



<b>Agency Name:</b>	Hallandale Magnet High School
<b>Agency Address:</b>	720 NW 9 <sup>th</sup> Ave Hallandale Beach, FL 33009
<b>Program Name:</b>	Saturday Academic Success Academy
<b>Contract Period:</b>	October 1, 2017, through September 30, 2018
<b>Total Contract Amount:</b>	\$50,000.00
<b>Participating Provider Staff:</b>	Latanga Igberaese, Asst. Principal Ms. B. Harris, Site Coordinator
<b>Participating Monitoring Staff:</b>	Beverly Sanders Mayweather, Director Cora Daise, Assistant Director Larette Alexander, Human Services Coordinator Paula Coley, Youth Services Supervisor
<b>Date of Monitoring Visit:</b>	March 16, 2018
<b>Date of Site Visit(s):</b>	December 9, 2017
<b>Date of Report:</b>	May 16, 2018

**Program Description:**

Hallandale Magnet High School is a culturally diverse school serving over 1,400 students in grades 9-12. Hallandale Magnet High School is designated as a Science, Technology, Engineering, and Mathematics (S.T.E.M.) Program with additional offerings in Criminal Justice Health Science, Entrepreneurship, Graphic Design, Television and Broadcasting where students can earn industry certifications. The School Improvement Plan notes a number of barriers including: limited parent involvement, language barrier between school and home and limited student access to online resources at home.

The Hallandale Saturday Academic Success Academy conducted at Hallandale Magnet High School enables low performing students to improve their reading, mathematics, science, writing skills, Industry Certifications and Advanced Placement preparations through implementation of research-based strategies, computerized assistive software, certified teaching instructors and peer tutoring. The program also provides support to student athletes in study skill tutorial and homework help sessions after school. Course offerings include Algebra, Biology, Geometry, Reading, Literacy, ACT/SAT and AP Prep, Career, Technical and Adult Community Education (CTACE) units.

Hallandale High Magnet School (Saturday Academic Success Academy) (SASA) is contracted to serve a minimum of 75 students' ages 14 to 18 years old (up to age 23 for youth with disabilities) residing in Hallandale Beach, Florida and attending Hallandale Beach High School.

**Contract History:**

The initial 12-month contract dated October 1, 2017, through September 30, 2018, was funded through the Community Partnership Grant Program, with two (2) subsequent annual renewal options.

This report covers the period October 1, 2017, through February 28, 2018. The report includes a summary of findings of the site visit conducted on December 9, 2017, programmatic monitoring on March 16, 2018, and utilization of funding through February 28, 2018.

**Records Review:**

For the case record review, a list of clients served during the current contract period was randomly selected at the time of the scheduled Monitoring visit. All records requested were made readily available and assembled for review.

- Total # of cases: 125
- Total # of case files reviewed: 13
- % of cases reviewed: 10%

**1. Program Element for Review: Eligibility:** Documentation reflects the program is serving students in grades 9 through 12 residing in Hallandale Beach, FL and/or attending Hallandale Beach High School.

**Status:** On Track

**Findings:** 100% (13/13) of the files reviewed reflect students attending Hallandale Beach Magnet High School. Eligibility information was obtained by a review of the Saturday Academic Success Academy Registration Form. The Provider also utilizes the Student Directory which is a Data Warehouse Report of all active students attending the High School. Both forms captured demographic information such as the student's name, student identification number, address, gender, date of birth, age, grade, last four digits of the social security number, parent and legal guardian information. The Provider conducts comprehensive outreach to students attending the school at the beginning and end of the school year. Recruitment and outreach efforts include distribution of flyers, advertising on the school's banner and marquis, as well as referrals from the guidance counselors, etc.,

Student Name	Grade Level	Resident (Yes/No)	Date of Enrollment
M.A.	12	Yes	08/31/17
A.M.	12	Yes	08/24/17
W.G.	12	yes	08/21/17
R.M.	9	Yes	11/08/17
C.T.	9	Yes	08/23/17
C.C.	9	Yes	08/21/17
E.N.	9	Yes	10/12/17
A.J.	9	Yes	10/31/17
B.C.	10	Yes	08/22/17
R.A.	10	Yes	11/6/2017
S.G.	10	Yes	08/22/17
A.V.	10	Yes	08/21/17
A.B.	10	Yes	08/24/17

**2. Program Element for Review: Academic Individualize Assessment:** Documentation reflects students' received an assessment to determine their needs including individual strengths, barriers and abilities. Documentation to include a review of the individual case and/or client data sheet.

**Status:** Exceeds Expectations

**Findings:** 100% (13/13) of the students enrolled in The Saturday Academic Success Academy received an individualized assessment prior to intake into the program. The Saturday Camp does not have a program specific intake and assessment tool. However, data for assessment is obtained from the individual student files pulled from the Florida Standards Assessment (FSA) and ELA Online Reporting System (ORS) which assesses each student's academic performance. The Provider uses the ORS to access and view the FSA ELA, Mathematics or End-of-Course Assessment Reports (EOC) for each student. Additionally, report cards are pulled from the Pinnacle and Behavioral and Academic Support Information System (BASIS) System. By tracking

and monitoring school-wide and individual student performance data, BASIS ensures fully informed decision-making and promotes high quality instruction to help students succeed.

Moreover, the Registration Form elicits participant information which effectively serves as an assessment tool that can further support the Provider in serving the needs of the individual student. For example, the form elicited information regarding the household arrangement, household income, participation in the Free or Reduced Lunch Program, ethnicity, languages spoken at home, race, and cultural influences. There was a section for medical information, American with Disabilities Accommodations (ADA), etc.

**3. Program Element for Review: Tutoring and Direct Instruction:** Documentation reflects that students received tutoring in reading, critical thinking, mathematics, science and/or writing skills. Documentation to review of the sign-in sheets, subject/s covered and instructor.

**Status:** On Track

**Findings:** Documentation reflects that students received tutoring and direct instruction in reading, mathematics, science language arts, and liberal arts. Once registered into the program, students are contacted two weeks prior to kick off as a reminder. The Provider has been very successful in leveraging partnerships for in-kind services. The School Board provides two activity buses for transportation services (pick up and drop off at designated areas). The Provider has leveraged partnerships with Domino's Pizza, Emmanuel Funeral Home and Harris & Associates, Inc. to provide incentives for program participation. Every Saturday, students are given a raffle ticket with multiple opportunities to win a gift, since the raffles are pulled monthly. Students also get Charger Credits or a passport after the third rotation of classes are completed. Students can use these credits to get extra credit from the classroom teacher.

A review of the student sign-in sheets reflect the session number, teacher signature, subject, student signature, and grade level. Moreover, the Provider has a rotation schedule for the day. This includes breakfast at 8 a.m., three sessions (Session 1: 8:30 to 9:30 am; Session 2: 9:30 to 10:30 am and Session 3: 10:30 to 11:30 am; Lunch is served at 11:30 am with dismissal at noon). Students are given a rotation card, accessed by grade level and in collaboration with the classroom teacher. The rotation card reflects the subjects that will be covered for each session. For example, students in Grade Nine (9) received tutoring and direct instruction in Reading during Session 1; Algebra and Liberal Arts during Session 2; and English during Session 3, respectively. Tutoring and Instruction documentation was located in the individual student portfolios which included copies of worksheets, instructions and blank notebook paper.

Students in Grade Ten (10) received tutoring and direct instruction in Language Arts during Session 1, Geometry and Liberal Arts during Session 2, and Biology during Session 3, respectively. Students in Grade Eleven (11) utilized Khan Academy for tutoring in Reading during Session 1, USA History during Session 2, and Open Lab, Math and Biology during Session 3. Khan Academy is an online, personalized learning resource that utilizes state-of-the-art adaptive technology that identifies strengths and learning gaps. There is also a component covering all academic subjects including Math, Reading, Language Arts, Science, etc.

Notably, the students earn Charger Credits which serves as a Passport for completing all three rotations. The passport is submitted to the classroom teacher where the student has the opportunity to earn extra credit towards classwork, homework or tests. Moreover, students are given raffle ticks as an incentive for program participation. Every Saturday, the Provider raffles off gift cards, school cups, lanyards, etc.

**Recommendations:** It is recommended that the Provider utilize a Group Note Format to capture the following information: Date, teacher's name and signature, total number of attendees, total number of first time participants, start and end time, topics covered, curriculum, chapter and/or materials used, objectives and/or activities, challenges and follow-up needed by staff. In addition to the Passport, it is also recommended that the Provider utilize a Student Roster to track student attendance at each of the sessions and as a method for follow-up when classes are missed.

**4. Program Element for Review: Industry Certification:** Documentation reflects that this program provides Industry Certification: Dream Weaver, Microsoft Office, EKG, AutoCAD, Solid Works and Adobe Premiere.

**Status:** Exceeds Expectations

**Findings:** Documentation reflects that every senior is required to complete an Industry Certification for graduation. The Provider offers certification coursework in the following areas: Communications Technology, Criminal Justice Operations, Electronic Business Enterprise, STEM Business, Television Production, and Health Science. A review of the listing of industry certifications included each certification along with a listing of the classes required to earn the certificate. For example, students enrolled in the Electronic Business Enterprise Certification are required to complete the following coursework: Digital Information Technology, Introduction to E-Commerce, E-Commerce Entrepreneurship, and E-Commerce Systems Analysis & Designs. Students must follow the progression for three years or more in order to become academy completers. Completers are eligible for the Florida Gold Seal CAPE Scholars award (GSC) and up to 15 college credits. Students will receive a graduation cord for each academy completed successfully. Industry Certification exams satisfy the on-line high school graduation requirements. A GSC award recipient who completes a technical degree program may also receive additional funding to cover up to 60 credit hours towards an eligible Bachelor of Science degree or bachelor of applied science degree program. A review of the student sign-in sheets reflected the session number, teacher signature, subject, student signature, and grade level.

**Recommendations:** It is recommended that the Provider utilize a Group Note Format to capture the following information: Date, teacher's name and signature, total number of attendees, total number of first time participants, start and end time, topics covered, curriculum, chapter and/or materials used, objectives and/or activities, challenges and follow-up needed by staff. It is also recommended that the Provider utilize a Student Roster to track student attendance and as a method for follow-up when classes are missed.

**5. Program Element for Review: Advance Placement Preparation:** Documentation reflects students receive Advance Placement testing in Environmental Science, Literature, Language,

Psychology, World History, Spanish, French, US History, US Government, Computer Science, Capstone, Biology, and Calculus.

**Status:** Exceeds Expectations

**Findings:** Documentation and Site Visit Observation reflects that the Advanced Placement (AP) classes are comprised of students in Grades 10-12. This included tutoring and direct instruction in Math and Biology, as well as Open Lab. During the Site Visit/Observation, students were observed studying AP Environmental Science, Literature, Psychology, Calculus and US Government utilizing workbooks and textbooks covering the materials. The teacher provided individualized tutoring and skill development, as needed. A review of the student sign-in sheets reflected the session number, teacher signature, subject, student signature, and grade level. Students also utilized Khan Academy to complete coursework in Reading, Open Lab, Math, and Biology, prep course work and practice exams.

**Recommendations:** It is recommended that the Provider utilize a Group Note Format to capture the following information: Date, teacher's name and signature, total number of attendees, total number of first time participants, start and end time, topics covered, curriculum, chapter and/or materials used, objectives and/or activities, challenges and follow-up needed by staff. It is also recommended that the Provider utilize a Student Roster to track student attendance and as a method for follow-up when classes are missed.

**6. Program Element for Review: ACT/SAT Preparation:** Documentation reflects students receive ACT/SAT direct and web-based instruction which includes, but not limited to the College Board Website and Khan Academy. Students will also meet with the Brace Advisor to explore College and Career Opportunities Documentation to review online prep courses, college exploration, instructor and number of students/sign-in sheets.

**Status:** On Track

**Findings:** Documentation and Site Visit Observation reflects that students received tutoring and direct instruction to complete coursework in Algebra, SAT, ACT Prep course work and practice exams. During the Site Visit/Observation, both 11th and 12th graders were observed in the Computer Lab working on SAT/ACT prep lessons. There was two groups seen. One group was uploading their photo Identification onto the SAT online page for user verification. The other group was observed working on math lessons. The participants appeared to be involved in the activities.

**Recommendations:** It is recommended that the Provider utilize a Group Note Format to capture the following information: Date, teacher's name and signature, total number of attendees, total number of first time participants, start and end time, topics covered, curriculum, chapter and/or materials used, objectives and/or activities, challenges and follow-up needed by staff. It is also recommended that the Provider utilize a Student Roster to track student attendance and as a method for follow-up when classes are missed.





**7. Program Element for Review: Program Services Observation/Site Visit:** Site visits and observations of service delivery components confirm that services described in the Scope of Work are delivered in an effective manner with appropriate staffing.

Date of Site Visit: December 9th, 2017  
Arrival Time: 8:10 a.m.  
Departure Time: 12:15 p.m.  
Grantee/Agency: Hallandale Magnet High School  
(Saturday Academic Success Academy)  
Site Address: 720 NW 9th Avenue  
Hallandale Beach, FL 33009  
On-Site Staff: Ms. Latanga Igberaese, Asst. Principal  
Barbara Harris  
(16) Certified Teachers  
# of Participants Present: 90 students

Purpose of Site Visit: This was a routine site visit/observation of Hallandale Magnet High School, Broward County Public Schools, and a political subdivision of Florida. The Grantee is contracted to serve a minimum of 75 students' ages 14 to 18 years attending the Hallandale Saturday Academic Success Academy conducted at Hallandale Magnet High School. The Saturday Academy runs programming four (4) hours each Saturday for 7 months enabling at-risk, low performing students to improve reading, mathematics, science, writing skills, ACT Preparation and Career, Technical and Adult Community Education (CTACE) skills.

Program Site: The site is located on the campus of the High School, at the corner of 9th Avenue and Foster Road, just east of I-95 in the City of Hallandale Beach.

Promotion of City of Hallandale Beach: There was signage promoting the name of the City of Hallandale Beach as a funder to include the main flier, school banner and program registration forms provided during site visit.

Program Components: This is a 7-month program that operates Saturdays from 8:00 a.m. to 12:00 noon. Program participants engage in four (4) mandatory components: 1) Tutoring and Direct Instruction - Participants engage in a 3 hour session to improve reading, critical thinking mathematics, science and writing skills' 2) Industry Certifications- Participants engage in 3-hour Industry Certification Instruction. During these sessions, students will engage in practicing and taking the Industry Certification Exam for the following: Dream Weaver, Microsoft Office, EKG, AutoCAD, Solid Works and Adobe Premiere; 3) ACT/SAT Preparation – Students receive 3 hours of ACT/SAT direct and web-based instruction which includes the College Board Website and Khan Academy. Students will also meet with the Brace Advisor to explore College and Career Opportunities and 4) Advanced Placement Preparation – Participants receive 3 hour tutoring sessions taught by Advance Placement Certified Teachers. The AP courses are as follows: Environmental Science, Literature, Language, Psychology, World History, Spanish, French, US

History, US Government, Computer Science, Capstone, Biology and Calculus.

Program Staffing: The program operates utilizing pendulum staffing of a minimum of 12 Certified Teachers. The administrative team is comprised of an Administrative and Site Coordinator. On-site during the visit were 16 Teachers and 1 Custodian.

Activities/Services Observed: 8:10 a.m. – City staff arrived and was introduced to all staff present. Ms. Igberaese, Ms. Harris and Mrs. Brown was serving breakfast to the participants. Participants came in and sat at the long tables in the cafeteria and was called up by groups of 10-15 to come and get breakfast. The breakfast consisted of pancakes, scrambled eggs, sausage and bacon. Drinks were also provided. The breakfast is from 8am-9am. A few students were coming in just after 8:30am. Students appear to be participating and appreciated the breakfast. 9:00am –an announcement was made and participants leave to go to 1st session. The sessions are broken into 3 one hour rotations and participants go to the various classes. There are different sections to include, Advance Placement, Computer Lab, SAT/ACT Prep. The 11th and 12th grades have a more flexible program. Twelfth and eleventh graders have options to study on Reading, Khan Academy, March into Success, College Board and SAT/ACT for practice. The 9th and 10th graders focus on core classes like (Geometry, Algebra, Chemistry, Biology and Language Arts). Once one session is over it is announced on the P.A. to proceed to the next rotation.

10:30 am - City staff was able to observe 11th and 12th graders in the Computer lab working on SAT/ACT prep lessons. There was two groups seen. One group were taking actual photos to upload onto the SAT online page for verification. The other group was working on the other side on math lessons. The participants appeared to be really involved and absorbed in the activities. For some participants this was their first experience with the online portal and needed the assistance in navigating the system. During the 11:00am rotation staff had the opportunity to sit in and witness the Advance Placement study session. Upon arrival to the classroom the first noticeable thing was, all the participants appeared to have headsets on. When the instructor Mr. Timberlake was asked why, he explained it helps the participants concentrate and not easily distracted. The classroom was so quiet one can hear a pen drop. City staff walked around the room, and saw the participants engaged in different subjects. Some were studying AP Environment Science, Literature, Psychology, Calculus and US Government. Every participant seem much focused on studying and reviewing materials. Staff was also able to observe the Industry Certification session on this date. The participants were all on computers studying on industry formatted programs to assists on later taking the certification exams. Actual Certification exams are available once every other month.

11:40 a.m. – City staff was accompanied by Ms. Harris and Ms. Igberaese to office to briefly go over program components. Ms. Igberaese expressed some concern regarding possibly obtaining early payments. The city stated they have not processes any request for payment. She stated the school board is no longer providing advance funding to the program. Ms. Igberaese explain how this policy change has brought some difficulties for the program. City staff suggested grantee to obtain a letter explaining the changes in policy. City staff will provide the letter to the Human Services Director whom may be able to offer a solution to matter at hand. The grantee stated she



would have that taken care of as soon as next week. City staff inquired of the program information distributions and the City of Hallandale Beach logo. The grantee provided a copy of the flier and explained the fliers are available in all teachers and school counselors' offices. City staff advise grantee the City of Hallandale Beach (COHB) logo must be on all fliers. Logo will be sent to grantee for correct usage. The surveys were distributed and collected. Provider shared their profound appreciation for the partnership with the City of Hallandale Beach. Site Visit/Observation ended at 12:15pm.

The Client Satisfaction Survey was administered to five (5) students.

Client Satisfaction Interview	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Staff treated me/my family well	2	3	0	0	0
The service/program helped me/my family	2	3	0	0	0

1. Please tell us why you strongly agree or disagree: "Coming to Saturday Camp is benefitting me rather than my family. It allows me to get the help and support I need" "Because I came here and received exactly what was advertised which was breakfast, lunch, and supportive teachers/staff," "I strongly agree because my teachers have helped me by providing personal assistance to me regarding my AP exam," "Because my grades went up in the class I was studying for," "The are respectful and helped me with my problems (academically)"
2. Please tell us what the strongest, best features of the program are: "The multiple teachers to help you accomplish your assignments. They allow many different programs to help you finish high school like certification or SAT/PREP, "The AP classes gone over in the program help us catches us up," "The assistance provided to the students is the strongest, best feature," "The extra credit given, available technology, and extra time with teacher presenter," "The assistance of homework and further learning experiences,
3. Please tell us how the program can be improved: "Nothing really can be improved. We receive credit for coming, we have computers, teachers, breakfast, lunch. It's amazing how it is with the classes" "More prizes and raffles to encourage everyone to come," "The program can be improved by forcing more teachers to accept charger's credits," "None," "The food can be better and there can be more supplies available for students,"
4. Additional Comments:

#### Areas of Follow-up

- Include participants grades analysis quarterly and in the Final Report
- Expand Community Outreach to include attendance at City Events, i.e. MLK Event, Holiday Lighting Program, City's Green Festival, etc.
- City events are listed on the City's Website- [www.cohb.org](http://www.cohb.org) and various City Facebook pages. HBHumanServices, <https://www.facebook.com/CityOfHallandaleBeach/>

## 8. Utilization Summary for October 1, 2017 through February 28 2018

Budget Category	Contract Amount	Expenditure YTD	Target %	Actual %
Total Contract Amount	\$ 50,000.00	\$16,162.09	40%	32%
# of Months Invoiced: 5				
Personnel	\$ 49,000.00	\$14,244.59	40%	29%
Incentives	\$1,500	62.32	40%	0
Supplies	\$ 1,600	0.00	40%	0
Other/Specify Food	7,900	1,855.18	40%	0
Overall Utilization	<b>\$ 50,000.00</b>			
# Served: 1,448				
<b>Findings:</b> Overall utilization of funds at 32% between the periods October 1, 2017, through February 28, 2018, is slightly below ideal. Technical assistance was provided to help the Provider better align the program's reimbursement structure to reflect both direct administrative costs and the units of service based on the number of students served. The modification permits the Provider to receive \$2,800 per month (not to exceed \$9,000) in advance payments to cover the administrative costs for teacher salaries. The remainder of the contract would continue as a cost reimbursement based upon a unit of service calculated by the number of students attending the Saturday Academy. While the total contract amount of \$50,000 is correct and reflect of the Commission's award. The budget line items do not add up. The line items exceed the allocation awarded by \$10,000 reflective of the original request at time of application. The Provider is requested to submit a revised budget reconciling the line item allocation to reflect the \$50,000 total award.				

**Program strengths include:** The program staff are caring and dedicated with a strong commitment to the program and participants. The Provider exceeds expectations on the Academic Individualized Assessment, Industry Certification, and Advance Placement Preparation. Tutoring and Direct Instruction, ACT/SAT Preparation and Site Visit Observation are on track.

**Opportunities for Improvement:** Suggested program enhancements were addressed as recommendations under the individual program elements.

**Program Performance Summary:** The Provider has excellent student engagement conducting outreach and recruitment activities at the beginning and end of the school year. The Provider extends classroom learning by utilizing the Certified Teaching staff from the day program. The Provider utilizes data-driven assessments such as the Florida Standards Assessment (FSA), ELA Online Reporting System (ORS), and End-of-Course Assessments to assess each student's academic performance as a baseline for intervention. The Provider exceeds expectations regarding their Academic Individualized Assessment, Industry Certifications and Advanced Placement Preparations Coursework. Tutoring, Direct Instruction and ACT/SAT Prep Courses are on track. It is recommended that the Provider utilize a Group Note Format to capture details about the coursework delivery and a Student Roster to track student attendance and as a method for follow-up when classes are missed.



**This report respectfully submitted by:**

Beverly Sanders Mayweather  
Beverly Sanders Mayweather, Director

June 8, 2018  
Date of Signature

Larette Alexander  
Larette Alexander, Coordinator

June 8, 2018  
Date of Signature

Cora Daise  
Cora Daise, Assistant Director

June 8, 2018  
Date of Signature

Paula Coley  
Paula Coley, Youth Services Supervisor

June 8, 2018  
Date of Signature