

The Lillian J. Hunt After School Care and Educational Academy





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I. Summary of Opportunity

In the South Florida area there is a tremendous need for after school care, homework assistance and tutorial services. In the counties of Miami-Dade and Broward, over 638,000 children have the potential for requiring after school care.

More and more, primary and secondary schools are relying on the assistance of external partners to support their efforts to provide education. Low performance on standardized tests, budget cuts, loss of resources, the influx of second language learners, are but some of the reasons why external partnerships are necessary in order to ensure the educational needs of the student learners are met. If these needs are unmet, a rise in failing schools resulting in mass school closures will occur. Further, low student and parent moral, higher crime rates, and overpopulation in neighboring schools will

Need to clearly explain why the 3 services that propose are needful. Who is our target audience? Grades K – 8.

See poster or brochure on teach the child or teach the test

The Lillian J. Hunt After School Care and Educational Academy (LHASC) has operated since ?

The Lillian J. Hunt After School Educational Academy will offer programs and services to the community designed to accomplish the following:

- Foster community building through relationship management and education.
- Provide consultation and financial assistance to families in crisis.
- Develop strategies to provide scholarship opportunities for individuals seeking to further their education.
- Provide support for families to explore entrepreneurial opportunities to start their own businesses.
- Recruitment support and student retention and economic development
- Build learning communities, centered on managing relations
- Collaboration among the Greater Miami community and businesses
- Develop product/service oriented culture among participants
- Expand the potential for scholarship opportunities for students
- Pilot project for entrepreneurial center

Need to connect the Lillian J. Hunt to previous education activities

What is LHASC and what does it offer?

Instead of "child" use "learner"

The services that are provided are tailor-made with the child's interest in mind. The uniqueness of our program is the variety of opportunities that offer experiential learning towards meeting the individual interest of each child. The focus is holistic and caters to the whole child. The program approach is articulated by and demonstrated through the application of The Ellison Model, a conceptual framework with a primary focus on establishing and building relationships that accentuates teamwork. The Ellison Model fosters the core values of loving, caring, sharing, trust, honor and respect to expand academic and social advancements of the child. The program is open to the entire community.

Our staff believes that each child can learn as they dedicate themselves to their own personal learning. They constantly provide guidance towards reaching all those who come into their class rooms.

Philosophical and theoretical framework used to support Comes from ICB Productions.

Among the pool of possible partners include [The Unity House Foundation, Inc.](#), whose ~~The~~ programming arm ~~of the The Unity House Foundation, Inc.~~ is ICB Productions, Inc, a South Florida based corporation that promotes community development through education, training, [research](#), and civic involvement in a variety of venues. In its quest to transform communities to [become](#) inclusive in both application and outlook, ICB Productions Inc. uses what is referred to as an ICB approach to community building. This approach is articulated by and demonstrated through the application of The Ellison Model, a conceptual framework with a primary focus on establishing and building relationships that accentuates teamwork. The Ellison Model fosters the core values of loving, caring, sharing, trust, honor and respect to expand social and economic advancement of communities. The philosophy of ICB Productions, Inc. is immersed in the ideals of mentoring, cultural sensitivity and inclusion. These concepts characterize all aspects of the organization and its programs and activities.

II. Goals

- **Inclusion – what student to experience same level of success as mainstream learners**
- To create and sustain an environment for students that promotes and fosters positive character development
- To motivate, develop, and empower students to their fullest potential academically, socially and economically
- Creating learning communities in which everyone teaches and everyone learns

III. Objectives



- **Increase learning gains** 70% of students will make academic learning gains based on pre and post test assessments
- Students will demonstrate growth in the areas of positive character development and conflict resolution based on observation of student interactions with peers, authority figures
- Students will expand opportunities for self improvement and community building

IV. Methods

- Establish After School Care which:
 - Provides Safe Environment
 - Provides Character Education Activities
 - Conflict Resolution
 - Mentoring
 - Multicultural Appreciation
 - Inclusion
 - Relationship Building
 - Promotes Health and Nutrition
- Homework assistance which:
 - Dedicates time to homework assistance
 - Provides homework review for accuracy
 - Provide access to additional resources for understanding subject area content
- Tutorial Services which Provide:
 - assistance in understanding subject area content
 - teach research skills
 - how to use communication and collaborative software skills

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- time management skills
- writing skills
- FCAT preparation
- test taking skill
- Project Services
 - Research papers
 - Science Projects
 - Technology Projects (Microsoft Office Tutorials and Online Research)

V. Attitude

- Create an environment that fosters motivation, respect, sharing, caring and love

| VI. Expected Outcomes – connect with goals

- Participants will be empowered academically, spiritually, socially, and economically.
- At risk populations will be provided with opportunities for growth and development ultimately leading to increased retention rates
- Provide ?
- ?

| VII. Community Outreach

- The Academy is an inclusive organization, open to all members of the community.
- Outreach for community participation will target the following groups:
 - Churches
 - Social service agencies
 - Community health care agencies
 - Local businesses
 - Governmental agencies

| VIII. Proposed Governance Structure

Board of Directors



Lillian J. Hunt After School Care and Educational Academy

- The purpose of a Board of Directors is provide assistance and guidance to the Academy in making strategic decisions that will effect the organization. The board will consist of professionals from the local community businesses, universities and colleges, and other service-oriented community organizations. Day to day operations will be managed by internal staff.
- Community Advisory Board
- Also contemplated is a Community Advisory Board to ensure the inclusion of all stakeholders of the community in the family life section and that their needs are being addressed. Members of this board would consist of representatives from the pool of stakeholders.

| VIIIIX. Academy Evaluation

The evaluation of the program's success will be multifaceted using the following measures:

- Hire an external agency
 - Assessment of academic and entrepreneurial success
 - Increase in community involvement in urban revitalization
 - Increase in community involvement in school system policies and programs.
 - Community service satisfaction survey
 - Decrease in crime rate

Kids for Kids Mentoring and Tutoring Program

Schools often implement programs to provide services for gifted and magnet students while less academically inclined students are ignored. There is often a division between higher and lower achieving students. To bridge the gap between the two groups, a project to join them together has been formulated. By allowing higher level students to tutor their lower level peers, both groups of students will benefit. College and university students will facilitate the program and serve as mentors for the public school students. All students who fully participate in the program will receive community service credits. The higher level students and lower level students will both be exposed to the Ellison Model, the higher level students will receive community service hours and the lower level students will gain a better understanding of academics. Also, those being tutored who gain increased understanding will have a change to tutor other students. This is the essence of community building. Helping others who in turn help others. Also in promoting the goal of community, lines that exist between students are being eradicated.

The Kids for Kids Mentoring and Tutoring Program will be a collaboration between Florida International University, Florida Memorial University, Broward College and the Miami-Dade County and Broward County Public Schools. Through structured programs in the Fall Saturday Academy and the Spring After school Tutoring Academy, students will learn how to serve as mentors and tutors to their peers. Additionally, those who are being mentored will learn how to maximize their learning experience and work in groups. The long-term goal of the project is to provide pre and post-secondary students the opportunity to engage in a structured community service learning project while promoting student-to-student mentoring and tutoring in public schools.

During the Fall Saturday Academy sessions, students from local universities and colleges will provide enrichment experiences and academic tutoring to the public school students. University/college students will be assigned a number of public school students with whom they will work on specific projects designed to improve reading, writing, math, science, art and social science skills. During the Spring After-school Tutoring Academy, students from the Fall Saturday Academy will provide on-site academic tutorial services for students at the community center.

In the early stages of the program, the community center will be the facilitator to the after school programs. The center will secure funds for providing transportation to and from the center. A Saturday academy, similar to ones held for gifted students, can be held at the community center. In the latter stages of the program, teachers, principals, and guidance counselors can undergo training that will allow them to implement the programs at their individual schools. Annual meetings can be held to calculate the efficiency of the program. The long-term goal of the project will be to have the student-to-student mentoring program implemented in the classrooms.

Program Outline and Timeline

- I. Fall Saturday Academy—September through January.
- II. Spring After school Tutoring Academy—February through June.
- III. Annual Planning and Development Forum—June.
- IV. Awards Banquet—June.

Goals



Lillian J. Hunt After School Care and Educational Academy

1. To incite the motivation and the desire among public school students to achieve personal, social and academic gains.
2. To provide opportunities for cross-cultural interaction and appreciation.
3. To ensure the development of students who will become productive citizens of the community with a strong sense of responsibility so that they will continue to reach out to others.

Kids for Kids Organizational Structure

ELLISON MODEL:

Executive Mentor – Superintendent / Schoolboard Member

Project Coordinator – LFLS/Unity House

Mentor #1 – Principal

Mentor #2 – Counselor

Mentor #3 – LFLS/Unity House

University Mentees – *Stage 1:* University/ college clubs and organization
Stage 2: Magnet / advanced students

Pre-Collegiate Mentees – *Stage 1:* Magnet / advanced students / higher level learners
Stage 2: At-risk students/ lower-level learners