

**LIBERTY CITY/BROWNSVILLE**

<p><b>Together for Children Community Action Plan</b>                      Community Facilitators: We Rise Urban League of Greater Miami, Miami Children's Initiative</p>					
<p><b>Action Steps</b></p>	<p><b>Activities/Strategies</b></p>	<p><b>Notes/Logistics</b></p>	<p><b>Responsible Party</b></p>	<p><b>Output Indicator</b></p>	<p><b>Outcome</b></p>
<p><b>Strengthening Families</b></p>	<p>•Introduce options available for early learning centers and access information through open houses                      •Create database to find daycare/aftercare resources                      •Coordinate a cohort of early childhood partners to strengthen and increase linkages to headstart programs in our community                      •Complete virtual Wellness Checks and connect families with the necessary resources</p>	<p>•Introduce options available for early learning centers and access information                      •Highlight criteria caregivers should be looking for when making their decisions regarding quality child care options for their children                      •Provide information on how to apply for different types of centers                      •Provide (virtual or in person) experiences/activities that will introduce caregivers to information about child brain development, skills for kindergarten readiness and an overview of initial assessments/supports for children demonstrating developmental delays                      •Natural Helpers, TFC service providers, and partners will recruit and engage primary caregivers of children ages 0-5 years old                      •Open houses will take place in convenient, central locations (virtual or in person)                      •Communications with families will be provided in English, Spanish and Haitian Creole as appropriate                      •Evidence-based incentives will be integrated within open house activities                      •Virtual Trainings are being provided through Parent Academy and should be shared with families                      •Promote family engagement in early childhood program development (i.e. training, advocacy)</p>	<p><b>Leads/Co-Leads</b>                      •Keisha Gabbidon- South Florida Mutual Aid Group                      •Tracy Brown- MDCPS We Rise</p>	<p><b>Membership</b>                      •Denrich Everrett- My Life My Power International Preparatory Academy</p>	<p>•1 event per year with minimum of 30 participants                      •Assess baseline and achieve a 5% increase in local early childhood program enrollment</p> <p>Caregivers will have access to information regarding knowledge and access of local early learning centers; knowledge of milestone developmental steps in child's life.</p>
<p><b>S1. Together for Children Early Starts Open Houses</b></p>	<p>•Host (virtual or in person) annual Neighborhood Health Resource/Innovation Fair</p>	<p>•Market to promote health fair and develop partnerships for implementation of fair                      •Booths, activities and informational sessions related to the areas of health, nutrition, and local health services will be critical elements of the neighborhood events                      •Informational session topics (or virtual workshops) to build upon service demands and caregiver needs gathered during the initial needs/interest assessment process (virtual or in person survey)                      •Caregivers will be provided access to information and expertise necessary to ensure comprehensive health and supportive financial component                      •Activities and topics will include: medical, dental, and developmental screening, exams and follow-up, nutritional services, mental health services, and health education                      •Participating providers and support services will include, but will not be limited to, neighborhood providers that are engaged in the neighborhood action plans                      •Services/information will be provided in English, Spanish and/or Haitian Creole as appropriate</p>	<p>•Raymonde Reyes- MDCPS We Rise                      •TBD- Circle of Brotherhood Peacemaker</p>	<p>•Lavern Spicer- Curley's House                      •Sheila Pierre</p>	<p>•1 event per year, duration of 3-5 hours, minimum of 100 participants                      •At least 30 participants will complete exit survey inclusive of awareness of health outcomes</p> <p>Caregivers will be provided access to information and expertise necessary to ensure comprehensive health.</p>
<p><b>S2. Together for Children Health Resource and Innovation Fairs</b></p>	<p>•Parent Cafes will be hosted by the TFC natural helpers in collaboration with Neighborhood Coalition service providers and TFC neighborhood partners                      •Parent cafes will be organized for the following groups: (a) Caregivers with children participating in Youth Development Programs, community-based programs servicing local families; (b) Caregivers with children in early childhood environments; (c) Caregivers that attend community faith-based organization (FBO) services or activities and; (d) Parent Cafes for specific subgroups of caregivers including fathers, grandparents, mothers, parents of children with special needs, parents with teens, and foster parents</p>	<p>•TFC Parent Cafes will be based on the evidence based Parent Cafe facilitation model                      •Locations selected to ensure that connections are made at natural stops during a primary caregivers' day (if in person is possible)                      •Content will be structured around guiding questions that inform and empower primary care givers to share their needs and to follow up on their needs                      •Topics will be related to one or more of the five strengthening families protective factors and based upon information gathered in the initial needs assessment process conducted by the TFC natural helpers                      •Content approach will be developed in collaboration with the Miami-Dade County Public Schools' Parent Academy and other partners based upon content expertise                      •Sessions will be held in English, Spanish and/or Haitian Creole depending upon the needs of the caregivers</p>	<p>•Denrich Everrett- My Life My Power International Preparatory Academy                      •Ana Pelaez- Wellness in the Schools</p>	<p>•Alicia Curtis-Citrus FCN                      •Pastor Lovvett</p>	<p>•Minimum of 5 sessions with average attendance of 10 participants                      •A minimum of 5 participants will be connected to additional services or community engagements</p> <p>Primary care givers will be informed and empowered to share their needs and to follow up on their needs, as related to strengthening families protective factors.</p>
<p><b>S3. Together for Children Parent Cafes</b></p>	<p>•Coordinate/Collaborate with established Neighborhood Coalition Back to School Events.                      •Coalition members will establish a (virtual or in person) local Expo for the Liberty City/Brownsville community.                      •Natural Helpers will engage families to participate in a virtual community cultural/history series.                      •Celebrating Success events will be held (virtual or in person) at the end of each school year in each coalition areas and will highlight student and parent success stories and achievements.</p>	<p>•Cultural history series will build upon local cultural events and/or culturally related tours/field trips; and will provide an opportunity for families to learn about the rich histories of their own neighborhoods and others.                      •Families that attend Celebrating Success events for their child will also learn about parent success stories, resources to support caregivers and an overview of upcoming summer programs and child safety information.</p>	<p>•Raymonde Reyes- MDCPS We Rise                      •TBD- Circle of Brotherhood Peacemaker                      •Alicia Curtis- Citrus FCN</p>	<p>•Keisha Gabbison, Lavern Spicer - Curley's House                      •Tracy-Ann Brown- MDCPS We Rise                      •Denrich Everrett-My Life My Power International Preparatory Academy                      •Janet Rodriguez- MDCPS Dept. of Title 1 Administration</p>	<p>Events will establish a sense of community, a positive social network for caregivers, and opportunities to spend quality family time with their children and an awareness of local resources to support their children and families.</p>
<p><b>S4. Together for Children Quality Family Time Events</b></p>	<p>•Lunch and Learn (in person or virtual) series for primary care givers attending adult education programs in Miami-Dade County Public Schools, private institutions, and parks                      •TFC Organizations, in partnership with Miami-Dade County Public Schools, all coalition subcontractors and the TFC natural helpers will hold lunch and learn sessions at two Career and Adult Education Sites during lunch time of designated time decided by the administration (or virtually)                      •Provide caregivers with detailed information on relevant topics and connect them to existing providers and community resources</p>	<p>•Potential topics include:                      1. Mental health                      2. Parenting classes and why they can be beneficial                      3. Healthy Living                      4. Youth services, programs, and resources                      5. My child's school portal                      6. Early childhood services                      7. Summer lunch program for caregivers POSTPONE until applicable                      8. Civic engagement and advocacy                      9. Covid-19 information and resources                      10. Technology assistance for caregivers (to support distance learning and other youth needs)</p>	<p>•Tracy Brown- MDCPS We Rise</p>	<p>•Vella Saunders, Raymonde Reyes- MDCPS We Rise                      •Lavern Spicer- Curley's House</p>	<p>•2 sessions at two sites; 30-60 participants</p> <p>Caregivers will have detailed information on relevant topics and connect them to existing providers and community resources (e.g., mental health, benefits of parenting classes, healthy living, youth services, school portal, early childhood services, etc.).</p>
<p><b>S5. Together for Children Lunch and Learn Series: Career and Technical Centers</b></p>					

<p><b>S6. Create a Parent/Adult Leadership, Service Coordination and Engagement Model</b></p>	<ul style="list-style-type: none"> <li>Establish goals and action plan for adult leaders</li> <li>Create parent leadership and engagement strategy</li> <li>Create parent committee</li> <li>Create a (virtual or in person) resource fair and outreach campaign to include churches, barber shops</li> <li>Map out existing services</li> </ul>	<ul style="list-style-type: none"> <li>Identify strengths and assess needs</li> <li>Engage PTA as a strategy to have parent leadership/engagement</li> <li>Incentivize the process for the parent</li> <li>Remove barriers to parent participation</li> <li>Promote programs at a Resource Fair</li> </ul>	<p>Jamena Hines, Vella Saunders- MDCPS We Rise</p>	<p>Raymonde Reyes- MDCPS We Rise Derrick Everett-My Life My Power International Preparatory Academy</p>	<ul style="list-style-type: none"> <li>Assess the number of parent leadership programs</li> <li>Determine if there is need of new parenting programs</li> <li>Assess baseline and expand by 10% the number of parents participating in leader programs</li> </ul>	<p>Families are engaged and motivated to be involved in program development.</p>
<p><b>S7. Maintain Updated Information Resource Tool</b></p>	<ul style="list-style-type: none"> <li>Create an inventory of services available to families in each neighborhood</li> <li>Develop an online directory or app with all services</li> <li>Verify and maintain accuracy of information</li> <li>Create and post resource information</li> </ul>	<ul style="list-style-type: none"> <li>Include directory/app in all outreach efforts</li> </ul>	<p>Jamena Hines &amp; Vella Saunders- MDCPS We Rise</p>		<ul style="list-style-type: none"> <li>Assess the number of parents receiving services in each neighborhood and increase engagement by 10%</li> <li>Directory of services created and easily accessible online and in paper</li> </ul>	<p>Families are aware of resources and connected to supports that promote their success.</p>
<p><b>Empowering Youth</b></p>						
<p><b>E1. Out of School Enrichment</b></p>	<ul style="list-style-type: none"> <li>Create a data base of all afterschool programs in Liberty City/Brownsville (confirm current operation capacity)</li> <li>Assess the capacity building needs of providers (e.g., hiring processes, data collecting) by gathering feedback from providers (e.g., utilizing surveys, focus groups) to provide high quality services and create a set of standards for providers</li> <li>Identify obstacles to participation to our anchor partners that are receiving referrals for services (e.g., transportation, meals, tutoring)</li> <li>Identify services (safe hubs) for afterschool hours from 6 - 9pm</li> <li>Real-time literacy (virtual platform)</li> <li>Create a safe space with youth council (virtual meeting)</li> <li>Create and distribute youth survey to assess technology and basic needs</li> </ul>		<p>Shownda Pagan- Belafonte TACOLCY Adrian Rodgers-MCI</p>	<p>TBD- New Horizons Mental Health</p>	<ul style="list-style-type: none"> <li>50+ programs to be identified for database</li> <li>15 CBO will complete a capacity needs assessment</li> <li>Anchor agencies will complete survey</li> </ul>	<p>Youth will be engaged in out of school enrichment programming.</p>
<p><b>E2. Youth Leadership and Engagement: Mentorships &amp; Advocacy</b></p>	<p><b>Mentorships</b></p> <ul style="list-style-type: none"> <li>Determine which organizations provide mentorship programming and availability of slots (virtual and/or person)</li> <li>Identify existing mentoring programs in MDCPS (FBLA, 5000Role Models)</li> <li>Collaborate with higher education partners to provide mentors and mentorship opportunities (both virtual and in person)</li> <li>Work with school sites to hold report card conferences (with mentors/community members/volunteer corps) (virtual or in person)</li> </ul> <p><b>Advocacy</b></p> <ul style="list-style-type: none"> <li>Explore opportunity to place mentors in schools (when in person permitted)</li> </ul> <p><b>Establish youth committee</b> which may include one student who will be a member of the local governing board</p> <ul style="list-style-type: none"> <li>Host 1 Youth Violence Summit will take place annually (virtual or in person) and the youth committee will assist in its development and mission</li> <li>Compile a list of guest speakers and mentors</li> <li>Attend (virtual) open houses/orientations to assist school club leaders in the recruitment of participants. Youth committee will assist.</li> <li>Engage youth committee in civic engagement and advocacy opportunities</li> <li>Explore race equity programming opportunities for youth</li> </ul>		<p>TBD- New Horizons Mental Health Adrian Rodgers-MCI</p>	<p>James Lopez- Power U Center for Social Change TBD- Circle of Brotherhood</p>	<ul style="list-style-type: none"> <li>Increase the awareness of mentoring programs through the participation of 3 community events</li> <li>We will attend open houses/orientations to assist school club leaders in the recruitment of participants. Youth committee will assist.</li> <li>10 engaged youth in youth committee</li> <li>Recruit at least 10 college students as mentors</li> <li>Assess baseline number of youth participating in a mentorship program</li> <li>Recruit at least 10 mentors/guest speakers</li> <li>2 report card conferences annually</li> <li>1 youth violence summit</li> </ul>	<p>Youth will be engaged in mentorship opportunities.</p>
<p><b>E3. Youth Leadership and Engagement: Internships &amp; Job Readiness</b></p>	<p><b>Internships</b></p> <ul style="list-style-type: none"> <li>Assess to fill the 2021-22 School Year and Summer Program projected youth internship opportunities (virtual or in person)</li> <li>Create a data spreadsheet of organizations that provide internships/employment opportunities</li> <li>Support school champions as they enroll students for the summer youth intership program</li> <li>Partner with the city to identify local businesses to assist in hiring and offering internships</li> </ul> <p><b>Workforce Readiness</b></p> <ul style="list-style-type: none"> <li>Workforce Readiness fair will take place annually for local high school students and youth committee will assist in planning (virtual or in person)</li> <li>Identify an organization/leader who can facilitate and be the access point person</li> <li>Increase CBO, school district, and youth awareness of opportunities through annual fair and engagement with strengthening families</li> <li>Focus additional recruitment efforts on business providers</li> <li>Miami-Dade County target industries training and job placement support</li> <li>Connect and expose youth to vocational opportunities</li> </ul>		<p>Yolanda Rucker, Eckard Connects Project Bridge Deborah Ginsberg- Acceleration Academy Adrian Rodgers-MCI</p>		<ul style="list-style-type: none"> <li>For the 2019-20 school year and summer program, 100% of the unpaid or paid work experience opportunities (year-round and summer) are used</li> <li>Increase # of youth participating in an internship program (paid work experience and summer youth internship) from 328 (in 2018-19) to 350 youth</li> <li>1 workforce readiness fair</li> </ul>	<p>Youth will be engaged in internships and job readiness opportunities.</p>
<p><b>E4. Early Learning: Program Quality and Access</b></p>	<ul style="list-style-type: none"> <li>Create a multilingual media campaign to inform, engage and promote access to services to community residents through targeted radio and tv shows/discussions, social media posts/agency newsletter</li> <li>Design surveys and/or polls to regularly capture the opinions/needs of parents and caretakers</li> <li>Create a resource guide to distribute to residents/parents/caregivers</li> <li>Work with district and other organizations to promote the completion of Free Reduced Lunch applications, immunizations, and registration in VPK, Pre K and Kindergarten programs.</li> <li>Increase awareness of availability and prioritize access to Early Learning opportunities</li> <li>Determine what capacity building needs are for providers and who can provide appropriate capacity building training</li> <li>Work with the district to work with the promotion of our campaign</li> <li>Increase subsidy of childcare slots</li> </ul>		<p>Terry Rutherford Michelle Johnson- Miami Dade County</p>		<ul style="list-style-type: none"> <li>Increase awareness about available available Early Learning resources by 5% as measured by number of attendees at parent/community forums and focus groups annually.</li> <li>500 distributed resource guides</li> <li>2 parent/community forums annually</li> <li>2 focus group sessions about Early Learning annually</li> </ul>	<p>Providers will disseminate resources and information regarding early learning and provide high quality early learning.</p>
<p><b>Protecting Youth</b></p>						

<p><b>P1. Re-Engage Disconnected Youth Through Prevention Services</b></p>	<ul style="list-style-type: none"> <li>Identify all existing prevention programs in each neighborhood</li> <li>Assess strengths and identify needs based on gaps of services</li> <li>Create a seamless connection and referral process from intake and assessment through service delivery and follow-up</li> <li>Safe zone facility, outline, safety phone/apps for safety protection</li> <li>Gang resistance and training program for all youth (explore virtual programming opportunities)</li> <li>Connecting families to distance learning technology support</li> <li>Connecting families to school administration to obtain technology devices, enrollment, or other needed services</li> <li>Linking families to meal distribution sites (both M-DCPS and community distribution sites)</li> <li>Follow-up with families to assess any challenges or needs (food instability, unemployment, etc.) and link families to service providers</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that services are holistic, such as mental health and academic support (e.g., literacy, tutoring)</li> </ul>	<ul style="list-style-type: none"> <li>Anne Casimir- H.E.R.O. Program</li> <li>Jeanne Tamargo- Informed Families</li> </ul>	<ul style="list-style-type: none"> <li>Rocio Ortiz-Juvenile Services Department</li> <li>Janet Rodriguez- MDCPS Dept. of Title 1 Administration</li> </ul>	<p><b>H.E.R.O.:</b></p> <ul style="list-style-type: none"> <li>+5% increase of coordinating services with outside agencies</li> <li>+5% increase in home visits</li> <li>+5% increase in parent conferences by phone</li> <li>+5% increase in parent conferences in-person</li> <li>+5% increase in Truancy Child Study Team (TCST) meetings conducted</li> <li>+1% minimum increase in school attendance reported quarterly (less than 5 absences per quarter)</li> </ul> <p><b>Middle School-Aged Youth:</b></p> <ul style="list-style-type: none"> <li>+100% of the 57 identified MSAY Initiative school sites will identify a School Champion.</li> <li>+At least 75% of the School Champions will participate in the Annual District TFC-School Champion Training.</li> <li>+100% of the returned permission/mutual exchange of information forms will be transmitted to JSD.</li> <li>+# of referrals sent to JSD's Prevention Program by school personnel</li> </ul>	
<p><b>P2. Re-Engage Disconnected Youth Through Intervention Services</b></p>	<ul style="list-style-type: none"> <li>Identify all existing intervention programs in each neighborhood (virtual and in person)</li> <li>Assess strengths of programs and identify needs based on gaps of services for fragile youth</li> <li>Create seamless connection of referral process from intake and assessment through service delivery and follow-up</li> <li>Coordinate all service providers in each neighborhood to ensure all identified fragile youth are served and to remove duplication of services</li> <li>Gang prevention training (virtual or in person)</li> <li>Police will offer help or promote ways to prevent gun violence at all school levels, at least once a week.</li> <li>Provide and connect families to distance learning technology support</li> <li>Connecting families to school administration to obtain technology devices, enrollment, or other needed services</li> <li>Linking families to meal distribution sites (both M-DCPS and community distribution sites)</li> <li>Follow-up with families to assess any challenges or needs (food instability, unemployment, etc.) and link families to service providers</li> <li>Advocate for youth to be enrolled in school</li> <li>Provide support to juvenile probation officers</li> <li>Create countywide mental health resources document and update coalition-local providers</li> </ul>		<ul style="list-style-type: none"> <li>Tommy Richardson- M-DCPS One Stop</li> <li>Ian Baldwin- Citrus FCN</li> <li>David Ebanks- Infinite Ways Network</li> </ul>	<ul style="list-style-type: none"> <li>Jonathan Spikes, Damon Jones- Affirming Youth</li> <li>Deborah Ginsberg- Acceleration Academy</li> </ul>	<ul style="list-style-type: none"> <li>+100% of referral forms sent by school personnel will be completely filled out with the families contact information</li> <li>+100% of referrals received by school personnel will be screened for service needs</li> <li>+# of students and their families that have agreed to all conditions of JSD's prevention program</li> <li>+75% of students in the JSD prevention program will successfully complete services (achieve stabilization)</li> <li>+# of families that receive any type of linkage to services outside of the JSD prevention program</li> </ul> <p><b>One Stop:</b></p> <ul style="list-style-type: none"> <li>+85% of students and families referred to a One Stop Center will receive communication from a One Stop Specialist</li> <li>+80% of the students who are referred will be provided an appropriate educational setting</li> <li>+Student Success Center recidivism rate of students receiving One Stop Center services will be less than 30%</li> <li>+Recidivism rate for youth receiving One Stop services will be reduced by 20%</li> </ul>	<p>Participating youth will show improvement in attendance and behavior. Youth will be linked to services and the recidivism rate for youth receiving One Stop services will be reduced by 20%.</p>
<p><b>P3. Development of a Comprehensive Strategy Driven by Youth Data: Direct Service, Environmental, Advocacy; Substance Abuse, Homicide &amp; Gun Access Reduction</b></p>	<ul style="list-style-type: none"> <li>Compile surveys that are used by nonprofits to access the needs of youth and families.</li> <li>Environmental: <ul style="list-style-type: none"> <li>Community cleanup</li> <li>Enforcement of codes</li> <li>Integrated system of reporting and enforcement of environmental concerns</li> </ul> </li> <li>Family-Involvement: <ul style="list-style-type: none"> <li>Reduce family dysfunctionality</li> <li>Improve transfer of good values that facilitate positive youth development</li> <li>Use the strategic prevention framework process as the work process for the protecting youth committee. The goal of this process is to use prevention science to align and address the identified "Risk and Protective Factors" across committees in ways that result in a comprehensive community plan and county-wide approach for improving youth wellness and reducing gun violence. At its roots, each community coalition plan is the result of its community youth and other data. At the community levels, it is flexible and should result in an individual plan for each individual community but each community planned has the same aligned outcomes and data points as much as the data allows.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Rev. Charles Dirkins- Hosanna Community Foundation</li> <li>Sam Latimore- Charles Hadley Neighborhood Association, Inc.</li> </ul>	<ul style="list-style-type: none"> <li>Ian Baldwin- Citrus FCN</li> </ul>	<ul style="list-style-type: none"> <li>+# of service learning neighborhood cleanups</li> <li>+# of attendees participating in cleanup</li> <li>+# of removed unsafe structures</li> <li>reduction in # of environmental violations</li> </ul>	<p>Youth and families will be engaged in environmental justice issues and participate in community cleanups. Family dysfunctionality will be reduced and family engagement will increase.</p>