

EXHIBIT "A"

SCOPE OF SERVICES

Russell Life Skills and Reading Foundation

Russell Reading Room Tutoring

The Russell Reading Room program provides free after-school tutoring and mentoring activities to help eradicate illiteracy among at-risk low/moderate income youth in the City of Hollywood, Florida. The integrated, multi-faceted program offers a holistic approach to instruction and learning. RLSARF implements activities at community-based facilities that are easily accessible and in close proximity to neighboring schools.

The evidence-based literacy curriculum is tailored to the students' needs with a measure of creative freedom given to the experienced teaching staff to design appropriate courses of study. RLSARF strives to keep small student to instructor ratios, allowing for specialized attention and one-on-one encounters that help provide students with direction (both academic and personal). Core objectives are aligned with Florida and Broward County School Board standards and include the whole language concept (i.e., phonics instruction, oral reading, vocabulary building, reading comprehension strategies, and library skills). The initiative also seeks to build confidence in each child by encouraging oral reading and creative writing in a relaxed environment. To date, the program model has achieved a 90% success rate using nationally accepted academic testing methods. Results showed reading improvement by at least one grade, and some as high as four grade levels for students in the last academic year. RLSARF proposes to use 2014-2015 CDBG funding to support the costs of program implementation at three community-based centers in Washington Park, Dr. Martin Luther King Jr. Park, the Kay Gaither Community Center and the McNicol Community Center.

Specific objectives shall be:

Recruit and register or re-register 186 students from Martin Luther King Community Center, the Washington Park Community Center, Kay Gaither Center and Mc Nicol Center and conduct program activities to provide additional teachers to balance the existing student teacher ratio.

The Subgrantee agrees to aid in the dissemination of information and promotional materials relative to City of Hollywood initiatives. This includes, but is not limited, to making available information and promotional materials relative to City of Hollywood initiatives in the Subgrantee offices and/or project sites. In addition, the Subgrantee shall provide a complete mailing list of clientele with the exception of the clients where confidentiality is mandatory. The Subgrantee shall provide such information in a form sufficient so that the City may direct-mail information and promotional materials. The Subgrantee shall make available staff that can provide referral services complete with appropriate contact person for City of Hollywood initiatives.

EXHIBIT "B"

BUDGET & REIMBURSEMENT SCHEDULE

Total CDBG project funding is \$17,891.00. Subgrantee will be paid on the basis of performance throughout a twelve (12) month period, from October 1, 2014- September 30, 2015 eligible project expenses incurred.

The process for requesting contract payment is as follows:

For the months of October 1, 2014 through September 30, 2015:

Subgrantee will be paid on the basis of performance and eligible project expenses incurred. Payment may be requested monthly at a rate of \$8.01 per student (186 students total per month) for the program year. The maximum monthly payment amount is \$1,490.92 unless a performance short fall occurred in a previous billing period. In such instances, the subgrantee may request payment over the monthly cap, provided it does not exceed the maximum allowed for the contract period.

The process for requesting contract payment is as follows:

The subgrantee shall submit a summary invoice that clearly details youth enrollment with each month's payment reimbursement request and submit proper documentation, project expenses incurred and which may be accompanied by canceled checks or other acceptable evidence of indebtedness. The invoice must be accompanied by a monthly performance report further described in Exhibit "C" attached. The invoice must be accompanied by a monthly performance report further described in Exhibit "C" attached.

EXHIBIT "C"

PERFORMANCE REPORTS

Beginning with the end of the first month of the contract year (October 31, 2014) and each month thereafter, Russell Life Skills and Reading Foundation shall submit monthly program performance reports to the Community and Economic Development Department. The report shall explain any problems encountered with the project's implementation, and clearly indicate the names, addresses, and attendance of children or letters from the Broward County School Board certifying that the children being served reside in Hollywood and are recipients of the free or reduced breakfast or lunch program or prepare and maintain income certifications for those who are receiving CDBG subsidies.

In addition, beginning the first day of the second program month (November 1, 2014) and each month thereafter the Subgrantee shall complete a copy of sections 2, 4, and 5 (below) and the demographic report and submit to the Community and Economic Development Department until services are completed.

SEC. 1	Monthly report for:	Russell Life Skills & Reading Foundation
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SEC. 2	Funding for:	FY 2014-2015	CITY
	Subrecipient	Russell Life Skills & Reading Foundation	
	Tot. Allocation	\$17,891.00	
	Expended	\$0.00	
	Remaining	\$0.00	
	Agreement Period (Months)	12	

SEC. 3	Quantifiable Goal	Youth Participants	CITY
	(Monthly)	186	

SEC. 4	Services Provided	Youth Participants
	(Current Month)	

SEC. 5 NOTABLE ACTIVITIES FOR THE MONTH

**EXHIBIT
"D"**

TIMETABLE/SCHEDULE FOR PROJECT(S)

October 1, 2014	Recruitment of students. Continue existing program.
September 30, 2015	Program Evaluation and Final report

EXHIBIT "E"

OMB CIRCULARS A-110 AND A-133

Circulars are available at 2600 Hollywood Blvd., Room 203

EXHIBIT "F"

Outcome Measurements and Quantifiable Goals

The Outcome Measurements and Quantifiable Goals will coincide with all Exhibits. See attached.

OUTCOMES MEASUREMENT TABLE

Program: Russell Reading Rooms

Inputs	Activities	Outputs	Outcomes		
			Initial	Intermediate	Longer-term
Current staff and agency resources	1. RLSARF will recruit, engage, and enroll students into the after school and summer programs throughout the Hollywood Russell Reading Room centers where appropriate.	RLSARF will enroll 186 students and engage them in after school and/or summer program activities	75% of students will be promoted to next grade level at the end of the following academic year	Students will communicate/perform better in their classrooms	A break in the cycle of multigenerational illiteracy for participating students and their families with both cultivating a love of reading and learning
New contracted Teaching Instructors	2. Evaluate enrolled students with San Diego / DIBELS Test <i>(Upon enrollment each student will receive complete assessment and evaluation of skills)</i>	186 reading assessment tests executed with state-certified teachers	85% will show improvement on post-assessment tests	Participants will demonstrate successful completion and readiness for social transaction by meeting all curriculum benchmarks.	Changed Behavior - Positive feedback on school report cards as issued per semester and submitted by the parent
Reading, Math & Science curriculum, Program supplies & educational materials	3. Each student is assigned a MAP in accordance with his/her level and particular challenges, to be completed at the student's pace	186 student Multifaceted Activity Plans (MAPs) created	90% of students who entered the program scoring below grade level in the reading section of the FCAT will improve reading performance by at least one level during the academic year	Consistent program and school attendance as seen on program and school attendance sheets	100% of participating students will experience improvement in self-esteem and confidence levels
Existing program partners and new community relationships	4. Instruction takes place 2 hours per day during after school & 3 hours per day during summer with regular review meetings	Baseline competencies will be established for 100% of newly enrolled students	85% of students will demonstrate improved academic skills	Students will exhibit expanded curriculum-related vocabulary needed to participate in classroom	Overall improvement in test scores will indicate the positive impact of the program on its participants
	5. Track student progress improvements for reporting	Pre/post assessment and Regular testing and reviews of students' progress	Benchmarked progress in math and science seen for each enrolled student	Students will demonstrate improved reading skills as well as an increase in understanding math & science subjects as presented	RLSARF will improve its capacity to assist underserved children from multi-cultural backgrounds by providing enhanced instruction with a more favorable student: teacher ratio
	6. Provide every child a book as an incentive once the child has completed reading that book during the literacy programming	Books awarded to students who complete them; other incentives awarded for math & science program completion	Families will have more books in the home	Students will feel more empowered	Students will develop an appreciation for reading and learning outside of school

Quantifiable Goals Table 2

<p>First Quarter 10/2014 – 12/2014</p> <ul style="list-style-type: none"> • The curriculum and program activity participation is individualized to the enrolled students' needs. • MAPS are created for each participant and progress is monitored to assess skills and highlight areas for improvement. • Quarterly review of student progress • Holiday Party dance recital
<p>Second Quarter 1/2015 – 3/2015</p> <ul style="list-style-type: none"> • Continued reading, science and math program activity participation by the students • Continued MAP monitoring to assess skills and highlight areas for improvement. • Quarterly review of student progress
<p>Third Quarter 4/2015 – 6/2015</p> <ul style="list-style-type: none"> • 75% of students will be promoted to next grade level • 85% will show improvement on post-assessment tests • 90% of students who entered the program scoring below grade level in the reading section of the FCAT will improve reading performance by at least one level during the academic year • 95% of students are able to connect the physical discipline of dance to the discipline of working together in a synchronized manner • Quarterly review of student progress • End-of-Year Party
<p>Fourth Quarter 7/2015 – 9/2015</p> <ul style="list-style-type: none"> • Intake Process for Summer Camp Session including Assessment Tools for each enrolled student • 85% will show improvement on post-assessment tests • 85% of students will demonstrate improved academic skills • Benchmarked progress in math and science seen for each enrolled student • Intake Process for Afterschool Sessions including Assessment Tools for each enrolled student • The curriculum and program activity participation is individualized to the enrolled students' needs. • Educational reinforcement, guidance and instruction will be evaluated through attendance improvement, academic achievement and social adjustment • Final review of student progress utilizing comparison results between pre-and-post-assessment tests, FCAT scores, and student report cards. • Final assessment of program activities will be measured and analyzed to determine rate of success.

THREE-YEAR PLAN. In order to evaluate the overall sustainability of your program the CDAB has requested each applicant to submit a three-year plan that describes your projected progress over the next three years. It is important to note that the CDAB is paying particular attention to your agency's ability to reduce dependency on City of Hollywood CDBG funds. **Please indicate whether your organization received CDBG funds within the past three years. If "Yes", please include the initial three-year plan with updated information. If "No", please submit a three-year plan. This information may be included within the overall business plan. If so, please indicate which pages or sections.**

At a minimum the three-year plan must also include a minimum as it relates to Public Services or Economic Development: