

A Programmatic Review of Board-Approved After-School Programs

July 2007

**The Boys and Girls Clubs, Inc.
ASPIRA of Florida, Inc.
The Alternative Programs, Inc.**



School Operations/Alternative Education

The School Board of Miami-Dade County, Florida

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List of Abbreviations Used In This Document

API	ALTERNATIVE PROGRAMS, INC.
BGCM	BOYS AND GIRLS CLUBS OF MIAMI, INC.
CBO	COMMUNITY-BASED ORGANIZATION
ESOL	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
FAQ	FREQUENTLY ASKED QUESTIONS
FCAT	FLORIDA COMPREHENSIVE ASSESSMENT TEST
FDOE	FLORIDA DEPARTMENT OF EDUCATION
F/K/A	FORMERLY KNOWN AS
LEP	LIMITED ENGLISH PROFICIENT
M-DCPS	MIAMI-DADE PUBLIC SCHOOLS
NCLB	NO CHILD LEFT BEHIND
NDPC	NATIONAL DROPOUT PREVENTION CENTER
OMGA	OFFICE OF MANAGEMENT AND COMPLIANCE AUDITS
SO/AE	SCHOOL OPERATIONS/ALTERNATIVE EDUCATION
SPED	SPECIAL EDUCATION

EXECUTIVE SUMMARY

After-school programming at selected sites has been funded in part by The School Board of Miami-Dade County, Florida, for more than a decade. Students' participation in these quality after-school programs is determined by the amount of available funding each year. Under the auspices of the Miami-Dade County Public Schools (M-DCPS), School Operations/Alternative Education (SO/AE), programs are available at the following community-based organizations (CBOs): The Boys and Girls Clubs of Miami, Inc., ASPIRA of Florida, Inc., and The Alternative Programs, Inc. While the Board provides partial funding for each of these programs, further financial support is made possible by local and national agencies and foundations, including *The Children's Trust*.

It is difficult to overstate the critical need for after-school intervention. For each dollar allocated, taxpayers are saved three dollars (Abety, 27-A). Participation in after-school programs reduces juvenile crimes by up to 75% and decreases drug use by 49%. Students who are supervised after school are less likely to become teen parents and are more likely to complete homework on a daily basis. Without the supervision of after-school programming, nearly 76% of American children return to an empty home during the critical hours of 3:00 p.m. – 6:00 p.m. The Board-approved programs serve at-risk children with sports, games, team projects, art, homework help, counseling, and other enrichment activities. Even a cursory visit to a site confirms the positive atmosphere created by dedicated counselors, teachers, and team leaders. Students may need encouragement for homework help, but there is little trouble engaging them in other diversions. Above all, these students are housed in safe and nurturing environments.

From February – June 2007, a programmatic review of each CBO was conducted under the aegis of SO/AE. This was the third consecutive review in as many years and it was conducted by an M-DCPS teacher with nearly 20 years of experience with the education of at-risk children. The goal was to observe selected program sites, to review strategies with CBO directors and to make recommendations and/or commendations on the status of each CBO. Although each CBO has its own rules and regulations, the reviewer was concerned to verify that Board-approved policies and procedures were being followed with respect to the safety and access of the M-DCPS program participants.

Although Board support is contingent each year upon adequate funding in the General Fund Budget, these three programs have received Board approval during each fiscal year. Implicit in the Board's annual considerations is the extent to which these programs have proven track records for students enrolled in after-school programming. During the 2006-2007 school year, one program operated only during regular school hours due to continued construction and repair issues at its site (The Alternative Programs, Inc.). The discrete sections of this document highlight the strengths and weaknesses of each program.

BACKGROUND AND RESEARCH-PROVEN NEED FOR AFTER-SCHOOL PROGRAMMING

Middle school students and teenagers are the most vulnerable groups of school-aged children during the critical hours of 3:00 – 6:00 p.m. This issue is exacerbated by the fact that the population of juveniles has nearly quadrupled in Miami-Dade County over the last decade. Called the “3-6 challenge” by experts in the field, it is unfortunate the funding for after-school programs has been diverted recently by State legislators, in favor of more programming for children, aged 0-5. Federal government funding also has decreased, despite a proven need for the abatement of “latchkey” children (Abety, 27-A).

According to current research, nearly 76% of American children live in homes where the parent(s) work. Accordingly, nearly 15 million school-aged children are alone and unsupervised between the end of the school day and 6:00 p.m. Not surprisingly, the rate of juvenile crimes nearly doubles during after-school hours. This is also the time when youths are most likely to commit sexual assaults. During the hour between 3:00 – 4:00 p.m., youths are more likely to commit sexual assaults. Youths are more likely to engage in sexual activities, substance abuse and crimes (Spillet, 1-2). Accordingly, law enforcement and educational experts are in agreement that every school-aged child should be provided with a safe, enriching, and structured climate after school. Significantly, these statistics transcend demographic information; affluent students from two-parent homes also are prone to engage in criminal and unhealthy activities during this critical time. Not only do after-school programs nurture students and extend learning time, but as suggested above, they deter juvenile crimes and self-destructive behaviors. As a result, all members of the community benefit.

With general consensus, both locally and nationally, on the need for after-school programming, the inevitable rhetorical questions from stakeholders are these: 1) What are the recommended activities and programs for optimal after-school care; 2) With limited funding, which children should be targeted for placement? 3) Is there a generic profile of the child who does not participate in after-school programming?; and 4) What can be done to reverse students’ negative behaviors under the auspices of an after-school program? While the ideal would be to accommodate all school-aged, children in after-school activities, the reality is that enrollment in programming cannot take place without parental permission. Additionally, millions of students work after school. Others go to extra-curricular activities; some go home to a parent (less than 25%). As stated above, however, millions will be alone and unsupervised (Abety, 27-A).

1) *What are the recommended activities and programs for optimal after-school care?*

To address this question, it is useful to review the recommendations made by the *National Dropout Prevention Center/Network (NDPC)*, which cites two out of the three M-DCPS programs for excellence and safety: The Boys and Girls Clubs, Inc. and

ASPIRA (www.dropoutprevention.org). Each organization has been lauded for its dedication to youth at risk through after-school initiatives.

The NPDC commended The Boys and Girls Clubs, Inc., for year-round programming with activities including, but not limited to, the following: sports, fine art, dance, games, jam sessions, GED, ESOL and work apprenticeships. ASPIRA was noted for its dedication to all at-risk youth with an emphasis on children of Puerto Rican descent. Some of the accolades received focused on the following activities: scholarships, leadership studies, parent involvement, and field trips.

2) *With limited funding, which children should be targeted for placement?*

Research indicates that the predictors of failure in school and/or involvement in criminal activities have remained stable over the past two decades. The following suggest key situations that place children most at risk for problems in school and the community:

- Poverty
- Attendance/truancy
- Low ability level
- Behavior/discipline problems
- Low self-expectations
- Low self-esteem/self-efficacy
- Perceived lack of community support services
- Family dysfunction
- Sexual orientation

Accordingly, after-school programming should be available in low-income communities as a priority with proximity to nearby low-performing schools. The primary focus should be on communication between schools and programs so that all stakeholders can gain perspective on effective preventive practices.

3) *Is there a generic profile of the child who does not participate in after-school programming?*

Yes. The child who is perceived as a potential dropout and who does not participate in after-school programming is targeted as the most at-risk individual. It is a tragic fact that, each year, nearly one-third of America's public high school students fails to graduate. This figure includes one-half of all blacks, Hispanics and Native Americans. Thus, minority children are statistically proven to have higher proclivities to dropping out of school (Bridgeland, Dilulio & Morison, 2-3). The distinct advantage of participation in an after-school program is that it is learning-oriented, but not academic. As a result, poor school achievers can build self-esteem and set goals from success in enrichment activities, even if they are disengaged from school.

4) What can be done to reverse students' negative behaviors under the auspices of an after-school program?

Students who are low performers in school and/or do not participate in after-school programming are more likely to drop out of school. They are then more likely to be unemployed, dependent upon federal assistance, in prison or on death row, in poor health, single parents, and poor role models for their children. As a result, the dropout rate contributes directly to the increased costs of prisons, assistance programs, health care, social services, and crime-related issues. While there is not one reason only why students fail in school (and in life), students themselves point to the following startling reasons:

- a. Classes are boring
- b. Not motivated to do their best
- c. Need to work for family support
- d. Frequent grade retention

After-school programs can and do help to reverse these factors. Under the aegis of personnel in these programs, children can excel in areas not available to them during the regular school day, e.g. art, sports, opportunities to express themselves to professionals who are not "grading" them. Since parents must pick up students at closing time, there are distinct opportunities for staff to communicate with parents regarding their children.

It is an unfortunate statistic that the State of Florida ranks 47 out of the 50 states in education (www.dropoutprevention.org). Its dropout rate has been referred to as a "silent epidemic"; it is "silent" because the most powerful and affluent Floridians are unaware and/or unwilling to increase funding for public education. It is an "epidemic" because it is not abating, despite numerous good-faith efforts across the state, both by administrators and teachers, to improve opportunities for youths. Miami-Dade County, the largest and most complex of Florida's 67 counties, ranks first in the state for incidences of juvenile crime. Its juvenile detention facility is the state's largest and empirical evidence demonstrates that the physical plant is not large enough to accommodate the 4,000 children who pass through its doors annually. The county also leads the state in the numbers of high school dropouts, teenage pregnancies, low birth weight babies, drug abuse, and AIDS victims.

A recent study funded by the Bill and Melinda Gates Foundation suggests that listening to students' points of view may be key in addressing the "silent epidemic". Stating that no report previously has addressed disinterest in school from the students' perspectives, the report cites five key areas where educators need to take the advice of student dropouts, most of whom overwhelmingly regret having left school. These areas point directly to the linkage that after-school programming can augment in attempts to reach children at risk. They are: 1) Improve teaching and curricula to...enhance the connection between school and work; 2) Improve instruction and access to support services; 3) Build a school climate that fosters academics; 4) Build strong adult-student

relationships....; and 5) Improve communication between parents and students (Bridgeland, Dilulio & Morison, 10-13).

In an effort to address these gaps, the study suggested, among other activities, “real-world” learning opportunities be provided, more qualified staff, communication between and among staff, parents, students, schools and community centers and increased supervision. Essentially, then, the goals and objectives of after-school programs not only address all five gaps, but they also create opportunities to engage with students, in smaller climates, with activities that may not be as threatening to low performers, such as dance, sports activities and computer-related enrichment projects. Students are given extended time for recreational programs which invite interaction with peers and adults. Further, they are housed in safe climates during the critical time gap between the close of school and the time when most parents are home from work (6:00 p.m.). Friendships inevitably flourish because the programs take place every day after school. Children are fed nourishing snacks and drinks. They are supervised every minutes of the afternoon program and they are not released until a parent picks them up or other arrangements are made for their transportation.

From the educator’s perspective, after-school programs are a “win-win” situation. Students receive homework assistance, but they are also afforded numerous opportunities for enrichment. Parents heartily endorse programs which assure the safety of their loved ones during after-school hours. Students generally love the programs because they have extended opportunities to play with friends. Finally the community as a whole benefits from having these students “off the streets” where they are more likely to commit crimes in the local community, as demonstrated by data on the time that most juvenile crimes are committed. Any thorough review of budgetary considerations for after-school programs should weigh the incalculable cost of the alternative.

PART I: THE BOYS AND GIRLS CLUBS OF MIAMI, INC.

A. HISTORY

The Boys and Girls Clubs of Miami, Inc. (BGCM) is the regional branch of The Boys and Girls Clubs of America. Its mission is “to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens”. The Clubs were founded in 1860 by a group of women who were distressed to see young boys roaming the streets without direction. Today there are more than 3,900 Club locations across the nation serving approximately 4.6 million boys and girls after school and during the summers. A staff of 47,000 men and women serves these children in sports and enrichment programs. Several philanthropic entities have recognized this organization as one of the most financially efficient organizations.

Nationally, The Boys and Girls Clubs of America serves children, 64% of whom are from minority families. The organization has attracted the attention of numerous sports and Hollywood stars who serve as role models for the participants. Among them are actor Denzel Washington, basketball heroes Shaquille O’Neal and Alonzo Mourning, former *Marlins* centerfielder Juan Pierre and tennis star Anna Kournikova.

Locally, BGCM has been serving Miami-Dade County for the last 66 years. With seven centers located across the county, clubs provide a range of activities designed to meet the interests of the student-participants. The clubs take a holistic approach to the nurturing of children and offer programming in five key areas: character and leadership development; education and career development; health and life skills; the arts; and sports, fitness and recreation. All activities are carefully supervised in safe climates and are geared toward the interest and entertainment of youths. Membership dues are kept low so that all interested children can participate. Children of all ages, races and creeds are welcomed in the centers. As Director Alex Rodriguez-Roig expresses it, “No one is turned away”.

BGCM has received funding from the School Board for the last 17 years. It serves an average of 250 students on a daily basis, providing counseling, FCAT preparation, homework assistance, tutoring services and enrichment activities. Emphases are placed on math, reading, personal growth, crime and drug abuse prevention, and other life skills issues. The program is offered every day after school and all day on teachers’ workdays, as well as during the winter and spring recesses. This program consistently demonstrates a high success rate with over 80% of the students showing improvements in high-stakes tests.

In addition to Board funding, BGCM has numerous corporate sponsors, including, but not limited to: United Way of Miami-Dade; Bacardi; Sears, Bank of America, Verizon, Publix and *The Children’s Trust*. It also receives generous funding from the Fisher Island Philanthropic fund, which has kicked off efforts annually to raise money to rebuild the BGCM Miami-Beach location. To date, over \$450,000 has been raised by this

organization and plans are well underway for the construction period. The Carmen Rebozo Foundation is underwriting the funding for a new South Dade Unit.

B. BGCM CENTERS

Administrative Office, including the Hank Kline Unit
The Boys and Girls Clubs of Miami, Inc.
2805 SW 32 Avenue
Miami, FL 33133

Executive Director: Alex Rodriguez-Roig

Kendall Unit
9475 North Kendall Drive
Miami, FL 33176

Gwen Cherry Unit
7090 NW 22 Avenue
Miami, FL 33147

South Beach Unit
1200 Michigan Avenue
Miami Beach, FL 33139

Elizabeth Virrick Park
3255 Plaza Street
Miami, FL 33133

C. PROGRAM FOCUS

BGCM is a child-centered organization which aims to instill self-esteem, confidence and a sense of personal power to youths, aged 5-13. The goal is to increase the age range in the near future. Leadership development is implicit in the programming. BGCM sites offer safe, nurturing climates promoting growth and confidence in at-risk children. They offer alternatives to the dilemma of “latchkey” victims who may become involved in juvenile crimes or other negative behaviors, due to a lack of supervision after school. BGCM offers a range of safe and therapeutic activities, including sports, recreation, homework and tutoring, arts and crafts, computer-based learning and FCAT preparation.

D. EDUCATIONAL CLIMATE

BGCM sites stress education and learning *prior* to engaging students in sports and enrichment activities. It was very impressive to see the routine that children-participants follow when they enter the centers. They know that homework and tutoring come first and they seat themselves upon entry in the “homework area”. Once homework and

individual tutoring are completed, students have a spectrum of activities from which to choose, including games, videos, computer-based learning, dance, ball games and art/enrichment activities. The professionals who oversee these activities are firm, but fair, and they offer support and positive feedback often to the children. It is not difficult to discern that the students love the program, as well as the professionals who run it. Police officers are present at all sports programs.

The Children's Trust provided nearly \$500,000 from two separate grant cycles last year to BGCM. This donation enabled the BGCM to provide services to 1,000 more children during the 2006-2007 school year and summer. A grant from the United States Department of Juvenile Justice enabled BGCM to offer a gang prevention program at Gwen Cherry Park. Students who are deemed at risk for future gang involvement are targeted for the program. To date, more than 35 children are participating through mentoring, homework help, computer training, and recreational and social skills. Another grant from the Beaumont Foundation of America has enabled the West Grove Club to obtain state-of-the-art technology and software. At the Hank Kline Unit, funding and manpower from The Home Depot, in cooperation with KaBOOM!, a national non-profit organization, has enabled children to enjoy a state-of-the-art playground. Thanks to the generosity of Rent-A-Center and the Miami Heat, the Hank Kline Unit also has a new recreational room with new furniture, televisions, computers and Miami Heat regalia. Two years ago, Sears donated nearly \$500,000 for a program called *The Latino American Dream*, designed to serve more Hispanic children and families. Thanks to the Carmen Rebozo Foundation, plans are well underway for a new BGCM center in South Miami-Dade.

E. PHYSICAL PLANTS

The overall condition of the physical plants is safe and conducive to learning and enrichment. Lighting and ventilation are adequate. Restrooms are cleaned regularly and are stocked with supplies. Handicapped access is clearly visible. Parking is adequate with spaces set aside for handicapped drivers. The sites are clean with clear, unobstructed entries and exits. Fire drill procedures are posted.

F. PROVISIONS FOR SPED AND LEP STUDENTS

Yes. Most staff members are bilingual. Ramps are provided where needed for handicapped access and most programs are housed on the ground floor. Restrooms are handicapped-accessible. The Kendall Unit hired a certified ESE teacher specifically to work on homework and arts and crafts with autistic and attention deficit disorder students.

G. PERSONNEL

National criminal background checks are conducted on all personnel hired by BGCM. Fingerprints are on file and are linked to employees' social security numbers and drivers' licenses. Personnel are carefully selected according to the guidelines set by the

Jessica Lunsford Act. Those hired have track records of success with young children. The rapport that personnel have established with the student-participants are clearly visible to visitors to the program. In the words of the Director, children are supervised every minute of every day.

H. ENTRY AND EXIT PROCEDURES FOR PARTICIPANTS

BGCM sites are open to all participants. Each year, there is a long waiting list for the summer camp. Parental permission forms are on file for all students and are kept current. Attendance rosters are created on a daily basis and students must sign in and out. Transportation procedures are on file and are current. All students have emergency contact cards which are readily available to the site personnel. Parent identification cards are required for adults wishing to enter the sites.

I. CONTRACTUAL AGREEMENTS

An annual financial audit is submitted to the M-DCPS Office of Compliance and Audits. An annual request for renewal of the contract is submitted. It is felt that all provisions of the contract are honored to the fullest extent.

J. OVERALL COMMENTARY

BGCM programs are safe, enriching after-school care sites which offer numerous activities to students. They are part of a national program which has a reputation as a superior setting for fun and learning. Children-participants clearly love the program and personnel. They enjoy the company of their peers while being under the close supervision of responsible, nurturing personnel who help them to socialize and learn. The Director, Mr. Alex Rodriguez-Roig, himself an alumnus of M-DCPS, is the consummate professional.

Thanks to the generosity of numerous philanthropic foundations, the future of BGCM looks extremely promising. New and planned expansions will enable the units to enroll more children in need of quality after-school care. Technologically advanced facilities will enable children from low-income homes to compete with their more affluent counterparts to produce high quality homework and other projects.

K. WEB SITE: www.bgca.org

L. COMMENDATIONS

- BGCM units are extremely well-maintained.
- BGCM units demonstrate excellent attendance rates.
- BGCM have impressive staff-student ratios.
- BGCM staff expect excellent behavior and students comport themselves well.
- BGCM units are safe, clean and conducive to learning.

- BGCM students are dropped off either by parents or by school buses.
- BGCM students are not released from the units until a parent shows identification to staff members.
- BGCM seeks and obtains funding from numerous private foundations.

M. RECOMMENDATIONS

- More BGCM units are required to keep pace with the increased population of school-aged students in Miami-Dade County.
- Expand the summer school program to accommodate more children.
- Update all BGCM units with state-of-the-art technology. This is already taking place at selected units.
- Increase number of personnel working at BGCM – North Dade Unit.
- Continue to seek funding from private philanthropic foundations.

PART II: ASPIRA OF FLORIDA, INC.

A. HISTORY

The ASPIRA Association, Inc., is the single nonprofit organization dedicated solely to the leadership and education of Puerto Rican and other Latin youths. ASPIRA is not acronym; instead, its name comes from the Spanish word “aspirer” which means, “to aspire”. Founded in 1961, the organization aims to keep youths in school and to empower them with self-esteem and leadership skills. Nationally, over 50,000 students and their families are served each year. Many well-known Puerto Rican politicians and company leaders are alumni of ASPIRA.

The ASPIRA philosophy is predicated on pride in one’s ethnicity and ethnic/racial origins. Students are taught that being bilingual and bicultural is a gift, not something to hide in a quest to become assimilated into United States culture. ASPIRA staff set rigorous academic and behavioral standards for participants. The organization promotes family involvement in students’ development. Students are taught that they must give back to the community and many ASPIRA students engage in service learning projects.

ASPIRA participants are taught to be future-oriented; that is, they learn to value the future and to set high goals for themselves. Accordingly, technology is infused into the ASPIRA experience at all stages of student development. ASPIRA staff members encourage students to be proud of their heritage as well as their future potential. Self-reliance is a key factor in the ASPIRA philosophy.

Even a cursory view of current ASPIRA initiatives suggests the vitality and enthusiasm, which guide its leaders: reading institutes; technology conferences; ESOL programs; highway safety programs; healthy communities; math and science academies; and professional development institutes. The organization has been successful in procuring funding from numerous private philanthropic foundations and takes every opportunity to partner with local businesses for the betterment of youths.

As stated earlier in this report, Hispanic youths have disturbing dropout trends locally and nationally. ASPIRA staff work to reverse this negative trend. Through the ASPIRA Clubs, weekly meetings are held for students after school. Curriculum and instruction include skills development components as well as academic and personal advisement. ASPIRA also develops programs in the areas of gang avoidance, the dangers of smoking, drug prevention, community service and mentoring. During the 2006-2007 year, ASPIRA staff members recruited nearly 3,000 students and 95% of them did not drop out of school. Eighty-four percent of these students enrolled in postsecondary institutions. During the past school year, 55 of the 64 dropouts who were recruited returned to school for an 85% success rate with reluctant youths (<http://flaspira.org>). The School Board of Miami-Dade County, Florida, provides funding for ASPIRA after-school programming at 17 sites across Miami-Dade County. The ASPIRA

Organization is further involved with the district through its charter schools, which are run separately from the clubs and after-school programs. The ASPIRA Youth Leadership Development/Dropout Prevention Clubs provide intense counseling activities to at-risk students. Participation is voluntary; students are identified through the district's dropout prevention data. This overall program has been funded by the Board for the last 14 years. This CBO has been awarded the Governor's Mansion in Tallahassee, Florida. ASPIRA is ranked by Hispanic Business Magazine as the third largest United States nonprofit organization in service to Hispanics. A recent partnership with The Home Depot has enabled the Association to work with the Hispanic Coalition of Colleges and Universities to recruit bright and ambitious youths. In 2002, ASPIRA of Florida, Inc., was awarded the Family Christian Association of America Children's Champion Award. The president of ASPIRA locally is Mr. Raul Martinez, a community pillar and a champion of children's rights and potential. Mr. Martinez is assisted by Mr. Felix L. Cruz, Vice President, who oversees the after-school programming.

B. CENTERS

Corporate Program Offices (New Address)

ASPIRA of Florida, Inc.
4100 NE Second Avenue
Miami, FL 33137

ASPIRA North
13300 Memorial Highway
North Miami, FL 33161

ASPIRA Wynwood and the Beaches
Eugenio Maria de Hostos Charter School
1 Northeast Nineteenth Street
Miami, FL 33136

ASPIRA South
14112 SW 288th Street
Leisure City, FL 33033

Other ASPIRA Club Meeting Locations:

Roberto Clemente Park Neighborhood Empowerment Program
101 NW 34th Street, Miami, FL 33127

W.J. Bryan Elementary

Eneida Hartner Elementary

Booker T. Washington Senior High

Miami Beach Senior High

Allapattah Middle

Jose de Diego Middle School

North Miami Senior High

Thomas Jefferson Middle

Nautilus Middle

Madison Middle

Miami Central Senior

Carol City Senior

William Turner Technical Arts

C. PROGRAM FOCUS

As suggested above, ASPIRA of Florida, Inc., is an organization devoted to youth leadership through guidance, counseling and goal-oriented activities for youths, aged 5-19. Its services are provided by responsible staff members who take personal interest in the uniqueness of each child. The program is predicated upon the belief that every child is a potential leader and its activities, utilizing a peer support model, are designed to reverse the negative behaviors that often prevent youths from completing high school and furthering their education. Parental involvement is strongly encouraged. Activities for parents, including literacy training and ESOL, are also provided so that participation can be a cross-generational pursuit.

D. EDUCATIONAL CLIMATE

ASPIRA of Florida, Inc.'s programs offer safe environments which meet the "3 to 6 Challenge" and which are conducive to learning and student achievement (Abety, 27-A). They are havens for peer counseling and team-related activities. At ASPIRA club meetings, every desk is occupied. Students are polite and motivated. Meetings are student-led, although they are under the constant watchful supervision of faculty facilitators.

Dedicated to the positive development of minority youths, ASPIRA of Florida, Inc.'s activities include numerous initiatives including, but not limited to, the following:

College Summit: a program which assists youth in scholarship applications;

Alliance Stay in School and Neighborhood Empowerment Programs: programs which offer tutoring and career preparation;

Keys to Catching Your Dreams: career fairs;

Increase the Peace: drug prevention and awareness initiatives; and

Youth Leadership Awards Ceremonies: special events to present awards and scholarships to high achievers.

E. PHYSICAL PLANTS

The overall condition of the physical plants is safe and conducive to learning and enrichment. Lighting and ventilation are adequate. Restrooms are cleaned regularly and are stocked with supplies. Handicapped access is clearly visible. Parking is adequate with spaces set aside for handicapped drivers. The sites are clean with clear, unobstructed entries and exits. Fire drill procedures are posted.

However, most ASPIRA after-school club activities take place at M-DCPS school sites where safety-to-life issues, lighting, ventilation, security and handicapped access are requirements for occupancy.

F. PROVISIONS FOR SPED AND LEP STUDENTS

Yes. Most staff members are bilingual. Ramps are provided where needed for handicapped access and most programs are housed on the ground floor. Restrooms are handicapped-accessible.

G. PERSONNEL

All personnel have either A.A. or B.A. degrees. Some club activities are facilitated by M-DCPS teachers. Staff members are experienced with the nature and needs of both SPED and LEP students. Accommodations are made where necessary. Although ASPIRA clubs generally cater to Hispanic students, participants of all ethnic and racial origins are welcomed. National criminal background checks are made on all ASPIRA staff members.

H. ENTRY AND EXIT PROCEDURES FOR PARTICIPANTS

ASPIRA sites are open all participants. Parental permission forms are on file for all students and are kept current. Attendance rosters are created on a daily basis and students must sign in and out. Transportation procedures are on file and are kept current. All students have emergency contact cards which are readily available to the site personnel.

I. CONTRACTUAL AGREEMENTS

An annual financial audit is submitted to the M-DCPS Office of Compliance and Audits. An annual request for renewal of the contract is submitted. It is felt that all provisions of the contract are honored to the fullest extent.

J. OVERALL COMMENTARY

ASPIRA clubs are safe, enriching after-school care sites which offer numerous activities to students. They are part of a national program which has a reputation as a superior place of fun and learning. Participants enjoy the company of their peers while being under the close supervision of responsible, nurturing personnel who help them to socialize and learn. Mr. Raul Martinez, President, ASPIRA of Florida, Inc., is a dedicated, sincere and visionary leader whose enthusiasm is contagious. He is firm, but fair, and kind, but he is also a taskmaster. He has high expectations of his staff members and he does not tolerate lapses of any kind in the guidance of at-risk youths.

K. WEB SITE: www.aspira.org and <http://flaspira.org>

L. COMMENDATIONS

- ASPIRA clubs are well attended.
- ASPIRA staff members are all degreed personnel.
- ASPIRA programs have impressive staff-student ratios.
- ASPIRA staff expect excellent behavior and students comport themselves well.
- Mr. Raul Martinez, President, ASPIRA of Florida, Inc., is a true leader who genuinely believes in the potential of at-risk youth.

M. RECOMMENDATIONS

- More ASPIRA clubs and programs are required to keep pace with the increased population of school-aged students in Miami-Dade County.
- Existing ASPIRA centers should be updated technologically and expanded to accommodate increased enrollments of students.

PART III: THE ALTERNATIVE PROGRAMS, INC.

A. HISTORY

The Alternative Programs, Inc. (API) is a CBO founded and still directed by 78-year old Ms. Georgia Jones Ayers, a leading community activist and local legend. As she explains it, "injustice is a great motivator". Ms. Ayers carries proof of a history of racism in the local community: the title to her grandmother's home in "Railroad Chops {sic}, Colored Addition". Her grandmother lost the home to the City of Miami for \$3.29 in unpaid taxes (date of sale: August 29, 1924). She carries this title with her at all times as an explanation for lifelong dedication to righting the wrongs that she has witnessed (Pudney, 1). A lifetime resident of Miami-Dade County, Ms. Ayers has been the recipient of numerous awards, including the *Spirit of Excellence* award from the *Miami Herald*, the Women's Park Founders and the Miami-Dade County Wall of Honor Awards. In 2004, she was honored by the City of Miami Commission on the Status of Women (www.ci.miami.fl.us/news, 1).

In 1967, Ms. Ayers developed the Miami-Dade Police Department Community Relations Council. She has won the "Trailblazer Award" from the City of Miami Police Department. Ms. Ayers was awarded the Education and Community Service recognition from Bethune-Cookman College alumnae. She has also won the Civil Rights Advocacy Award for the Florida Commission on Human Relations. Ms. Ayers has been on the State Juvenile Justice Board for more than a decade. On *Law Day 2006*, Ms. Ayers was honored as one of four *Phenomenal Women*.

It is difficult to describe API without first paying tribute to its irrepressible founder. Ms. Ayers has been a lifetime vocal and assertive critic of the education and treatment of minority youths for most of her career. She has been called "the world's great spitfire" and she has long been admired for her dedication to dropout prevention programming. However, she has not been without her critics, several of whom question her maverick approaches to troubled youngsters. Nevertheless, she remains a champion and local hero among judges and parents. When asked recently about her plans for retirement, she stated truthfully that the recent brash of murders among minority youths renders it impossible for her to step down. Even after a recent weeklong hospitalization (June 2007), Ms. Ayers could not wait to return to her office.

API was formerly housed in the oldest Baptist Church building in Miami-Dade County (later sold to followers of Yahweh Ben Yahweh). The building was given back to the bank after Yahweh Ben Yahweh was put into prison for conspiring to commit murder (www.rickross.com/reference, 1). Ms. Ayers, whose life was threatened by a Yahweh member, went on record as saying that Yahweh Ben Yahweh should be allowed to return to his followers, following his release from prison. Although she plans to reopen her school following major renovations to the church/temple, this has dragged on for a number of years and renovations are still far from complete. As of this date, she has been unable to obtain a certificate of occupancy for the huge four-story

structure. Ms. Ayers and her staff work in administrative offices (which are part of the facility) that are the only section of the building approved for occupancy.

During continued renovations, API operates programs, during regular school hours, in the following middle schools: Edison, Horace Mann, Brownsville, Drew and Westview. Tutoring and counseling are offered to children at risk as a preventive measure to reverse the negative behaviors which have resulted in numerous outdoor suspensions from the school. This program has been funded by the School Board for the past 17 years.

B. CENTER

As mentioned above. Although it was anticipated that a certificate of occupancy for the original building (former Baptist Church and Yahweh Temple), located at Northwest Second Avenue and Sixtieth Street, would be obtained in 2006, this has still not occurred. Even a cursory view of the structure suggests that occupancy may not be a reality for the foreseeable future.

Address: 151 Northwest 60th Street
Miami, FL 33127

C. PROGRAM FOCUS

The mission of the API is to address the State of Florida's interest in the continued reduction in juvenile delinquency; implicit in it is the goal of reducing the dropout and truancy rates among at-risk children. In addition to the guidance and counseling provided to youths during regular school hours, API aims to take a seven-pronged approach to areas of service provided to youths involved in the juvenile justice system: court appearances; custody releases; warrants; monetary restitution; community service; support services; and referrals to community service agencies.

The Board-funded program of API serves approximately 230 M-DCPS middle school students at risk. One hundred percent of these youths are identified as requiring intervention services and supplementary counseling. Counselors provide sessions on conflict resolution, anger management, positive self-esteem and peer pressure to youths whose profiles suggest proclivities to violent crimes and/or academic failure. The program operates under Ms. Ayers' philosophy of preventive care and education. Taking personal responsibility for each child under the aegis of API, Ms. Ayers tells parents and students alike that she wants to reverse the negative behaviors before they escalate into criminal activities.

D. EDUCATIONAL CLIMATE

API is unique among dropout prevention programs in that its founder and director is a community activist. Unmoved by criticisms of her philosophy, Ms. Ayers dismisses critics remarkably well with her no-nonsense approach to youth at risk. The educational

climate does not attempt to soften the harshness of the “real world” for students. Instead, Ms. Ayers advocates counseling which paints true pictures of what criminal involvement and dropping out of school mean for today’s youth. Ms. Ayers does not hesitate to advise students of their options (or lack thereof), should they continue to show disinterest in school.

E. PHYSICAL PLANT

The program is currently operating in selected M-DCPS middle school sites.

F. PROVISIONS FOR SPED AND LEP STUDENTS

Yes. These provisions may be assumed since learning is taking place at M-DCPS sites.

G. PERSONNEL

Ms. Ayers’ staff consists of a lawyer and former judge, a retired M-DCPS teacher and several youth counselors, in addition to clerical and accounting staff. The psychologist, who was on staff since the program’s inception, died earlier this year.

H. ENTRY AND EXIT PROCEDURES FOR STUDENTS

N/A. The program takes place at M-DCPS sites.

I. CONTRACTUAL AGREEMENTS

An annual financial audit is submitted to the M-DCPS Office of Compliance and Audits. Unfortunately, the report has not yet been submitted for the 2006-2007 year.

J. OVERALL COMMENTARY

It is difficult to separate the mission and goals of API from the philosophy of its founder and director. It is felt that the program would be compromised without Ms. Ayers’ leadership. Many generations of M-DCPS students owe their successes to her continued dedication. A firm believer in the adage, “It takes a village to raise a child”, Ms. Ayers maintains a tough love policy toward the children under her care.

K. WEB SITE: N/A

L. COMMENDATIONS

- Numerous articles about Ms. Ayers attest to her lifelong dedication to the community.
- Ms. Ayers has a gift for reaching reluctant learners.

M. RECOMMENDATIONS

- Pressure needs to be put on local political leaders to complete the renovations to the former church facility.
- Ms. Ayers and her staff should make random visitations to the middle schools to assure the quality of counseling services given.

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APPENDIXES

APPENDIX I

***LISTING OF FOUNDATIONS
SUPPORTING THE BOYS AND GIRLS CLUBS OF MIAM***

**FOUNDATIONS SUPPORTING
THE BOYS AND GIRLS CLUBS OF MIAMI, INC.**

1. Arod Foundation
2. Bacardi USA, Inc.
3. Chevron
4. Coconut Grove Bank
5. Crest Toothpaste
6. Dan Marino Foundation
7. Florida Marlins
8. James Bernhardt, State Farm
9. McDonald's
10. Miami Heat
11. Northern Trust
12. Poe's Rentals
13. Richard H. Simons Charitable Trust
14. Robert Parks, P.A.
15. USA Team Tennis
16. Joseph and Sherrie Garfield Charitable Foundation
17. MetLife Foundation
18. Miami-Dade Empowerment Trust
19. American Airlines
20. Bank of America
21. Coca-Cola

22. Carnival
23. Fisher Island Philanthropic Fund
24. Peacock Foundation, Inc.
25. Carmen Rebozo Foundation
26. Post Cereals
27. Publix Supermarkets
28. Ocean Bank
29. Major League Baseball Players Trust for Children
30. The Children's Trust
31. United Way of Miami-Dade County
32. Verizon Wireless

APPENDIX II
LISTING OF FOUNDATIONS SUPPORTING
ASPIRA OF FLORIDA

FOUNDATIONS SUPPORTING ASPIRA OF FLORIDA

1. Citibank
2. Coca-Cola
3. FDIC (Federal Deposit Insurance Corporation)
4. KaBoom!
5. Morgan Stanley
6. Nationwide
7. Puerto Rico Department of Education
8. Puerto Rico Telephone
9. Publix Supermarkets
10. The Home Depot
11. United Way of Miami-Dade County
12. Verizon

BOARD ITEM

Antoinette Dunbar, Deputy Superintendent
Curriculum, Instruction, and School Improvement

SUBJECT: REQUEST AUTHORIZATION TO ENTER INTO CONTRACTUAL AGREEMENTS WITH COMMUNITY-BASED ORGANIZATIONS FROM JULY 1, 2006, THROUGH JUNE 30, 2007

COMMITTEE: INSTRUCTIONAL EXCELLENCE AND COMMUNITY ENGAGEMENT

Community-based, not-for-profit organizations provide services for schools and students to support improved student achievement and District priorities. Organizations are assigned under the supervision of District Administrators of Curriculum, Instruction, and School Improvement from July 1, 2006, through June 30, 2007.

The contracted services supplied by the Community Based Organizations provide supplemental services and enrichment programs that would not otherwise be available to the District. These programs are evaluated for their effectiveness at the close of each fiscal year, and the evaluations are on file with executed/completed contracts. Traditionally, most of these Community Based Organizations have been working in partnership with Miami-Dade County Public Schools for over 20 years.

Authorization is requested for the Superintendent to enter into 22 contractual agreements with the following organizations being funded from July 1, 2006, through June 30, 2007, at different levels with a maximum not to exceed \$85,000. This authorization is contingent on continuation of adequate funding in the General Fund Budget, upon adoption.

Name of Agency	Amount Recommended
Actor's Playhouse	\$52,000
Art Center/South Florida	\$10,000
ASPIRA of Florida, Inc.	\$67,000
Boys and Girls Clubs of Miami, Inc.	\$49,000
City Theatre	\$11,500
Cleveland Orchestra	\$56,000
Concert Association of Florida	\$34,200
Florida Film Institute, Inc.	\$19,000
Florida Grand Opera	\$75,000
GableStage Educational Program	\$27,000
Historical Museum of Southern Florida	\$85,000
Inner City Children's Touring Dance Company	\$22,500
Leisure Access Foundation	\$10,000
Miami Book Fair International	\$22,500

C-30

Miami City Ballet	\$25,000
Miami-Dade Art in Public Places	\$16,000
Miami Museum of Science	\$38,500
Playhouse Theatre	\$21,000
Teatro Avante	\$20,600
The Alternative Programs, Inc.	\$72,000
The Child Assault Prevention (CAP) Project of South Florida	\$35,000
Zoological Society of Florida	<u>\$24,500</u>
	\$793,300

The appropriation for this item would be included in the General Fund of the proposed 2006-2007 Tentative Adopted Budget under various budget structures.

RECOMMENDED:

That The School Board of Miami-Dade County, Florida, authorize the Superintendent to enter into 22 contractual agreements with the following organizations from July 1, 2006, through June 30, 2007:

1. Actor's Playhouse at a total cost of \$52,000;
2. Art Center/South Florida at a total cost of \$10,000;
3. ASPIRA of Florida, Inc., at a total cost of \$67,000;
4. Boys and Girls Clubs of Miami, Inc., at a total cost of \$49,000;
5. City Theatre, at a total cost of \$11,500;
6. Cleveland Orchestra, at a total cost of \$56,000;
7. Concert Association of Florida, at a total cost of \$34,200;
8. Florida Film Institute, Inc., at a total cost of \$19,000;
9. Florida Grand Opera, at a total cost of \$75,000;
10. GableStage Educational Program, at a total cost of \$27,000;
11. Historical Museum of Southern Florida, at a total cost of \$85,000;
12. Inner City Children's Touring Company, at a total cost of \$22,500;
13. Leisure Access Foundation, at a total cost of \$10,000;
14. Miami Book Fair International, at a total cost of \$22,500;
15. Miami City Ballet, at a total cost of \$25,000;
16. Miami-Dade Art in Public Places, at a total cost of \$16,000;
17. Miami Museum of Science, at a total cost of \$38,500;
18. Playhouse Theatre, at a total cost of \$21,000;
19. Teatro Avante, at a total cost of \$20,600;
20. The Alternative Programs, Inc., at a total cost of \$72,000;
21. The Child Assault Prevention (CAP) Project of South Florida, at a total cost of \$35,000; and
22. Zoological Society of Florida, at a total cost of \$24,500.

The appropriation for this item would be included in the General Fund of the proposed 2006-2007 Tentative Adopted Budget.



M-DCPS School Board



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Superintendent

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School Board of Miami-Dade County Public Schools

Excerpts of Unofficial Meeting Minutes

September 13, 2006

The School Board publishes MINUTES of its meetings as soon as possible after each meeting. The EXCERPTS from the latest meeting are provided below as an unofficial review of the actions taken. Citizens may arrange to review the official minutes by calling the Department of Information Services at 995-1126.

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA
1450 Northeast Second Avenue
Miami, Florida 33132

Excerpts from Unofficial Minutes of the September 13, 2006 Board Meeting

APPROVED Bid Opening Lists of July 27, August 3, 5, 8, 15, 17, and 22, 2006.

APPROVED Minutes of the August 2 Special Meeting, and August 22, 2006 Regular School Board meeting.

109,343 **A-1 HEARD** The Superintendent's informational reports to the Board on selected topics.

109,344 **A-2 RECEIVED** The report, Teacher Pay and Status of Negotiations With United Teachers of Dade.

109,345 **A-3 RATIFIED** The proposed three-year collective bargaining agreement with the Dade County School Maintenance Committee, effective July 1, 2006 through June 30, 2009.

109,346 **A-4 ENDORSED** The development of an Education Council of International Cities.

109,347 **A-5 AUTHORIZED** The purchase of software and services from Microsoft Corporation to implement an enterprise Portal, at a cost not to exceed \$2,167,806 from Capital Outlay Funds in FY 2006-2007; software from Version 3, Inc. to implement an enterprise Portal, at a cost not to exceed \$190,000 from Capital Outlay Funds in FY 2006-2007; and hardware to implement an enterprise Portal at a cost not to exceed \$1,063,408 from Capital Outlay Funds in FY 2006-2007.

109,348 **A-6 APPROVED** The Superintendent's reorganization and restructuring of selected district offices, as delineated in the Official Agenda, effective September 13, 2006, or as soon thereafter as can be facilitated.

109,349 **B-1 DISCUSSED** New Business: Board members.

109,350 **B-3 APPROVED** Resolution No. 06-56, promoting the School Breakfast Program on October 4, 2006 in conjunction with the International "Walk Our Children to School Day," and directing the Superintendent to encourage participation in the School Breakfast Program at all Miami-Dade County public schools.

***** B-4 WITHDREW Proposal to take whatever action may be necessary or appropriate to challenge the State

Board of Education's decision on August 15, 2006, to sanction the District for not acceding to its demands that certain personnel changes be made at certain of our schools within our District.

109,351 **B-5 DIRECTED** The Superintendent to incorporate Family Nutrition and Wellness classes into the Parent Academy's class offerings, and share with the School Board the schedule of classes by November 2006.

109,352 **B-6 APPROVED** Resolution No. 06-58 of The School Board of Miami-Dade County, Florida, honoring Demetrio "Ruben" Prieto for his dedicated and exemplary service to the students of Henry H. Filer Middle School and the surrounding community.

***** B-7 **WITHDREW** Request for the Superintendent to address the issue of the excessive weight in student backpacks; and report back to the Board with recommendations.

***** B-8 **WITHDREW** Request for the Superintendent to conduct inspections of all conduits and piping supports in all ways in the entire District and take immediate action to correct this deficiency; and report back to the Board with the findings

109,353 **B-9 APPROVED** Resolution 06-59 of The School Board of Miami-Dade County, Florida, endorsing October 12, 2006, as "Lights On Afterschool!" and November 14, 2006, as "National Community Education Day" to be celebrated in all of Miami-Dade County's public schools.

109,354 **B-10 ADOPTED*** The proposed draft 2007 Legislative Program of the Greater Florida Consortium of School Boards, or modify it as deemed appropriate.

* Amended to delete the following language from the 2007 Legislative Program: "Administer the FCAT towards the end of the school year and ensure that it is graded by qualified personnel."

109,355 **B-11 DIRECTED** The Superintendent to establish a policies and procedures manual for the use of District-owned vehicles by employees and that said procedures be in place by a date certain.

109,356 **C-1 APPROVED** Resolution No. 06-49, to remain the exclusive authorizer of charter schools within the Miami-Dade County Public Schools, and authorized the Superintendent to submit this resolution of intent to the State Board of Education by October 16, 2006.

109,357 **C-2 AUTHORIZED** A cooperative agreement with Florida Club Care Center Operating Co., Limited, to provide services to students with disabilities in the pediatric and adult extended care facilities, effective September 14, 2006 through June 30, 2007.

109,358 **C-3 AUTHORIZED** A contractual agreement with Psychological Services, Inc. to provide educational and related services to a maximum of 25 students with disabilities, in an amount not to exceed \$177,724, effective September 14, 2006 through June 30, 2007; and approved the bell time for Psychological Services Center from 8:00 a.m. to 2:00 p.m.

109,359 **C-4 APPROVED** The 2006-2007 School Improvement Plans for schools designated as repeating School Performance Grade "F," for schools designated as first time School Performance Grade "F," and for the school designated School Performance Grade "D" which was School Performance Grade "F" in 2005-2006 as required by the Florida Department of Education.

109,360 **C-20 AWARDED** The balance of Bid No. 020-FF08 -- Pianos, to various vendors as delineated in the Official Agenda, effective September 13, 2006 through June 13, 2008.

109,361 **C-21 AUTHORIZED** Contractual services agreements between The School Board of Miami-Dade County, Florida, and America's Choice, Inc. and Pearson Achievement Solutions, pursuant to Request For Proposals No. 028-FF10 -- School Reform And Project-Based Learning, to obtain services to provide data-driven K-12 professional development, which will be focused on improving the quality of student instruction and student performance through teachers, district-wide, effective September 13, 2006 through September 12, 2009.

109,362 **C-22 AWARDED** Bid No. 126-FF07 -- Gasoline-Powered Forklift Truck, to W.L. Johnson Equipment Company, to purchase a gasoline-powered forklift truck for George F. Baker Aviation School, effective September 13, 2006

109,363 **C-23 CORRECTED** The award for contractual services agreements between The School Board of Miami-Dade County, Florida, and Achieve Through Education, Inc.; Cuban American National Council, Inc.; Dade Marine Institutes Ombudsman Educational Services, Ltd.; Recapturing The Vision; and Richmond-Perrine Optimist Club, Inc. pursuant to Request For Proposals No. 029-FF10 -- Outside Agencies Qualified to Operate Alternative Education Programs for Miami-Dade County Public Schools At Risk Students, as delineated in the Official Agenda.

109,364 **C-30 AUTHORIZED** The Superintendent to enter into contractual agreements with the 22 community-based organizations listed in the Official Agenda, from July 1, 2006 through June 30, 2007.

109,365 **C-40 AUTHORIZED** The Superintendent to accept the report, The Greater Miami Chamber of Commerce Future Educators Program Implementation Plan.

109,366 **C-41 AUTHORIZED** An Articulation Agreement between The Florida International University (FIU) Board of Trustees and The School Board of Miami Dade County, Florida, for support of dual credit enrollment programs.

109,367 **C-43 RECEIVED** The *K-12 Science Plan*.

109,368 **C-44 AUTHORIZED** The Superintendent to participate in a science education collaboration with the Marjory Stoneman Douglas Biscayne Nature Center Inc.

109,369 **C-45 ACKNOWLEDGED** The new designation of Miami Central and Miami Jackson senior high schools as *Rise To Rigor* schools, and the continued designation of Booker T. Washington, Homestead, and Miami Edison senior high schools as *Rise To Rigor* schools for the 2006-2007 school year.

109,370 **C-80 AUTHORIZED** The acceptance of three grant awards from the Florida Department of Education (FLDOE) for funding the Florida Diagnostic and Learning Resources System (FDLRS)-South, as delineated in the Official Agenda.

109,371 **C-81 AUTHORIZED** The acceptance of a grant award from the Florida Department of Education (FLDOE) for funding under the Florida Increasing Refugee Student Achievement Program, in the amount of \$380,000, for the grant period of May 22, 2006 through October 16, 2006.

109,372 **C-82 AUTHORIZED** The acceptance of two grant awards from the Florida Department of Education (FLDOE) for funding under the Florida Community Service Radio Program in the amount of \$111,945, for the grant period of July 1, 2006 through June 30, 2007; and Florida Community Service Television Program in the amount of \$585,559, for the grant period of July 1, 2006 through June 30, 2007.

109,373 **D-12 DENIED*** Request for approval of the reclassifications, title changes and/or updates to job descriptions which may include changes in minimum qualifications, of the Managerial Exempt Personnel (MEP) and Professional and Technical (DCSSA) positions as delineated in the Official Agenda.

* Recommendation failed 3-5.

109,374 **D-20 APPROVED** The instructional and non-instructional appointments, reassignments, leaves, and separations as included in Personnel Action Listing 967.

109,375 **D-21 AUTHORIZED** The establishment and classification of positions as delineated in the Official Agenda, and approved the recommendations, as described in the agenda item, for appointments and lateral transfers to be effective September 14, 2006 or as soon thereafter as can be facilitated, with the exception of the effective dates as noted throughout the item.

109,376 **D-22 APPOINTED** Mr. Amos J. Machanic to the open, budgeted position of Director, District Security, DCSAA pay grade 45, Special Projects and Patrol, effective upon completion of background check.

109,377 **D-23 APPROVED** Instructional personnel assigned to teach out-of-field for the period of May 30, 2006 through August 28, 2006.

109,378 **D-24 APPROVED** The job descriptions updates for Managerial Exempt Personnel and/or Professional and Technical positions as delineated in the Official Agenda, effective September 13, 2006, or as soon thereafter as can be facilitated.

109,379 **D-25 EMPLOYED** Contractually, Ms. Dalia C. Rosales as Administrative Assistant to School Board Member, Dr. Marta Pérez, effective September 14, 2006, or as soon thereafter as can be facilitated.

109,380 **D-30 DEMOTED** Mr. Nicholas Emmanuel, Principal at Westview Middle School, to Assistant Principal at Coral Gables Adult School, effective at the close of the workday on September 13, 2006, pending the outcome of a hearing, if requested.

109,381 **D-31 SUSPENDED** Ms. Lisa D. Griffin, School Bus Driver at North Transportation Center for 30 calendar days without pay, effective at the close of the workday on September 13, 2006, pending the outcome of a hearing or grievance/arbitration process, if requested.