March, May and June 2019 - send information to the community regarding the Adult Family Member sessions.

- May and June 2019 - send information to the community regarding Summer Session and enrollment.
- Monthly - parents receive monthly progress reports about their child's strengths, weaknesses, and any information pertaining to the program.
- July 2019 - updates regarding 21st CCLC program posted on website.
- June/July/August 2019 - registration information for the 2019-20 session provided to the community.
- Quarterly - provide reports to Board of Directors of Miami Community Charter School.
- August 2019 - information session for adults/parents regarding the 2019-2020 session.
- Bi-annual - reports provided to program's Advisory Board.
- Yearly - evaluation report posted on website.

(3.2b) Needs Assessment

- **Amended the following sentence:**

Empower the parents to participate in the process of student learning. ~~by implementing "My Parent & I Discover" Saturdays.~~

- **Please include a description of the consultation with all stakeholders needed in order to develop a successful program.**

The stakeholders for the program are parents/adult family members, community members, and Board members. The stakeholders have been consulted (and continue to be consulted) with diverse approaches:

- The program counts with a 21st CCLC Advisory Board (comprised of parents from the program, regular school day teacher and school administrator from the school, and members from community agencies and the private sector). The Advisory Board provides feedback about the program.
 - Community agencies - school/program leadership meets periodically with representatives and attends functions to foster support and collaboration. Such meetings provide the feedback needed to understand that the agencies (including Mexican-American Council, Consulate of Mexico, and AGAPE) are supportive of the 21st CCLC program and the need to foster opportunities for the students and their families.
 - School/program leadership attends school meetings for parents (including Parent Night) which serve to understand the needs of the community and possible strategies. The meetings serve also to explain and promote the 21st CCLC.
 - School/program leadership is in constant communication with local schools through meetings, telephone, etc. The schools were informed of the 21st CCLC program which resulted in new collaborations. The communication about the 21st CCLC will continue as part of the communication efforts.
- **Please include a description of the consultation with eligible private schools to determine the need for a 21st CCLC program**

Prior to submission of the 21st CCLC grant proposal school leadership met with administrators from local private schools and representatives from Miami Dade County Public Schools. The meetings resulted in the support of the local schools and the school system for the establishment of a 21st CCLC program at Miami Community Charter School. Miami Community Charter School's principal attempted to communicate with the principal of Discovery Montessori, via phone and email and was unsuccessful. A certified letter was also sent to the school, and it remained unanswered. Upon notification of grant award, the administrators from local private schools received the information and the invitation to provide program enrollment for their students.

(3.3) Dissemination of Information

- **Describe how the dissemination plan is appropriate for the community being served by the 21st CCLC program.**

The community being served by the 21st CCLC is mainly low-income and Hispanic while many of the parents are migrant workers who work long hours. Therefore, Miami Community Charter Elementary School uses a variety of approaches to disseminate information using culturally and linguistically-appropriate approaches. The 21st CCLC Extended Learning Program information will be disseminated as follows (note: the program director/coordinator will create informational materials in student's home language and is charged with ensuring that activities are implemented):

- Announcement in "News Leader", which is a local and well circulated newspaper in our area. This newspaper is free and available to all community members.
- The school manages a certified Microsoft Office Academy. The school staff is qualified to launch and maintain the web page, which includes the approved narrative, proposed goals and objectives, and program's progress reports.
- The program director disseminates program information at meetings with local agencies/stakeholders.
- Information posted in flyers at the local Title I, McKay Scholarship, Step Up programs and parent centers.
- Open House to announce the program to the community members on December 20th, 2018.

(3.5) Times and Frequency of Service Provision for Students and Adult Family

- **A minimum of five (5) meaningful educational AFMS activities must occur throughout the year. The first activity should include a parent information/orientation session reviewing the 21st CCLC program requirements and activities. Please add the dates and hours the AFMS sessions will take place during the year indicated on the revised Site Profile Worksheet.**

"3. "My Parent & I Discover" Saturdays. The purpose of this segment of the program is to encourage the parent(s) and child's collaboration in learning activities. The segment of the program is offered four Saturdays, from 9:00 am to 2:00 pm.

- ~~October 27, 2018 Reading & ELA picnic~~
- ~~January 19, 2019 Everglades, my backyard science~~
- ~~March 23, 2019 Math in Action based on financial literacy~~
- ~~June 1, 2019 My Parent & I Write Our Own Summer Book!"~~

AFMS sessions will be provided (five) 5 times during the school year for one hour sessions. The first session includes an orientation/information about the 21st CCLC program requirements and activities.

- **Please revise the dates and hours of site operations for Afterschool, Weekend/Holiday, and Summer sessions indicated on the Site Profile Worksheet.**

~~Afterschool program offered Monday thru Friday from September 1, 2018 to June 5, 2019... Hours of operation are from 3:30 to 5:30 pm.~~

The Afterschool program will be offered five days per week (169 service days) as follows: Monday, Wednesday and Friday from 3:10 pm to 5:10 pm and Tuesday and Thursday from 4:10 pm to 6:10 pm.

~~Spring FSA Boot Camp offered from on March 25, 26, 27 and 28, 2019. The hours of the program are from 9:00 am to 2:00 pm.~~

Weekend service days will be offered from 9:00 am to 2:00 pm on 4 Saturdays. Holiday/School Break service days will be offered from 9:00 am to 2:00 pm on 4 days.

“Summer Academic Recreational Program offered from June 10 to July 10, 2019.”

Summer Session will be offered from 9:00 am to 2:00 pm Monday to Friday for 19 days.

(3.6) Program Evaluation

- **Please explain in detail the process to be put in place to ensure accurate data is collected, maintained, and reported for state and federal reporting.**

Dr. Escoffery and the program director will ensure accurate data is collected, maintained, and reported for state and federal reporting through two approaches that can preserve data integrity and ensure the validity of results: quality assurance and quality control.

Data Collection and Reporting: the following data will be collected to assess project objectives and performance: student enrollment and daily attendance (monthly); attendance at adult events (monthly); school grades in ELA, mathematics, and science (quarterly); Florida Standards Assessment (annually); and student physical activity (monthly). Summative data to be collected annually during the project period includes stakeholder input and data (surveys). Using the data, reports will be submitted as requested: baseline data and baseline update submission; mid-year data submission; formative evaluation summary; evidence of program modification; stakeholder survey data; end-of-year data submission; and summative evaluation reports. Data will be collected and/or entered using online systems and/or other databases/software required by FLDOE for 21st CCLC.

Quality Assurance - Quality assurance is about preventing problems with data collection and is a cost-effective activity to ensure the integrity of data collection. To implement this proactive measure, Dr. Escoffery will use a protocol which is a comprehensive and detailed procedures manual that will assist staff with data collection, monitoring and reporting. The protocol will be communicated with staff and includes:

- timing, methods, and of person(s) responsible for collecting data

- listing of items or data to be collected
- description of data collection instruments to be used
- instructions for collecting and reporting data
- timeline for data collection and reporting
- data checks to ensure accuracy of data entry
- confidentiality of subjects

An important component of quality assurance is training of staff to effectively communicate the value of accurate data collection and reporting. Dr. Escoffery will train staff during a staff meeting and/or in person with the identified staff members. Training includes timeline for data collection and reporting, instruments for each data collection need, protocol to be followed when administering instruments, data entry and accuracy checks, confidentiality, and complying with state requirements.

Quality Control - Quality control activities (detection/monitoring and action) occur during and after data collection. Dr. Escoffery will implement a monitoring system to ensure quality control which includes:

- staff observation during site visits, conference calls or meetings (useful to identify possible problems with individual staff members and/or violation of protocol)
 - regular reviews of data reports to identify inconsistencies, extreme values or invalid codes
 - monthly random checks of data entered in spreadsheets (needed to detect errors in individual data entry and/or systematic errors)
- **Please explain how evaluation activities will be coordinated with program staff, students, adult family members and others, as applicable.**

Program staff will be informed of data collection and assessment during meetings, phone calls and/or emails. The program director and staff will administer surveys to stakeholders (students and adult family members) to gain feedback and comply with program implementation requirements. The program director will have access to submit information to the FLDOE, including student grades, state assessment test scores, and other required data.

Dr. Escoffery will coordinate all evaluation activities through the program director who will be the liaison with other staff members, students and adult family members. Coordination efforts by Dr. Escoffery will include:

- email and telephone communications as needed
- periodic review of timeline for data collection and reporting (beginning of grant activities and monthly thereafter)
- periodic review of data collection tools and protocol (beginning of grant activities and as needed)
- establishing site visit schedule (beginning of grant activities)

(3.6a) Statewide Standard Objectives

- **Amended Domain – Mathematics:**

85% of regularly participating students will improve to a satisfactory ~~English and Language Arts~~ Mathematics grade or above, or maintain a high grade across the program year ...

- **Amended Domain – Science:**

Eighty-five percent (85%) of regularly participating students will improve to a satisfactory ~~English and Language Arts~~ Science grade or above, or maintain a high grade across the program year ...

(3.7) Program Activities

- **Remove daily activity minutes from the narrative.**

Daily ~~75 minutes~~ of core subject academic work, including Florida Standards-based tutoring, homework assistance, and project-based interdisciplinary learning.

Daily ~~45 minutes~~ non-core subject to support students' social and emotional growth, which includes music, art, physical education, drama/speech, and digital literacy.

The program offers students physical education, art, music, digital literacy, and speech/drama ~~for 45 minutes a week~~, allowing students to attend in weekly rotation.

- **Please revise the dates and hours of site operations for Afterschool, Weekend/Holiday, and Summer sessions indicated on the Site Profile Worksheet.**

~~Afterschool program offered Monday thru Friday from September 1, 2018 to June 5, 2019... Hours of operation are from 3:30 to 5:30 pm.~~

The Afterschool program will be offered five days per week (169 service days) as follows: Monday, Wednesday and Friday from 3:10 pm to 5:10 pm and Tuesday and Thursday from 4:10 pm to 6:10 pm. Dates from 09/04/18 to June 5, 2019.

~~Spring FSA Boot Camp offered from on March 25, 26, 27 and 28, 2019. The hours of the program are from 9:00 am to 2:00 pm.~~

Weekend service days will be offered from 9:00 am to 2:00 pm on 4 Saturdays in 2019. Holiday/School Break service days will be offered from 9:00 am to 2:00 pm on 4 days.

~~Summer Academic-Recreational Program offered from June 10 to July 10, 2019.~~

Summer Session will be offered from 9:00 am to 2:00 pm Monday to Friday for 19 days.

- **Please add the dates and hours the AFMS sessions will take place during the year indicated on the revised Site Profile Worksheet.**

~~3. "My Parent & I Discover" Saturdays. The purpose of this segment of the program is to encourage the parent(s) and child's collaboration in learning activities. The segment of the program is offered four Saturdays, from 9:00 am to 2:00 pm~~

- ~~▪ October 27, 2018 Reading & ELA picnic~~

- ~~January 19, 2019 Everglades, my backyard science~~
- ~~March 23, 2019 Math in Action based on financial literacy~~
- ~~June 1, 2019 My Parent & I Write Our Own Summer Book!~~

AFMS sessions will be provided (five) 5 times during the school year for one hour sessions. The first session includes an orientation/information about the 21st CCLC program requirements and activities.

(3.8) Applicant's Experience and Capacity

- **Please describe the administrative capabilities of the agency.**

Miami Community Charter School has been providing education for the students in the community since 2004 when we enrolled 125 students in grades K-4. By 2006 we had added 5th grade and enrolled 220 students. In 2011 we added a new building (high and middle school) and had an enrollment of 850 students. We started the Bilingual Education Program with the support of the General Consulate of Mexico in Miami for grades K-5 in 2015 as well as the Dual Enrollment Program for high school and in 2017 for middle school (total number of students: 1070).

We have a stable and experienced school leadership, including the Elementary School Principal ~~Maria Alba Quesada~~ (master and bachelor degree in education) who has been with the school since 2007 and the Executive Director Jila Rezaie who has been leading the school since 2004. ~~Ms. Alba~~, The Principal has a Master's Degree in Educational Leadership and currently completing her Doctoral degree in Higher Education. ~~Maria Alba~~ She is a member of the community since birth and attended public education in South Dade. As an educator she has worked with diverse population of students including ELL students. ~~Ms. Alba~~ She leads ongoing data desegregation across all grades and through collaboration with the school leadership team. ~~She~~ and also projects the academic outcome of school's instructional programs.

The program director, ~~Diana Linares~~, has been with Miami Community Charter School since 2004 as a volunteer parent. She organized community activities and as a member of the migrant community in the area she introduced the school to many of our resources. She has been an instructional paraprofessional for twelve years and worked closely with differentiated instructional groups, afterschool programs, and summer programs. ~~Ms. Linares~~ was recruited by a local 21st CCLC Afterschool program and through that collaboration she gained necessary skills of working with our program.

The school counts with staff and administrative support needed to properly implement programs such as 12 teachers and other staff the accounting firm School Financial Services. The school has in place the administrative and accounting procedures needed to manage external funding, including:

- Title I and III funds - since 2005
- National School Lunch Program - since 2005
- School Improvement Grant 2017-2018
- FTE funds - since 2004
- Consulate General of Mexico in Miami supports the school's Bilingual Education Program.
- Mexican-American Council collaborates with the school to promote the College and Carrier Programs in the area.
 - These programs and funding are monitored and require reporting. Therefore, Miami Community Charter School must collect, disaggregate and analyze data.

- **Please describe the outcome of all monitoring and audit activities related to program administration and fiscal management for the last two years (calendar years 2016 and 2017).**

The school always has always been and continues to be in compliance with the audit and reporting requirements of the aforementioned programs and agencies. The school is committed to continue operating with good practices, both organizationally and financially. All audits, since 2004, have resulted in school compliance, both by the state auditors and Miami Dade County Public Schools.

- **Please describe the applicant's organizational structure available to support the 21st CCLC program.**
- **Amended: Teachers ~~(6)~~ (5)- Responsible for the delivery ...**

The organizational structure in support of the 21st CCLC program includes a program director/coordinator reporting to the school principal, one lead certified teacher, 6 5 core teachers, 6 paraprofessionals. Activities take place on school grounds and count with the support of a security guard. Auditing and compliance processes are in place and follow Miami Dade Public School's requirements as well as the requirements from funding agencies. External audits of the school are performed annually by an external firm. The organization has one principal, an assistant principal focuses on ELL learners, a curriculum specialist, an assistant principal overseeing federal and state compliance, an office manager, service and maintenance manager, IT director, and an executive director, that will all be supporting the 21st CCLC program.

- **Please describe what processes are in place to support the evaluation activities required.**

A database management process will be used as a record-keeping and entry system for data. Each teacher will take daily attendance and gather data from report cards, district benchmark assessments, and other data for each participating student. Survey information will also be gathered and entered in the database. Lead teachers will be held to the highest level of fidelity and integrity to ensure accurate data. Data will be summarized by the project director/coordinator and reported via state sites. The project director/coordinator will monitor progress of the data collection on a regular basis. The project director/coordinator will inform staff of the evaluation activities and requirements at staff meetings. An analysis of the data, both formative and summative will be completed by the external program evaluator. The project director/coordinator will be charged with communicating with the external program evaluator and ensuring all data submitted is accurate.

- **Please describe what pertinent experience the agency has in using evaluation data to improve program plans in an effort to improve program quality.**

Miami Community Charter School receives, reviews and evaluates school wide accountability data on a continuous and ongoing basis. The school completes a district School Improvement Plan each year and through a needs assessment/analysis identifies student performance, growth, early warning systems, barriers, goals, intended outcomes, and action steps need to reach our goals. The academic leadership team, including the school administration, department heads, and lead teachers monitor the ongoing progress towards meeting goals and adjust the delivery of instruction when needed to facilitate the meeting of these goals.

(3.9a) Staffing Plan

- **Personal enrichment activity (e.g., art, music, health and wellness) ratios should be no more than 20:1.**

A non-core teacher may not be assigned to a group of 20 or more students. The student-adult ratio, including non-core teachers and paraprofessionals is 1 to 12.

- **Amended staff title: Program Director/Coordinator**

~~The physical education teacher the staff member on site at all times with CPR and First Aid certification that includes the face-to-face component.~~ At least two staff members are CPR and First Aid certified: Diana Linares and Dafne Battistini.

The program hires 6 teachers, ~~2~~ 6 paraprofessionals, ~~and 2 non-core subject instructors~~ for 120 students. -

- ~~Instructional Paraprofessionals (2) (6) – The paraprofessionals will be comprised of~~ Instructional staff, who work with students in the classrooms as directed by the teacher and provide support to the teachers and non-core instructors are not certified teachers. As well as, Non-core Subject Instructors (2) – The non-core instructors are not certified teachers, however who meet the fluency and credentials of instructing the non-core subject. These instructors provide support and assistance to instructors in the non-core subjects.

- **Transportation during afterschool and holiday will only be from the program to the home (student bus stop). Saturday School transportation will be from home to school and at dismissal from school to home. Transportation during Summer School will be from home to school and at dismissal from school to home.**
Describe how students will travel from site to homes during afterschool, Saturdays, holidays and summer programs.
- **The transportation company is approved by Miami Dade County Public Schools. All drivers are cleared by the school district.**
Describe the plan in place to ensure safety of vehicles and qualifications of transportation staff.

(3.12a) Partnerships

- **Specify how snacks/meals will be offered. For instance, when will the students receive their snacks/meals during program operation times? (Refer to pages 37-38 on the RFP)**

Miami Community Charter School has procured a partnership with Dixie Catering to provide snacks for the program. Dixie Catering has provided a letter documenting the providing of snacks for the entire of the program year. The healthy snacks will be provided on Monday, Wednesday and Friday from 3:10 to 3:20 p.m. and on Tuesday and Thursdays from 4:10 to 4:20 p.m. The snacks will be provided for all 21st CCLC students. During the summer session, students will be served breakfast and lunch provided by Miami-Dade County Summer Food Service Program. Program staff will continue to explore sources of funds, including grants and donations, to ensure the sustainability of a program that is vital for our community.

(3.12b) Collaboration

- **Describe what strategies have been developed to continue meaningful collaboration throughout the school year with the schools attended by the targeted students, as well as with the private schools in the local area.**

Students participating in the program mainly attend Miami Community Charter School or are siblings of students enrolled in the school. However, Miami Community Charter School has developed strategies to create/continue collaborations throughout the school year with schools in the local area. These strategies include constant communication, attending local events, distributing school-related information throughout the community, and creating relationships with staff from other schools. The afterschool certified teachers will collaborate with the day school certified teachers in order to share academic progress of the 21st CCLC Students. The information will include student needs to improve their academic journey, be able to successfully meet the daily academic skills and improve their test scores. The afterschool teachers will collaborate with the day school teachers through grade level meetings, one-on-one or with the school's Instructional Assistant Principal. All teachers will share data and records of students. Records of meetings will be maintained through logs or emails.

- **Identify how the collaborations will work, what information will be requested from the schools, and the frequency of communications, as well as how the applicant will maintain open communication channels (Refer to page 39 of the RFP).**

Report cards and other academic data for Miami Community Charter School, as well as ongoing progress monitoring assessment results (such as iReady reports), will be shared through ongoing communications between 21st CCLC staff and regular school day staff. In addition, an email list will be created for collaboration between teachers about the student's progress. The program teachers and personnel will be open to ongoing communication with the during the school day teachers. Meetings will take place after the issuance of progress reports and report cards, which is approximately every 4 to 5 weeks. Communication and collaboration with other schools will occur through emails and telephone as well as through shared events/meetings. Academic grades and scores (as well as ongoing progress monitoring assessment results) for students not attending Miami Community Charter School will be requested by the program director/coordinator and data entered in the database.

(3.12c) Sustainability

- **Please describe the proposed members of the advisory board which meet the minimum requirements of the RFP (refer to section 3.12c on page 40 of the RFP for detailed a description). In order to ensure broad-based community, school and student involvement and support, all 21st CCLC programs are required to establish a local 21st CCLC Advisory Board comprised of at least two (2) parents, two (2) students (if middle and/or high school students are served), one (1) regular school day teacher from each target school, and a diverse group of members of community agencies and the private sector. The optimal size is 10 to 15 members. The advisory board must hold a minimum of two (2) meetings per year, with minutes taken and attendance recorded. The focus of the advisory board meetings should include at a minimum current or future program needs and/or concerns, program evaluation results, program operations and active recruitment of resources to implement the sustainability plan.**

The 21st CCLC program at Miami Community Charter School will have an Advisory Board comprised of the following:

- two to three (2-3) parents from the school
 - one to two (1-2) regular school day teachers/administrator from the school
 - four to six (4-6) members of community agencies and the private sector
 - The committee is comprised of committed individuals who bring different knowledge, skill sets, and perspectives to the Advisory Board. Their key role will be to make recommendations and providing information, feedback and guidance to support program development.
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- **Please describe the methods the advisory board will use to implement the sustainability plan, which meet the minimum requirements of the RFP.**

The main goal of the 21st CCLC Advisory Board is to provide oversight and guidance to the 21st CCLC program so that the program becomes part of the community (i.e., sustainability). Given that good governance and oversight will increase the success of the program and foster its sustainability, the Board members will be charged with the following: discuss/describe current or future programs needs and/or concerns, review program evaluation results, discuss program operations, explore resources to implement the sustainability plan, and offer suggest for improvement. The main goal will be achieved through ongoing communication, structured and planned meetings, selection of effective and representative board members, and implementation of feasible strategies.

- **Describe the frequency of the advisory board meetings.**

The 21st CCLC Advisory Board will hold a minimum of (2) meetings per year, with agendas distributed and with minutes taken and attendance recorded. Meetings will preferably be held at the school site and the next meetings are scheduled for April 5, 2019 and June 7, 2019.

- **Describe what strategies are in place to develop continued support after the funding ends.**

The 21st CCLC program and school staff have established collaborations and partnerships with many agencies in the community and in Miami-Dade, including the Mexican-American Council, Consulate of Mexico, AGAPE, Centro Campesino, and RCMA. These agencies assist with services, resources, and referrals for students and families. We actively coordinate with Centro Campesino and RCMA and discuss our needs so that they is no duplication of resources and we serve all the members of the community in a timely and appropriate manner. These agencies are partners in providing services that support the success of our students and their families and will continue their work after the funding ends.

Further efforts will include the continuous exploration of external funding and sources of support. School leadership and program director/coordinator will research funding opportunities to apply for grants. They will reach out to the community to solicit support (funding and/or in-kind). They will attend meetings/conferences to obtain information and leads about possible funding sources.

- **As the Program Director also serves as the Coordinator, please clarify on the Narrative and Organizational Chart, that the Program Director is also the Coordinator and adjust the description accordingly (refer to pages 33-34 on RFP). (Reflected on the Budget narrative.)**

The Program Director serves as the Coordinator and the description has been adjusted accordingly in the Organizational Chart, Budget and Narrative.