

Community Facilitators: Miami-Dade County Parks & Recreation, Rise Up 4 Change						PERRINE/GOULDS/RICHMOND HEIGHTS							
Action Steps		Activities/Strategies		Notes/Logistics		Responsible Party		Output Indicator		Outcome			
Strengthening Families Committee Lead: JEFF HURST						Lead/Co-Leads		Membership					
S1A. Together for Children Early Starts Open Houses & Early Learning and Literacy Programs		<ul style="list-style-type: none"> •Have open houses for parents and caregivers to introduce options available for early learning centers and access information •Develop a program (virtual or in person) to provide parents with support to help families understand the importance of reading •Create an outreach plan to reach parents •Start Reading PALS Program in area schools 		<ul style="list-style-type: none"> •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 Creole as appropriate •Evidence-based incentives will be integrated within open house activities •Provide information on how to apply for different types of centers •Provide experiences/activities (virtual or in person) 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 •Highlight criteria caregivers should be looking for when making their decisions regarding quality child care options for their children 		<ul style="list-style-type: none"> •Jeff Hurst- Dept. of Children & Families •Co-lead: Cynthia Vidaurrazaga, M-DCPS 		<ul style="list-style-type: none"> •Jeff Hurst- Dept. of Children & Families •Cynthia Vidaurrazaga- M-DCPS Dept. of Early Childhood Programs •Cassandra Alexander- Miami Dade County CAHSD Head Start and Early Head Start Programs •Arkayla Ancrum- United Way of Miami-Dade •Flor Martin- Community Health of South Florida •Joann Pierre- Citrus Family Care Network •Zulema Santacruz- Banyan Health •Phillip Murray, Jr. •J.L. Demps, Enid Demps- Greater Goulds Optimist Club/ Goulds Foundation •Kia Scott, Solomon Braggs- MDC Parks & Recreation •Maria Salas- M-DCPS Title I •Romania Dukes- Mothers Fighting for Justice & TFC Ambassador •Deborah Ginsberg- Acceleration Academy •Carlos Pildain- M-DCPS One Stop •Ezra Carias, Miream Sierra- Be Strong •Quinton Parrish •Samuel McKinnon •Zulema Santacruz- Banyan Health •Shanika Ampah- Guiding Light Outreach Inc. 		<ul style="list-style-type: none"> •2 events per school year with minimum of 30-50 participants •Literacy event in fall "Read for the Record"; Open House in the Spring "Importance of Early Childhood" •5% increase in local early childhood program enrollment 		<ul style="list-style-type: none"> Caregivers will have access to information regarding knowledge and access of local early learning centers; knowledge of milestone developmental steps in child's life. 	
S1B. Early Learning: Program Quality and Access		<ul style="list-style-type: none"> •Create a multilingual media campaign to inform, engage and promote access to services to community residents through targeted radio and tv shows/discussions and social media posts/ agency newsletter •Design surveys and/or polls to regularly capture the opinions/needs of parents and caretakers •Create a resource guide to distribute to residents/parents/caregivers •Work with district to promote the completion of FRL applications, immunizations, and registration in VPK, Pre K and Kindergarten programs •Provide community information on how to access local early learning programs 		<ul style="list-style-type: none"> •Increase awareness of availability and prioritize access to Early Learning opportunities •Determine what capacity building needs are for providers and who can provide appropriate capacity building training (virtual or in person) •Advocate for young children to be enrolled in school 				<ul style="list-style-type: none"> •Deborah Ginsberg- Acceleration Academy •Carlos Pildain- M-DCPS One Stop •Ezra Carias, Miream Sierra- Be Strong •Quinton Parrish •Samuel McKinnon •Zulema Santacruz- Banyan Health •Shanika Ampah- Guiding Light Outreach Inc. 		<ul style="list-style-type: none"> •Increase awareness about available resourced by 5% annually •Increase engagement of parents in school-related activities by 5% annually •500 distributed resource guides •2 parent/community forums annually •2 focus group sessions about Early Learning annually •# of registered children in VPK programs 		<ul style="list-style-type: none"> Providers will disseminate resources and information regarding early learning and provide high quality early learning. 	
S2. Together for Children Health Resource and Innovation Fairs		<ul style="list-style-type: none"> •Host annual Neighborhood Health Resource/Innovation Fair 		<ul style="list-style-type: none"> •Booths, activities and informational sessions related to the areas of health, nutrition, and local health services •Informational session topics will build upon service demands and caregiver needs gathered during a needs/interest assessment process •Caregivers will be provided access to information and expertise necessary to ensure comprehensive health •Activities and topics will include: medical, dental, and developmental screening, exams and follow-up, nutritional services, mental health services, health education, and Covid-19 safety and health •Services/information will be provided in English, Spanish and/or Haitian/Creole as appropriate 		<ul style="list-style-type: none"> •Jeffrey Hurst- Dept. of Children & Families •Tiaundra Bell-Community Health of South Florida 				<ul style="list-style-type: none"> •1 event per year, duration of 2-5 hours, minimum of 100 participants • At least 30 participants will complete exit survey inclusive of awareness of health outcomes 		<ul style="list-style-type: none"> Caregivers will be provided access to information and expertise necessary to ensure comprehensive health. 	
S3. Together for Children Parent Cafes		<ul style="list-style-type: none"> •Parent Cafes will be hosted (virtual or in person) by the TFC natural helpers in collaboration with Neighborhood Coalition service providers and TFC neighborhood partners •TFC Parent Cafes will be based on the evidence based Parent Cafe facilitation model •Parent cafes will be organized for the following groups: (a) Caregivers with children participating in Youth Development Programs funded by the Trust and other TFC neighborhood out-of-school programs; (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, and parents with teens 		<ul style="list-style-type: none"> •Locations selected to ensure that connections are made at natural stops during a primary caregivers' day (virtual or in person) •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 Creole depending upon the needs of the caregivers 		<ul style="list-style-type: none"> •Jeffrey Hurst- Dept. of Children & Families •Co-lead: TBD 				<ul style="list-style-type: none"> •Minimum of 12 sessions in all three neighborhoods with average attendance of 10 participants in each session. •A minimum of 5 participants will be connected to additional services or community engagements 		<ul style="list-style-type: none"> 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>S4. Together for Children Quality Family Time Events</p>	<ul style="list-style-type: none"> •Coordinate/Collaborate with established Neighborhood Coalition Back to School Events. •Natural Helpers will engage families to participate in a (virtual or in person) community cultural/history series. This 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. Content for the sessions will be developed with content experts, the parent academy, parents and community stakeholders. •Celebrating Success events (virtual or in person) will be held at the end of each school year in each coalition areas and will highlight student and parent success stories and achievements. Families that attend 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. 	<ul style="list-style-type: none"> •Natural helpers will expand engagement of neighborhood participation in the annual Children's Trust Expo ensuring a diverse attendance of first time participants. 	<ul style="list-style-type: none"> •Jeffrey Hurst- Dept. of Children & Families •Romania Dukes- Mothers Fighting for Justice 	<ul style="list-style-type: none"> •TCT Expo: 1 event; 150 caregivers in attendance •Community/cultural history series: 1 event; 20 caregivers; 30 children •Celebrating Success: 1 regional event; 100 caregivers; 1countywide event; 200 duplicated attendees 	<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>S5. Together for Children Lunch and Learn Series: Career and Technical Centers; Connecting Parents to Economic Opportunities</p>	<ul style="list-style-type: none"> •Lunch and Learn (virtual or in person) series for primary care givers attending adult education programs in Miami-Dade County Public Schools and/or private institutions •TFC partners, 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 (or virtual sites) during lunch time of ressignated time decided by the administration •Identify need based on employment rate in each neighborhood •Map out all services in each neighborhood that provide direct support for job training and career planning •Develop a (virtual or in person) entrepreneurship training program 	<ul style="list-style-type: none"> •Provide caregivers with detailed information on relevant topics and connect them to existing providers and community resources. •Potential topics include: 1. Mental health; 2. Parenting classes and why they can be beneficial; 3. Healthy Living; 4. Youth services; 5. My child's school portal; 6. Early childhood services 7. Coping with Covid-19, 8. Civic engagement and pollworker employment opportunities •Connect with business leaders, chambers, and government 	<ul style="list-style-type: none"> •Jeff Hurst- Dept. of Children & Families •Co-lead: TBD 	<ul style="list-style-type: none"> •2 sessions at Robert Morgan; 30-60 participants •Assess baseline # and % of parents/caregivers participating in programs and increase by 5% •Assess baseline # and % of parents who gain employment and increase by 5% 	<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.) and families are aware of resources and connected to supports that promote their success.</p>	
<p>S6. Develop Parent Engagement and Leadership program</p>	<ul style="list-style-type: none"> •Map out all existing programs •Identify strengths and assess needs •Create parent leadership and engagement strategy •Create parent committee •Develop civic engagement plan/opportunities for parents/caregivers 	<ul style="list-style-type: none"> •Include entrepreneurship support 	<ul style="list-style-type: none"> •Jeff Hurst- Dept. of Children & Families •Co-lead: TBD 	<ul style="list-style-type: none"> • Assess baseline of engagement and leadership programs • Increase parent/caregiver participation by 5% • 50% of participants will complete survey assessing strengths and weaknesses of programming 	<p>Families are engaged and motivated to be involved in program development</p>	
<p>S7. Maintain Updated Information Resource Tool</p>	<ul style="list-style-type: none"> •Create an inventory of services available to families in each neighborhood •Maintain an updated online directory or app with all services 	<ul style="list-style-type: none"> •Include directory/app in all outreach efforts •Review and update directory to confirm information is current 	<ul style="list-style-type: none"> •Lead: Jeff Hurst •Co-Lead: Romania Dukes, TFC Ambassador 	<ul style="list-style-type: none"> •Directory of services created and easily accessible •Distribute a minimum of 50 copies of the services directory •Deliver one resource guide to each school located in the coalition 	<p>Families are aware of resources and connected to supports that promote their success.</p>	
<p>Empowering Youth Committee Lead: FRED THOMAS</p>						
<p>E1. Out of School Enrichment</p>	<ul style="list-style-type: none"> •Assess # of youth served by all local CBO's and availability of slots •Recruitment strategy for youth (focus on YEN) •Retention strategy for youth (focus on YEN) •Determine which enrichment opportunities are most critical for youth •Survey youth for current needs and challenges to inform the work of the committee 	<ul style="list-style-type: none"> •Provide support to youth and families for distance learning •Utilize Wellness Checks and make referrals to Protecting Youth Committee or appropriate provider •Access to enrichment opportunities (virtual or in person): <ol style="list-style-type: none"> 1. Environmental exposure 2. Access to the arts/humanities/culture 3. Sports opportunities 4. Faith-based focus enrichment activities 5. Service project enrichment for students with community service hours 6. Civic engagement and advocacy opportunities with community service hours 	<p>Lead/Co-Leads</p> <ul style="list-style-type: none"> •Fred Thomas- Rise Up 4 Change •Victor Jenkins- MDC Parks & Recreation 	<p>Membership</p> <ul style="list-style-type: none"> •Fred Thomas- Rise Up for Change •JL Demps, Enid Demps- Greater Goulds Optimist Club •Quinton Parrish •Philip Murray, Jr. •Hakeem Muhammad- Bank of America •Sam McKinnon •Victor Jenkins, Kia Scott- MDC Parks & Recreation 	<ul style="list-style-type: none"> •Assess baseline of recruited youth utilizing TCT website (non MDPROS Sites) to determine current providers in area and slots available •For MDPROS collect available slots and retention data from each site per grade level (K-5; 6-12) •85% retention rate of recruited youth across all programs and ages •# of non TCT providers invited and engage at least two new partners in neighborhood action plan •Determine baseline of: •# of programs that provide environmental exposure •# of programs that provide access to the arts/humanities/culture •# of programs that provide sports opportunities •# of programs that provide service project 	<p>Youth will be engaged in out of school enrichment programming.</p>

<p>E2. Youth Leadership and Engagement: Mentorships & Advocacy</p>	<ul style="list-style-type: none"> Determine which organizations provide mentorship programming and availability of slots (virtual or in person) and mentorship needs (ages/time frame) Assist in expansion of existing programs through targeted recruitment of mentors Engage youth in civic engagement and advocacy efforts Work with school sites to hold (virtual or in person) report card conferences (with mentors/community members/volunteer corps) Expand youth committee which will include two students who will be a member of the local governing board Youth Violence Summit will take place annually (virtual or in person) and the youth committee will assist in its development and mission 	<ul style="list-style-type: none"> Collaborate with higher education partners to provide mentors and mentorship opportunities Incorporate Wellness Checks into all mentoring programs and make referrals to Protecting Youth Committee or appropriate provider 	<ul style="list-style-type: none"> Fred Thomas- Rise Up 4 Change Sam McKinnon 		<ul style="list-style-type: none"> A minimum of 6 youth engaged youth in youth committee Increase by 5% the number of youth participating in a mentorship program (currently 30 youth) 6 new of mentor-mentee matches 10 new recruited mentors 2 report card conferences annually 1 youth violence summit 	<p>Youth will be engaged in mentorship opportunities.</p>
<p>E3. Youth Leadership and Engagement: Internships & Workforce Readiness</p>	<ul style="list-style-type: none"> Determine which organizations provide internships and availability of slots (in person and virtual) and internship need (ages/school year/summer) Job Readiness (work readiness fair) will take place annually for local high school students and the youth committee will assist in planning (in person or virtual) Map out existing employment opportunity programs 	<ul style="list-style-type: none"> Provide certifications as incentives to participate Increase CBO, school district, and youth awareness of opportunities Focus additional recruitment efforts on business providers Leverage area Chambers of Commerce to assist in hiring and offering internships 	<ul style="list-style-type: none"> Fred Thomas- Rise Up 4 Change Victor Jenkins- MDC Parks and Recreation 		<ul style="list-style-type: none"> Develop 1 new internship service offered by a local CBO Assess baseline # of youth participating in an internship program 1 job readiness fair 	<p>Youth will be engaged in internships and job readiness opportunities.</p>
<p>Protecting Youth Committee Lead: ANNE CASIMIR</p>						
<p>P1. Create Prevention Initiatives and Programs to Support Vulnerable Youth</p>	<ul style="list-style-type: none"> Identify existing prevention programs in each neighborhood Assess strengths and identify needs based on gaps of services Create a seamless connection and referral process from intake and assessment through service delivery and follow-up Follow-up with families to assess any challenges or needs (food instability, unemployment, etc.) and link families to service providers 	<ul style="list-style-type: none"> Ensure that services are holistic, such as mental health and academic support (e.g., literacy, tutoring) 	<p>Lead/Co-Leads</p> <ul style="list-style-type: none"> Anne Casimir- M-DCPS H.E. R.O. David Ebanks- Infinite Ways Network 	<p>Membership</p> <ul style="list-style-type: none"> Anne Casimir- M-DCPS H.E.R.O. David Ebanks- Infinite Ways Carlos Pildain- M-DCPS One Stop Leticia Loreda- Juvenile Services Department & Recreation Victor Jenkins, Yamilette Rivas- MDC Parks & Recreation Officer Tookes- MDPD Wayne Rawlins- MDC Group Violence Intervention Engage partners that specialize in this work (i.e., HOMY, Legal Services, Project UPStart, Lotus House, Homeless Trust, Prideline, etc.) 	<p>H.E.R.O.:</p> <ul style="list-style-type: none"> 5% increase of coordinating services with outside agencies 5% increase in home visits 5% increase in parent conferences by phone 5% increase in parent conferences in-person 5% increase in Truancy Child Study Team (TCST) meetings conducted 1% minimum increase in school attendance reported quarterly (less than 5 absences per quarter) <p>Middle School-Aged Youth:</p> <ul style="list-style-type: none"> 100% of the 57 identified MSAY Initiative school sites will identify a School Champion. At least 75% of the School Champions 	

<p>P2. Create Intervention Programs to Support Vulnerable Youth</p>	<ul style="list-style-type: none"> •Identify existing intervention programs in each neighborhood •Assess strengths of programs and identify needs based on gaps of services for fragile youth •Create seamless connection of referral process from intake and assessment through service delivery and follow-up •Provide and connect families to distance learning technology support and school administration to obtain technology devices, enrollment, or other needed services •Follow-up with families to assess any challenges or needs (food instability, unemployment, etc.) and link families to service providers •Create countywide mental health resources document and update coalition-local providers •Utilize Group Violence Intervention Peaceworkers as support for intervention services. 	<ul style="list-style-type: none"> •Advocate for youth to be enrolled in school •Provide support to juvenile probation officers •Coordinate all service providers in each neighborhood to ensure all identified fragile youth are served and to remove duplication of services 	<ul style="list-style-type: none"> •Anne Casimir- M-DCPS H.E. R.O. •Carlos Pildain- M-DCPS One Stop •Leticia Loredo- Juvenile Services Department 	<ul style="list-style-type: none"> •All youth who are selected champions will participate in the Annual District TFC-School Champion Training. •100% of the returned permission/mutual exchange of information forms will be transmitted to JSD. •# of referrals sent to JSD's Prevention Program by school personnel •100% of referral forms sent by school personnel will be completely filled out with the families contact information •100% of referrals received by school personnel will be screened for service needs •# of students and their families that have agreed to all conditions of JSD's prevention program •75% of students in the JSD prevention program will successfully complete services (achieve stabilization) •# of families that receive any type of linkage to services outside of the JSD prevention program One Stop: •95% of students and families referred to a One Stop Center will receive communication from a One Stop Specialist •80% of the students who are referred will be provided an appropriate educational setting •Student Success Center recidivism rate of students receiving One Stop Center services will be less than 30% •Recidivism rate for youth receiving One Stop services will be reduced by 20% 	<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>P3. Youth and Family Emergency Supports</p>	<ul style="list-style-type: none"> •Develop process for identifying need and referral process •Link youth and families to emergency assistance resources and supports •Link families to housing supports (rental, utilities, shelter) •Link families experiencing food instability to meal distribution 	<ul style="list-style-type: none"> •Engage providers that provide emergency services 	<ul style="list-style-type: none"> •Anne Casimir- M-DCPS H.E. R.O. •David Ebanks- Infinite Ways Network 	<ul style="list-style-type: none"> •# of food distributions •# of food distribution sites available •# of referrals to housing assistance 	